

(This syllabus is subject to change regarding some substitute assignments and/or readings)

PERSPECTIVES ON LABOR STUDIES RUTGERS UNIVERSITY 37:575:395:02

Instructor: Francine Moccio, Contact information: fm239@rutgers.edu; cell 973-979-7689.

Day and Time: Thursday, 10:55 to 1:55

Location: Labor Education Center, Rutgers University, 50 Labor Education Way, New Brunswick

Room: Conference Room 115 in Labor Center (across from Labor Education Center Library)

Class Start Date: Thurs, January 21

Last Class: April 28

(ALL READINGS WILL BE POSTED IN "RESOURCE" on Sakai).

Final Exam: As scheduled by the University

Course Expectations and Requirements

This course is designed to give you a chance to become engaged with the intellectual tradition in labor studies. You will read classic authors and current professional theory.

You will have the opportunity to examine some of the big issues in the field and to decide what you think about them. You will also gain proficiency in important skills: *reading for analytical insight,
*Debating ideas, and communicating with others.

Students should all be labor studies majors or minors with 15 credits or more in labor studies; if you are not in this category, then you need permission of the instructor to enroll.

Learning Objectives

Several objectives of the Labor Studies and Employment Relations Department for its majors are ones that are relevant to this course. By the end of the course, you should be able to perform the following:

- Identify and explain the core concepts of the field of labor & employment relations
- Apply those concepts to understanding contemporary developments in work
- Synthesize information from multiple sources to generate new
- Review a power point and material written and presented by the instructor in class; and be able to define and explain-- in your own words -- the evolution and various theories of labor and employment relations
- Read theorists and discuss – with your peers --a variety of theoretical perspectives on industrial/labor relations, and their applications in modern and post-modern society
- Answer questions accurately what concepts leading figures in the past proposed concerning workplace relations between and among employers/employees/production and distribution.
- *Answer accurately what theories failed and which succeeded into early twenty-first century capitalism and why
- Come to class fully prepared to Participate in small group class discussions which will serve to clarify theorists ideas and philosophies; in addition, these small group breakouts will enable students to more fully articulate their views and critique the seminal figures of labor and employment
- Retrieve and complete all reading and/or other instructor directed assignments on Sakai prior to coming to class.
- *Theorists will be presented to students in each class session against the backdrop of the events occurring in the field of labor and employment by the instructor in a brief presentation lecture/including visual applications like videos and/or audio files, to imbue coursework with greater explanatory power.

Assessment:

Students will receive points up to 100 points for the course on the basis of three exams given approximately every three to five weeks until the end of the semester. Attendance and participation in this particular course is mandatory and necessary for students to understand and have an opportunity to raise questions and receive adequately prepared responses from the instructor and their peers. Unless there is a dire emergency and/or event or illness which prevents the student from attending class,

the instructor has to be informed – at all times --prior to the scheduled class (unless circumstances that may occur, deem the absence without notification unreasonable).

Grading Rubric:

Participation and Attendance: 20% INCLUDES ONE IN SMALL GROUP PRESENTATION by two students in class

Exam #1: 20%

Exam #2: 30%

Exam #3: 40%

(The instructor will grade students – based on their efforts and progress in the course – by using the highest grades attained on the above examinations, and placing less weight on the lowest grade)

Points and What they represent:

*Typically an A is 90 – 99.9

*A B+ is 88-89.9 points but the instructor may decide to use some other range of points.

B is 87-88.9 and

Keep current – avoid being late! This is an interactive class – you need to keep current in the reading and class discussions so that you can interact with others.

The three exams AND one small group presentation during the course of the semester will be conducted in class only.

The instructor will provide pre-test reviews, and the instructor will be available by appointment after class for one-hour/office hours; in case students have individual questions that need answers.

The value points of the 3 exams escalate during the course of the semester in terms of amount of work covered and difficulty or ease of the assigned readings.

There will be mostly multiple choices Q & A and one qualitative question to answer in one to two paragraphs, on work covered in readings and in lectures. The goal of the three examinations measure the students' understanding of the assigned required readings posted on Sakai; as well as

the degree of comprehending and presenting the field of labor and employment relations to their peers and professionals external to the university. This not only includes readings but other learning materials like videos which will be shown in class, power-point presentations prepared by the instructor on a weekly basis.

Questions will be made by the instructor challenging but clear to students through a brief class lecture, student driven small group discussions; and/or, if requested, individual student/instructor meetings outside class during office hours.

Assessment of students' participation and contribution in small group discussions will count up to 10% for fifty percent of the total 20% for Class Participation and Attendance.

So students' efforts to come to class fully prepared to discuss the assigned readings with peers and in small groups will be evaluated following the rubric below:

- How much the student participated in a substantive way.
- Was the student's participation ongoing and interactive? You should make sustentative points in helping to clarify concepts and theories of leading figures in the field of labor. For example, pointing up illustrations of theoretical concepts in employment and labor relations that reflect the assigned readings; applying it in concrete example form as part of a public policy, conventional wisdom, and/or employment practices at work.
- Were your comments thoughtful and based on the readings? Did you connect the ideas of one theorist to those of others if such a connection may exist? In other words, what was the quality of your comments?
- Breadth and Evidence. Did the student comment on multiple points in the readings or just one? Do personal experience; and or other types of evidence back the student's opinions opinions? Persuasive opinions are backed by a variety of types of evidence – based views either drawn from data, and/or readings students have already done in prior courses; from academic sources; as well as current events, and personal experience.
- Were your comments expressed clearly, simply and appropriately so as to have greater explanatory power to your peers?

Course schedule, topics, dates and readings:

Week 1: January 21

Topic: Can Bad Theory, Like Bad Medicine Kill? **Introduction to Influential Minds In Labor and Employment Relations**

Week 2: January 28

Topic: Classical Economics & Marx, Scientific Management, and the Division of Labor

Readings: Robert Heilbroner, *The Worldly Philosophers*, revised 7th ed. (NY: Touchstone, 1999)(notes will be provided by instructor on Heilbroner's work and posted on Sakai for Students); portions will be posted on Sakai of Adam Smith's classical work, entitled, *The Wealth of Nations*, will be required reading (pp.50-63): and Chapter 102 (109-121) (Adam Smith, *The Wealth of Nations*, (original publication: 1776; second publication, Prometheus Publications, 1991)

Week 3: February 4

Topic: Workers or Robots, Rationalizing Labor

Readings: Frederick Taylor, *Scientific Management* (New York: Harper and Row, 1947), pp. 39-73.)

Week 4: Feb. 11 First In Class Examination

Week 5: February 18

Topic: The Workplace and Rationalization of Production

Readings: Please have these posts read by our February 18 class, which is after the First Exam).

Readings: Karl Marx, (pp. 144-48 and pp.154-169); Karl Marx, *Capital*, Volume 1, Chapter 1, 2); Instructor's notes on Sakai, *Marx for Dummies*, please entire excerpts); Leo Panitch, "Thoroughly Modern Marx," *Foreign Policy*, 2009.

Weeks 6: Feb 25

Topic: Technology Matters

Readings: Harry Braverman, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century* (New York: Monthly Review, 1974), Part of Chapter 3, pp. 78-83 and Part of Chapter 5, pp. 124-131. Richard Edwards, Michael Reich, and Thomas Weisskopf, *The Capitalist System*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978), "Alienation," pp. 265-268. Arlie Russell Hochschild, "Exploring the Managed Heart," in *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press, 1983, pp. 3-12.

Week 7: March 3

Topic: Greed Is Not Enough – Evolving Markets and Institutions

Seymour M. Hersh, *The Price of Power*, Summit Books
Bruce E. Kaufman, "Labor Markets and Employment Regulation: The View of the 'Old' Institutionalists," in Bruce E. Kaufman, (editor), *Government Regulation of the Employment Relationship* (Madison, Industrial Relations Research Association, 1997), pp. 11-39; John Lancaster, excerpt on Neoliberalism from *How to Speak Money*, NY & London: W.W. Norton, 2014.

Week 8: March 10

Topics: Emerging Markets and Political Economy

Readings: Immanuel Wallerstein, a sociologist and political economist first published, *The Modern World-System*, which has appeared in four volumes since 1974. Wallerstein draws on several intellectual influences to sketch out the evolution of capitalism long before the conceptual thinkers of modern-day "globalization" theories. Wallerstein is influenced by icons like Karl Marx, Frantz Fanon, Fernand Braudel, and Ilya Prigogine. Some portions and excerpts from Wallerstein's four volumes will be posted on Sakai for students' assigned reading. In addition, please read: "The BRIC Countries: Brazil, Russia, India and China, in *Economic Watch*," in *Economic Watch*, see link: <http://www.economywatch.com/international-organizations/bric.html> posted on Sakai.

Spring Break

Week 9: March 24

Second In Class Exam

Week 10: March 31

Topic: Can My Boss Do That? – A Brave New World of Work

Readings: John W. Budd and Stefan Zagelmeyer, Excerpt from “Public Policy and Employee Participation,” in *The Oxford Handbook of Participation in Organizations*, edited by Adrian Wilkinson, Paul Gollan, David Marsden, and David Lewin, 2007, pp. 1-6. *Organizations and Humans Who Work in Them* J. Steven Ott, (ed.) “Motivation,” in *Classic Readings in Organizational Behavior* (Pacific Grove, CA: Brooks/Cole, 1989), pp. 27-35. Abraham H. Maslow, “A Theory of Human Motivation,” Chapter 2 in *Motivation and Personality*, 3rd edition. New York, Harper and Row, 1970, pp. 15-31 (note – the first version of this theory was published in the 1940s); Douglas McGregor, “The Human Side of Enterprise” an excerpt from a book of the same title in J. Steven Ott, (ed.) *Classic Readings in Organizational Behavior* (Pacific Grove, CA: Brooks/Cole, 1989) pp. 66-73.

Week 11: April 7

Topic: Things Fall Apart – the Great Recession

Readings: Hitler: What Went Wrong? Ian Kershaw, (W.W. Norton & Co., New York, First Edition: 1998), Chapter 11, “The Making of a Dictator” pp. 429-497; Thomas Piketty, *Capital in the Twenty-First Century*, Part Two, Chapter 4, *From Old Europe to the New World*, pp. 140-164; excerpts posted on Sakai from Paul Krugman, *The Great Financial Crisis: Causes and Consequences*, excerpts from Kindle book will be posted on Sakai, <http://www.jstor.org/stable/j.ctt1657t2c>

Week 12: April 14

Topic: Managing Rationalized Labor – Retrospectively and Prospectively

Readings: *The Evolution of Democracy and Capitalism*
Freedom and Democracy in a World of Multi-National Corporations; Gay, Peter, “Liberalism,” *Microsoft Encarta Online Encyclopedia*, 2008. Alan Fox, “Managerial Ideology and Labour Relations,” *British Journal of Industrial Relations*, Vol. 4, No. 3 (Nov. 1966), pp. 366-378. William E. Hudson, *American Democracy in Peril*, 3rd edition, (New York: Seven Bridges Press, 2001), part of Chapter 1, “Models of Democracy,” pp. 1-18.; Richard Freeman and James L. Medoff, Excerpt from “The Two Faces of Unionism,” *Public Interest*, No. 57 (Fall, 1979), pp. 69-76; and George Lakoff, *Whose*

Freedom: The Battle Over America's Most Important Idea, (New York: Farrar, Straus and Giroux, 2006),

Week 13: April 21

Topic:

Chapter 5, George Lakoff "Progressive Freedom: The Basics," pp. 73-81 and 85-94. Paula B. Voos, "Industrial Relations and Democracy," IRRRA Presidential Address, in Proceedings of the Fifty-Fourth Annual Meeting, Industrial Relations Research Association, San Diego, CA, January 3-5, 2004.

Week 14: April 28 (Last Class of the Spring 2016 Semester)

Topic: Through a Workers' Eyes – the Opportunities and Constraints of Capitalism

Readings: (TBA) in collaboration with student debate teams; in class, these small groups debates members will argue for and/or against the major theorists and their views on labor and employment relations presented throughout the course.

Review for Final Exam

Reading Days: Tuesday, May 2, and Wednesday, May 3

Final Exam: As Scheduled by the University

This exam will have additional weight as compared with Exams 1 and 2. The vast majority of questions will be multiple choice drawn from student readings assigned and retrieved on Sakai; lectures in class, discussions, debates and concepts and consequences of leading seminal figures in the field of labor and employment relations.