

Rutgers University New Brunswick  
School of Management & Labor Relations  
Perspectives - Spring 2022  
Professor ~ Lisa Schur, E-mail: [lschur@smlr.rutgers.edu](mailto:lschur@smlr.rutgers.edu)  
Virtual Office Hour: Wednesdays, 2:00 PM - 3:00 PM (EST), through ZOOM  
Class Mode: Fully Online, Asynchronous

## Course Overview

This is the “upper-division theory class” for all Labor Studies and Employment Relations majors.

Theory can be fun. It is how people make sense of the world. It is about what they believe. Yes, it is about big ideas. But it is also surprisingly practical. It can influence how we understand our own lives and it often shapes the advice we give to employers, to public policy-makers, and to unions. In short, theory can help shape political and social action.

This class is called **Perspectives** because, in fact, our field does not have one unified theoretical framework. It uses multiple theories; various vantage-points on work taken from sociology, economics, psychology, history, industrial relations, political science, human resource management, organizational behavior, and even the humanities. Multiple ways of “seeing the world of work” are useful because each provides unique insights.

## Course Learning Objectives

At completion of this course, you should be able to:

- engage with the intellectual tradition in labor & employment relations,
- link classic authors' work and current professional theory
- debate with your fellow scholars and decide what you think about some of the big issues in the field, and
- develop reading skills for analytical insight, summarize texts, communicate ideas, writing clearly and concisely

## Course Delivery Format

This course is delivered **entirely** online through the Learning Management System, Canvas. There will be no Face-to-Face classroom sessions. The course is delivered in **asynchronous** mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time. However, there may be times, if you're working in groups on an assignment, you would need to set

up a live session via the **Canvas Conferences** feature (also known as BigBlueButton), Rutgers WebEx or through Rutgers ZOOM. The instructor will conduct a live session or a virtual office hour once a week to address questions, clarify topics, etc. In that case, you will be notified in advance so you can schedule the time. **Note:** Even though you don't need to log in at any specific time, you are required to adhere to all course work due dates.

### Course Materials

All course materials for the course are available in their respective Weekly Modules. You do not need to purchase anything.

### Grading Policy

<b>Grading Components</b>	<b>% of Final Course Grade</b>
Discussion Forum Participation (see below)	30%
Current Event Assignment 1	5%
Current Event Assignment 2	5%
Exam 1	30%
Exam 2	30%
<b>Total</b>	<b>100%</b>

Students are required to participate in at least 10 of the 12 discussion forums (apart from the non-graded forums in weeks 1 and 7) and will receive extra credit for participating in more than 10. Participation includes your initial post and responding to two of your classmates' posts.

### Grading Scale

<b>Points Range</b>	<b>Grade</b>	<b>Performance</b>
90 - 100	A	Outstanding
88 - 89.99	B+	Good
80 - 87.99	B	Good
78 - 79.99	C+	Satisfactory
70 - 77.99	C	Satisfactory
68 - 69.99	D+	Poor
67 and below	F	Poor

### Discussion Forum Post Expectations

Discussion is a significant portion of your learning activities and assessments. For each discussion, you will need to:

1. **post your original and first post by Wednesdays 11:59 PM.**
2. then you need to **reply to at least two of your colleagues' posts by Saturdays, 11:59 PM.** It's very important to respond to your classmates' posts.
3. (optional) - continue the dialogue through **Sunday, 11:59 PM.**
4. Note: The Discussion Forum for each week closes on Monday, 11:59 PM. You will not be able to post after Monday. Be sure not to wait until the last day to post your comments.
5. You are graded on items 1 and 2 above. If you respond to only one of your colleagues or if you don't reply to your colleagues at all, points will be deducted.

### **Late Assignments**

You are expected to submit your assignments on the specified due dates. Refer to your Canvas classroom for each week's assignment and/or projects due dates. Late assignments grading policy is as follows:

- 1 day late – 5% will be deducted from your total grade
- 2 days late – 10% will be deducted from your total grade
- 3 days late – 15% will be deducted from your total grade

Assignments more than 3 days late will **NOT** be accepted, and your grade for that specific assignment will be **zero**.

If you know you will be late with your assignments ahead of time, please contact me to discuss alternative dates.

### **Special Needs Accommodations**

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.https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines)

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. website](#)

### **Office of Disability Services contact and address**

**Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.**

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)

- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

## Course Topics & Schedules

### Week 1 (January 18 – 23): Introduction

- Introductions Forum. No Readings.
- Welcome and course overview video from the professor

### Week 2 (January 24-30): An Initial Contract in Perspective

At the completion of Week 2, students should be able to:

1. Describe the basic differences between Smith and Marx.
2. Assess the strengths and weaknesses of their arguments.
3. Apply their views to current conditions and issues.

Readings:

- Adam Smith, *The Wealth of Nations*, (Originally 1776; Prometheus Books, 1991), Chapters 1 and 2
- Karl Marx and Friedrich Engels, *The Communist Manifesto*, Part 1
- Rius, *Marx of Beginners*
- Sean McElwee, "Marx was Right" Five surprising Ways Karl Marx Predicted 2014
- Happy Birthday, Marx

Media:

- Topic explanation video from the professor
- Adam Smith
- The Invisible Hand – Supply & Demand

Discussion Forum: Comparing Smith and Marx

### Week 3 (January 31 - February 6): Exploitation and Alienation

Learning Objectives:

At the completion of Week 3, you should be able to:

1. Identify Karl Marx's theory of alienation. Hint: There are at least three aspects to it.
2. Describe Arlie Hochschild's concepts of emotional labor and compare and contrast them to Marx's ideas.

3. Discuss your own experience of alienation and compare and contrast them to the ideas of Marx and Hochschild.

Readings:

- Selected readings from Karl Marx, The Economic and Philosophical Manuscripts
- Rius, Marx for Beginners
- Arlie Russel Hochschild, Exploring the Managed Heart

Media:

- Topic explanation video from the professor
- Karl Marx on Alienation
- Scenes from Office Space

Discussion Forum: Alienation

**Week 4 (February 7 – 13): Markets & Institutions**

Learning Objectives:

At the completion of Week 4, students should be able to:

1. Describe the views of the Institutionalists.
2. Post and respond to Discussion Forums using the Canvas discussion feature.
3. Identify how their views differed from both the ideas of Orthodox economists (Smith) and those of Marx.
4. Explain and evaluate the "egoist", "unitary", "pluralist" and "critical" views of employment relations discussed by Budd.

Readings:

- Bruce E. Kaufman, Labor Markets and Employment Regulation: The View of the Old Institutionalists
- John W. Budd and Stefan Zagelmeyer, Excerpt from Public Policy and Employee Participation

Media:

- Topic explanation video from the professor

Presentation by Professor Paula Voos:

- The Webbs – Sidney and Beatrice
- The Wisconsin School

## Discussion Forum: The Institutionalists

### **Week 5 (February 14 – 20): Motivation**

Learning objectives:

At the completion of Week 5, you should be able to:

1. Describe the ideas of Frederick Taylor.
2. Identify the evaluations of Taylor by Locke and Braverman and evaluate their critiques.
3. Identify the ways that Elton Mayo differs from Taylor. Are there any areas where their views converge?

Reading:

- Frederick Taylor, *Scientific Management* (New York: Harper and Row, 1947), pp. 39 – 73
- Elton Mayo, *The social Problems of an Industrial Civilization*, pp. 215 – 229
- Edwin A. Locke. *The Ideas of Fredrick W. Taylor: An Evaluation*, pp. 14 -24
- Harry Braverman, *Labor and Monopoly Capital: The Degradation of work in the Twentieth Century*, pp. 85 - 122

Media:

- Taylorism ABC World Report
- Topic explanation video from the professor

Discussion forum: Taylor's Ideal

### **Week 6 (February 21 – 27): Motivation (continued)**

Learning objectives:

At the completion of Week 6, you should be able to:

1. Identify Abraham Maslow's hierarchy of needs and discuss how it was adapted to the work environment by employment relations theorists.
2. Describe the critiques of Maslow and assess the value of his ideas.
3. Understand McGregor's Theory X and Theory Y, and how they developed out of Maslow's ideas.

Readings

- Steven Ott, ed. *Motivation*, in *Classic Readings in Organizational Behavior*, pp. 27 – 35

- Abraham H. Maslow, A Theory of Human Motivation, *Classic Readings in Organizational Behavior*, pp. 35 – 58

#### Media

- Topic explanation video from the professor
- Maslow's Hierarchy of Needs
- Dan Pink on Motivation

Discussion forum: Theory X and Theory Y

Assignment: Current Events Assignments (1)

#### **Week 7 (February 28 – March 6): First Exam**

Discussion forum: Exam 1 Q & A

Assignment: Exam 1

#### **Week 8 (March 7 – 13): Race, Society, and the Labor Market**

Learning objectives:

At the completion of Week 8, you should be able to:

1. Describe the ways certain innovations, similar to those of scientific management, were applied in Southern plantations under slavery.
2. Describe what DuBois means by the term "double consciousness" and how his discussion applies to internalized racism and other types of stigma. Does it apply to society today?
3. Identify what is meant by the term "systemic racism" and describe how racial inequalities are perpetuated over generations.
4. Post and respond to Discussion Forums using the Canvas discussion feature.

#### Reading

- Caitlin Rosenthal, Slavery's Scientific Management, pp. 62 – 86
- W.E.B. DuBois, The Souls of Black Folk, pp. 329 – 334
- Mary C. Daly, Bart Hobijn, and Joseph H. Pedtke, Disappointing Facts about the Black-White Wage Gap
- New York Times, Sticks and Stones Can Break Bones, but the Wrong Name can Make a Job Hard to Find
- Summary of: Devah Pager, The Mark of a Criminal Record, 937-75

#### Media

- Topic explanation video from the professor

- Systematic Racism
- 50 Years of Racism – why silence isn't the answer

Discussion: Racial inequality

## **Week 9 (March 21 – 27): Gender, Society, and the Labor Market**

Learning objectives:

At the completion of Week 9, you should be able to:

1. Describe the "Second Shift" and the particular burdens that working mothers face.
2. Discuss how much the situation has changed and/or remained the same for women in the decades since Hochschild wrote "The Second Shift".
3. Post and respond to Discussion Forums using the Canvas discussion feature.

Readings:

- Arlie Hochschild, *Second Shift* (New York: Avon Books, 1989), pp. 2 -21
- Oriel Sullivan and Scott Coltrane, *Men's Changing Contribution to Housework and Child Care*, pp. 1-4
- Barbara W. Ehrenreich and Arlie Hochschild, *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, pp. 1 – 13
- Clair Cain Miller, *Young Men Embrace Gender Equality, but They Still Don't Vacuum*
- Claire Cain Miller, *Nearly Half of Men Say They Do Most of the Home Schooling, 3 Percent of Women Agree*

Media:

- The Second Shift – Arlie Hochschild
- Topic explanation video from the professor

Discussion forum: The Second Shift

## **Week 10 (March 28 – April 3): Disability, Society and the Labor Market**

Learning objectives:

At the completion of Week 10, you should be able to:

1. Identify the three major disability models discussed by Schur, Kruse, and Blanck in the book, "Sidelined or Mainstreamed" and evaluate the strengths and weaknesses of the different models.
2. Describe some of the attitudinal and structural barriers faced by people with disabilities in the United States.



3. Discuss why employment levels have remained so low for people with disabilities in the U.S. thirty years after the passage of the ADA.
4. Post and respond to Discussion Forums using the Canvas discussion feature.

Readings:

- Joseph Shapiro, *No Pity: People with Disabilities Forging a New Civil Rights Movement*, Required: Chapter 1, pp. 12 – 40; Optional: Chapter 4, pp. 105 – 141
- Lisa Schur, Douglas Kruse, and Peter Blanck, *People with Disabilities: Sidelined or Mainstreamed?*, pp. 1 – 13
- Rosemarie Garland Thomson, *Becoming Disabled*
- Noam Scheiber, *Fake Cover Letters Expose Discrimination Against Disabled*
- Lisa Schur and Douglas Kruse, *Coronavirus could revolutionize work opportunities for people with disabilities*
- Sam Farmer, *Racial justice, disability rights, neurodiversity and cross-movement solidarity*

Media:

- Topic explanation video from the professor
- Disability

Discussion forum: Disability

## **Week 11 (April 4 – 10): The Role of the Corporation**

Learning objectives:

At the completion of Week 11, you should be able to:

1. Describe the original purpose of corporations, and how they've evolved.
2. Distinguish between high-road and low-road companies.
3. Post and respond to Discussion Forums using the Canvas discussion feature.

Readings:

- Milton and Rose Friedman, *Free to Choose: A Personal Statement*, *The Power of the Market*, pp. 9 – 11 and 64 – 67
- David C. Korten, *When Corporations Rule the World*, pp. 59 – 80
- Archie B. Carroll, *The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders*, pp. 39 – 48
- David Weil and Tanya Goldman, *Labor Standards, The Fissured Workplace, and the On-demand Economy*, pp. 26 – 29

Media:

- Topic explanation video from the professor (two parts)
- Excerpt from “The Corporation”

Discussion: Corporations & Profit

## **Week 12 (April 11 -17): Inequality**

Learning objectives:

At the completion of Week 12, students should be able to:

1. Describe the growth of inequality in the U.S. over the last 40 years.
2. Identify the causes and consequences of the enormous increase in inequality.
3. Discuss the relationship between the COVID 19 pandemic and economic and social inequality.
4. Post and respond to Discussion Forums using the Canvas discussion feature.

Readings:

- Lawrence Mishel and Jori Kandra, Wage inequality continued to increase in 2020
- Thorstein Veblen, Dress as a Theory of Pecuniary Culture, pp. 103 – 115
- Richard Wilkinson and Kate Pickett, The Spirit Level, pp. 21 – 62, optional, pp. 254 – 272
- Richard Freeman, Distribution Matters, pp. 1 – 9
- Katherine Newman and Victor Tan hen, Introduction from *The Missing Class: Portraits of the Near Poor in America*, pp. 1-9
- Steve Lohr, Millions have lost a Step into the Middle Class, Researchers Say

Media:

- Topic explanation video from the professor
- Robert Reich Explains America's Inequality
- Paul Krugman Income Inequality
- Joseph Stiglitz- Inequality
- Capital in the Twenty-First Century

Discussion forum: Choosing Companies

Assignments: Current events assignment (2)

## **Week 13 (April 18 – 24): Unions in a Changing Society**

Learning objectives:

At the completion of Week 13, students should be able to:

1. Discuss the effects of unions on worker well-being.
2. Identify the leading causes of union decline.
3. Evaluate strategies for the renewal of the labor movement.
4. Post and respond to Discussion Forums using the Canvas discussion feature.

## Readings:

- Jack Metzgar, *Striking Steel: Solidarity Remembered*, Chapter 1
- Richard Freeman, *Where Have All the Unions Gone?* In *America Works*, pp. 75 - 92
- David Rolf, *Toward a 21<sup>st</sup> Century Labor Movement*, *The American Prospect*, pp. 1 - 9
- Sarah Horowitz, *How Do You Build a Union for the 21<sup>st</sup> Century? (Step 1: Learn From History)*, *The Atlantic*
- *Unions are Having a Moment* TIME 2021
- *Summary of the PRO Act 1 - 2022*

## Media:

- Topic explanation video from the professor
- *Can unions adapt to today's economic challenges?*
- *The Decline of Unions in the United States*

## Discussion forum: Union Decline

## **Week 14 (April 25 - May 1): Strategies**

### Learning objectives:

At the completion of Week 14, you should be able to:

1. Discuss alternative forms of worker organization, and
2. Evaluate which types show the most promise for improving conditions for workers and combatting inequality.

## Readings:

- *Increasing Worker Rights in the 21<sup>st</sup> Century*
  - Janice Fine, *How Innovative Worker Centers Help America's Most Vulnerable Wage Earners*, pp. 1 -2
  - Steven Greenhouse, *On-Demand and Demanding their Rights*, *The American Prospect*, pp. 41 - 48
  - Marilyn Sneiderman and Secky Fascione, *Going on Offense during Challenging Times*, *New Labor Forum*
- *Decreasing Inequality Through Employee Ownership*
  - Joseph Blasi, Richard Freeman, and Douglas Kruse, *The Citizens' Share: reducing Inequality in the 21<sup>st</sup> Century*, Introduction and Chapter 3
  - Douglas Kruse, *Employee Ownership and Economic Performance*, IZA World of Labor Policy Brief
- Optional

- No More Working for Jerks NYX 1-8-22

Media:

- Topic explanation video from the professor
- Trebor Scholz on platform cooperation
- Employee-owners do it better

Discussion forum: Status and Well-being of Workers

**Week 15 (May 2 - 8): Second exam**

- Exam 2