Course Overview: This course gives a basic introduction to the field of Labor Studies and Employment Relations, focusing on an interdisciplinary approach to understanding the nature of work from both national and global perspectives. Incorporating sociology, management systems, labor and working class history, human resources, legal studies, literature, art, media and employment relations, we will analyze the ways that work has evolved from the industrial revolution to the twenty-first century. In this course, we will also focus on the experiences and perspectives of working people and their institutions, as well as those of management and human resources to learn a diverse range of perspectives on the contemporary workplace and how it has evolved over time.

This course addresses the Social Analysis (SCL) Learning Objectives of SAS:
  h. Understand the bases and development of human and societal endeavors across time and place.
  m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
  n. Apply concepts about human and social behavior to particular questions or situations.

Your progress toward understanding how work, workers, and forms of worker organization fit into these social science goals will be assessed through rubrics applied to written assignments and items on exams.

Required Book. The following required book is available for purchase at the Rutgers University Bookstore, operated by Barnes and Noble. It may also be purchased online.


All readings, except for the text, are available on Rutgers Sakai, which you may access at http://sakai.rutgers.edu

Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments.
The syllabus, schedule and assignments are subject to change as the course evolves, and sometimes due to unforeseen schedule changes due to weather. Please note that additional sets of readings that highlight contemporary issues that develop during the course of the semester will also be added to our activities.

**Course Requirements**

*Class attendance:* You are expected to attend each class session, and to be on time. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over. As the class is three hours long, we will have periodic breaks built into the scheduled time.

*Participation:* This class will utilize a variety of formats, with weekly discussion sessions one of the more important of these. You are expected to have completed the readings assigned before coming to class each week and be ready to take an active role in these discussions. Class participation includes active, respectful listening and well as talking. Cell phones and other electronic devises must be turned off during class. If you have a laptop computer, please feel free to bring it to class as a useful tool to augment in class readings and You Tube clips. You may not use any recording devices in this class.

The class may also have periodic, unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade.

*Missed Exams:* All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and personal matters will be taken into account for possible cases of rescheduling that arise.

Unless otherwise specified, all writing assignments should be submitted to me via email attachment before class the day that they are due. Out of respect to those who meet this expectation, all late papers will be subject to downgrading.

*Disability Statement:* This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

*Statement on Academic Freedom:* Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.
Evaluation

Bargaining Exercise (10%)
Class Participation, attendance and quizzes (20%)
Written Assignment (10%)
Midterm Exam (30%)
Final Exam (30%)

Weekly Class Summaries:

Week 1, January 21: Introduction to the Course and Course Requirements

In this first meeting, we will have a chance to introduce ourselves, and to get a sense of what this semester’s class will entail. We will discuss our past experiences as workers, and talk about our hopes for satisfying employment. What is a good job? What types of issues currently center on work in America today? How does labor studies, as field, contribute to and help us understand these issues?

Film: I Love Lucy, “Job Switching.” (1952)


Readings: Sweet & Meiksins, Chapter 1, Mapping the Contours of Work.

In Class reading: Walt Whitman, Manhatta.

Discussion on internships and the youth job market.


Week 3, February 4: Class Politics in the United States


In-class Presentation: Bruce Springsteen: Finding the New Jersey experience in Working Class Culture.
Week 4, February 11: Income and Social Mobility

Readings: Sweet & Meiksins, Chapter 2, New Products, New Ways of Working and the New Economy, Chapter 3, Economic Inequality, Social Mobility and the New Economy.


Week 5, February 18: Power Dynamics, the New Economy and the Future of Work

Readings: Sweet & Meiksins, Chapter 4, “Whose Jobs Are Secure?”

Bryant Simon, “Consuming Lattes and Labor, or Working at Starbucks,” International Labor and Working Class History (Fall 2008): 193-211.

Francis Ryan, “Journal of a Retail Worker” (1996-97)

Film: The Big One (1997)

Paper Due in Class

Week 6, February 25: Midterm Exam

Week 7, March 3: The Role and Function of Unions

Readings: Stephen A. Sweet and Peter Meiksins, “Changing Contours of Work: Jobs and Opportunities in the New Economy, Chapter 8, “Reshaping the Contours of the New Economy.”


**Week 8, March 10: Work, Race, Ethnicity and Equality**

Readings: Sweet & Meiksins, Chapter 7, “Race, Ethnicity and Work: Legacies of the Past, Problems of the Present.”


Film: *At the River I Stand* (1993)

**Week 9, March 17: Spring Break**

**Week 10, March 24: Work, Gender, Equality**

Readings: Sweet & Meiksins, Chapter 6, “Gender Chasms in the New Economy.”


Film: *Bread and Roses* (2000)

**Week 11, March 31: Work and Family**


Anne-Marie Slaughter, “Why Women Still Can’t Have It All,” *The Atlantic*, July/August 2012 85-102

**Week 12, April 7: Unions and Collective Bargaining Today**


Michael Mauer, *The Union Members’ Complete Guide*, Union Communication Services, Inc. 41-65, 67-85


**Week 13, April 14: Collective Bargaining Simulation**

**Week 14: April 21: Immigration Old and New**


Film: *Amreeka* (2009)

**Week 15, April 28: Final Exam in Class**

**Final Exam as scheduled by Rutgers during the final exam period.**