LABOR & THE GLOBAL ECONOMY

Labor Studies and Employment Relations 575:363
Spring 2022

SYLLABUS

Class Meetings: Prof. Tobias Schulze-Cleven
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Scott Hall Phone: 848-932-1740
College Avenue Campus Labor Education Center, Room 171
Tuesday, 10:20am–1:20pm Office hours by appointment
[EXCEPT FIRST TWO ONLINE SESSION] (usually Tuesday, 1:30-3:30pm)

Course Overview:
This course examines the influence of the shifting global economy on employment patterns and living standards across the rich democracies. Contemporary challenges facing American workers are put into comparative perspective to delineate alternative strategies for dealing with deepening economic globalization. The course will closely examine how political and economic factors have interacted in producing globalization. Particular attention will be paid to deepening tensions between the goals of further economic integration and democratic governance.

In class discussions, we seek to answer such questions as: How has the global economy evolved? How much are growing inequalities in the labor market driven by economic globalization? Are we witnessing a global race to the bottom in social standards? What measures could be taken to improve labor market outcomes? – After taking the course, students will have a better understanding of how socio-economic systems around the world have been affected by and have engaged with the global economy.

Learning Objectives: The student is able to…

21C Core Curriculum:
- Analyze issues of social justice across local and global contexts (Goal d).

Labor Studies and Employment Relations Department:
- Analyze issues of social justice related to work across local and global contexts (Goal 8).

School of Management and Labor Relations:
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Additional Course Objectives from the Instructor
- Analyze the tensions between global capitalism and democratic governance.
- Improve professional competencies such as critical thinking and problem solving; verbal and written communication; and interpersonal skills.
Course Requirements:

In-Class Participation 35% of the course grade*
Midterm Exam 30%
Final Exam 35%

* “Active” contribution is about speaking up (based on reading, thinking, and good listening). This grade share is high so that I can give you credit simply for showing up (think about attendance as about 20%). Quiz grades will become part of your in-class participation grade (think of quizzes as making up 10%). There is also the option for an extra-credit paper to bring up your participation grade if so desired. In general, the different elements of the participation grade will be weighed with a view toward a student’s strengths and effort.

Required Class Materials:

Week 1: Introduction (January 18) – ONLINE

Invitation

Further (voluntary) reading:

PART I: THE EVOLUTION OF THE GLOBAL ECONOMY

Week 2: Early Patterns of Global Market Integration (January 25) – ONLINE

Globalization in History’s Mirror

Thinking at the Time: Liberalism
Adam Smith. 1776. The Wealth of Nations, very short excerpt.
Week 3: The First Boom and the Collapse of Trade before World War II (February 1) – TAKE-HOME READING QUIZ!

The First Globalization

Thinking at the Time: Marxism

Further (voluntary) reading:

Week 4: Deepening Trade after World War II (February 8)

The Second Globalization: Regulating Trade in a Politicized World

Thinking at the Time: Social Democracy

Week 5: Welfare States Meet Global Value Chains (February 15)

Welfare States, including an American Variant

The Emergence of Global Value Chains
Week 6: Liberalizing Finance (February 22) – **TAKE-HOME READING QUIZ!**

**Financial Liberalization**

**Thinking at the Time: Putting on a Golden Straightjacket?**

**Financial Crises, 1994 – ongoing**

There are excellent videos available online that should help you understand this material of this week. If you have not had much exposure to the role of finance in capitalism, the impact of financial liberalization and the reasons behind the ensuing financial crises, please consult:

- Crash! A brief history of modern global capitalism | Leo Panitch (http://www.guardian.co.uk/commentisfree/audioslideshow/2012/nov/26/brief-history-of-global-capitalism-leo-panitch)

Week 7: Recasting Globalization’s Narrative (March 1)

**Review**

Further (voluntary) video:
Commanding Heights, episode one (https://www.youtube.com/watch?v=w9ms2WOZi74)

Week 8: In-Class Midterm Exam (March 8)
PART II: THE GLOBAL ECONOMY’S EFFECTS ON LABOR

Week 9: The Emergence of “Chimerica” (March 22)

Shifting Global Patterns of Interdependence

Week 10: The United States – Long-Standing Arrangements in Question (March 29)

Reality vs. Theory in International Trade

International Pressures & Changing Labor Market Structures

Week 11: Between Cross-National Convergence and Political Choice (April 5)

Rather than Helping “Losers” from Trade: Welfare State Retrenchment

Tensions Cross-Nationally
Week 12: What Should the Goals Be? (April 12) – **TAKE-HOME READING QUIZ!**

**The Scope of Government-Sponsored Redistribution**

**Going for “Predistribution”? Institutional Framing of Market Outcomes**

Week 13: What Have We Learned? (April 19)

**Prepare for Group Debates:** This class believes that...
1. “Global economic forces are the most important factor behind increasing economic inequalities in the rich democracies.”
2. “The best way to prevent further increases in economic inequalities is to get tough on companies and make it harder for them to offshore jobs.”

**On the Political Trilemma of the Global Economy**

Week 14: How to Reach the Goals? (April 26)

**The Third Globalization: Liberalism Re-embedded?**

**Review**
Appendix I – Further Information on Course Assignments & Class Rules:

IN-CLASS PARTICIPATION & ATTENDANCE

Be prepared for class and always read the assigned materials before our meetings. You are expected to bring questions and comments about the course material so that you can participate in class discussions. With much of our time spent learning through discussion, it is necessary for everybody to participate. I might ask students to use their questions to stimulate discussions and will ensure broad participation. It is critical that we respect one another’s thoughts and address our comments at others’ ideas, not at people themselves. This course is not a forum for demeaning or threatening language. Rather than measuring the frequency with which you speak in class, your participation grade reflects how you balance reasoning, reading, and listening. Also, do not forget to take careful notes to complement the PowerPoint slides.

Students should plan to attend every course session. If for some unavoidable reason you must miss a class, please let me know in advance through the university’s absence reporting website (https://sims.rutgers.edu/ssra/) so that your absence will not remain unexplained. If you are late or leave early repeatedly, and if you miss class unexcused, your participation grade will suffer.

QUIZZES

There will be three short take-home quizzes during the semester (administered via Canvas). If you do the assigned readings, you should have no problem doing well on the quizzes. There will be no trick questions, nor will a complete understanding of the reading be required. Rather, the quizzes are geared to helping you engage with the provided materials by asking you to answer some very basic questions. Your performance in the quizzes will become part of your in-class participation grade.

EXAMS

The midterm exam on the material from the first half of the course will be given in-class. It will be two hours in length. You will be asked to define key terms, provide short answers to questions, and write an essay.

The final exam will be given via Canvas. It will again be two hours in length (but I will give three so that you are less stressed). You will again be able to independently pick the most suitable time for you to take it. This exam will test you on the second half of the course, and you will be expected to use what you have learned in class to advance clear arguments in two essays. I’ll give you information more information about the content and structure of this exam a few weeks before the end of the semester.

GROUP DEBATES

The session on April 19 will be used for in-class group debates. Groups will be formed and time will be provided in class the week before for groups to coordinate their preparation for the debates. Your performance in the debate will become part of your in-class participation grade.
EXTRA-CREDIT PAPER ASSIGNMENT

The assignment asks you to critique the press coverage of a news story (“press critique”). Write a paper of 5-7 pages (double spaced) analyzing one particular instance of how the press/media has covered economic globalization’s impact on labor broadly conceived. Please see Appendix II for more information.

COMMUNICATION

Students are expected to check their Rutgers email accounts regularly for class announcements. Students are responsible for all information communicated to them via email by the instructor. Feel free to contact the instructor via email with questions or concerns about the course. I will do my best to get back to you within 24 hours. When emailing the instructor, always include “Labor & Democracy” in the subject line of your email.

ACADEMIC INTEGRITY

While I encourage students to work together to understand theories and concepts, all written work must be your own. If you cite an author or use his/her ideas, please cite properly. Plagiarized assignments or evidence of cheating will result in a failing grade in the assignment and possibly in the course. Moreover, plagiarism may result in disciplinary action by the university.

DISABILITY STATEMENT

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

TECHNICAL ASSISTANCE

Helpdesk: Rutgers Office of Information and Technology
Email: https://it.rutgers.edu/help-support
Call: 833-OIT-HELP

INTELLECUAL PROPERTY

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar
information-sharing platform without my express written consent. Doing so is a violation of the university’s Academic Integrity Policy.

As the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.
Appendix II – Extra-Credit Paper Assignment:

The paper assignment asks you to critique the press coverage of a news story. Write a paper of 5-7 pages (double spaced, 12 sized Times New Roman font, 1 inch margins) analyzing one (or two) newspaper article(s) that discuss(es)/analyze(s) the global economy’s impact on labor.

The main goal of this assignment is to get you to think through the material covered in class, and to demonstrate that you can apply it outside of the immediate class context. The other goal of this assignment is to help develop your ability to write clearly and analytically. Your essay will be graded on the level of engagement with class materials, on how well it critiques the article(s), on its consideration and evaluation of different perspectives that relate to the argument(s) it is making, on the organization of the paper, and on the quality and clarity of the writing.

You are free to choose for your critique any of a variety of article formats, including a report, a commentary/editorial, or a longer analysis. You may review one newspaper’s or news magazine’s coverage of a story, or compare two or more sources’ coverage. Articles with strong opinion content (such as op-eds) often provide the easiest targets for thorough and convincing critiques. The article you choose to critique should be contemporary, i.e. it needs to have been published after January 2010. If in doubt about whether the article falls within the scope of the assignment, please check with me.

The paper should present a coherent critique of the chosen material, grounded in the ideas discussed in the course. Central questions to address in your analysis include: Is the coverage accurate? Is it biased? If so, what is the nature of the bias? What is the frame that the article adopts? Could the same data have been framed in a different way? Do you think any important data points or contextual perspectives are missing? Do the reporters have a good understanding of politics and economics? How could the reporters improve the coverage? What would be a better way to view/interpret the material? For example, if the reporting builds on inaccurate assumptions, identify those assumptions and state why they are wrong. Feel free to suggest an alternative argument or set of assumptions. Make sure to keep in mind that there are real limits to what a single news article can cover. For example, a short reporting-style piece cannot go into the many complexities of real-world causal relations.

There is no particular organizational structure required for your critique. Be sure to properly describe the character of the material you pick for your review, but avoid an extended summary of the piece. Rather, launch into your critique and write a paper that makes a strong argument about the quality – and particularly potential weaknesses – of a piece of press coverage.

A solid press critique cites multiple examples from the analyzed coverage and demonstrates careful reading of the course material. The paper should exhibit university-level competence in grammar and style, and should properly and accurately cite all sources that are consulted in a consistent citation style.