



**Work, Society, and the Quality of Life (37:575:110:01)  
Spring 2018**

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**Office Hours:** By appointment

**Class Days/Time:** Tuesdays 6:40 – 9:30 PM

**Classroom:** Livingston Student Center – Multipurpose Room

**Teaching Assistants:**

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Shannon Enstad	Brianna Strahm
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**COURSE DESCRIPTION**

The nature of people’s work largely determines the quality of their lives and the lives of their families. Around the world both the nature of work and the rewards obtained from work are changing dramatically. In some countries these changes are leading to increased equality and prosperity for everyone and in others the changes are having the opposite effect. In this course we will study these changes using dynamic active learning methods that are increasingly common in the best workplaces. Students will have the opportunity to develop their teamwork, leadership and negotiating skills, gain valuable feedback about their written and oral communication skills and develop a comprehensive understanding of the relationship among work, society, and the quality of life.

## COURSE GOALS AND STUDENT LEARNING OBJECTIVES

**Learning Objectives. The student is able to:**

### **Core Curriculum: 21C and SCL**

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the contemporary issues (a).
- Analyze a contemporary global issue from a multidisciplinary perspective (b).
- Analyze contemporary issues of social justice (d).
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (m).
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (n).

### **Labor Studies and Employment Relations Department:**

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

### **School of Management and Labor Relations:**

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

**Additional Course Objective(s) from the Instructor:** By the end of the course, students will be expected to demonstrate that they have met the following learning objectives at the collegiate level appropriate to a 100-level introductory course:

- Demonstrate an understanding of fundamental social science, historical, and legal perspectives, theories, and concepts relating to work, employment relations, and worker movements globally.
- Demonstrate an ability to apply those concepts, and knowledge of U.S. labor, laws, and work institutions to understanding contemporary developments in the U.S. and other nations now operating in a global framework
- Analyze the degree to which forms of human difference shape a person's experiences of, and perspectives on, work.
- Analyze issues of social justice related to work across local and global contexts.
- Communicate complex ideas effectively, in standard written English, to a general audience.
- Communicate effectively in modes appropriate to labor & employment relations.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.
- Formulate, evaluate, and communicate conclusions and inferences from quantitative information about work
- Work productively in teams, in social networks, and on an individual basis.

## PERFORMANCE EXPECTATIONS AND CLASSROOM PROTOCOL

This course uses dynamic, participatory active learning methods. Students are expected to play an active role in their own and others' learning. **This means that class attendance and preparation are extremely important and will count heavily in the evaluation of student performance.**

### ▪ **Texts & readings**

There is no textbook required for this course. All readings and course materials are posted on Sakai. Specific readings and assignments may change as the course proceeds.

## ▪ Preparation

Always read the assigned material before class so that you can more easily follow the lecture and fully participate in small-group and class discussions. Bring the week's reading material to class with you so that you can refer to it during lectures and group discussions. You may print out all course materials or bring laptops or similar electronic devices to class so that you may refer to the readings electronically.

Take careful lecture notes. You should obtain lecture notes from another student if you are unable to attend a class. PowerPoint slides used in lectures will be posted on the course site but may not include all supplementary information provided during lectures and discussions.

## ▪ Participation

Class sessions will include a mixture of lectures, small and large group discussions, small and large group exercises, and simulations. Discussions and experiential exercises may also be held online on the course Sakai site. Students are required to participate *actively* in all aspects of the course.

When participating in discussions you will be expected to explain your views using **reasoned arguments** and provide **evidence** for assertions of fact. You will need to demonstrate that you understand the difference between **opinion** and **fact**. You will be expected to **respect others' views and listen**. You do not have to agree with your classmates, but you must give them your full attention and consideration.

Any use of electronic equipment during must be related to the course and authorized by the instructors. Texting, talking on your phone, emailing or surfing the web on unrelated matters are prohibited during class. Students who do not use electronic equipment in an appropriate manner during class time will be held accountable.

## ▪ Group-Based Learning

Students will be assigned to groups and these groups will work together throughout the semester. Each team will be assigned a teaching assistant who will provide guidance to the team as well as evaluate many aspects of team performance under the supervision of the professors. Groups will discuss course readings both in class and online, participate in experiential exercises, prepare presentations and participate in other in-class exercises together. Students who participate fully and enthusiastically in the experiential components of the course will get the most out of the class. Students' performance in the group will be evaluated by the instructors, the teaching assistants and by the other members of your group.

Group projects and group work in this course are designed to simulate the possibilities and pitfalls of collective action in the workplace and other environments. This course is geared heavily towards group and experiential learning for many reasons. Labor and employment relations studies focus on the strategies and tactics used by employers and employees (and other similar pairings) as they pursue their goals within the political and social frameworks of the areas in which they are located. Additionally, collective action is integral to the relations between and among employers and employees in every country – though the legal and political context varies widely.

Second, the modern workplace and the global economy rely heavily on teamwork. People are expected to work together on projects and tasks on a regular basis and to demonstrate effective team leadership. Employers in all sectors of the economy evaluate workers on their ability both to work productively with others, and to lead their co-workers. Finally, experiential learning and group work can be fun!

## ▪ Written Assignments

There are two types of written assignments for this course: online forum postings and two group papers.

### Online Forums

Students will be required to participate in regularly assigned online discussions with their team members on Sakai prior to class each week. Questions to be addressed in the online discussion will be posted on the site under [Assignments]. These discussions are an integral part of the course and will constitute 25% of your total grade.

### **Why have forums?**

Forums are intended to foster interaction and collaboration for the purpose of gaining a deeper understanding and mastery of the course content. Moreover, online communication and social networks are rapidly becoming the new medium of collaboration in the modern-day workplace. As this course is grounded in practical application, the forums are designed to simulate a common workplace function. You may already be familiar with forums. If you have joined an online conversation in a social network, such as Facebook, or made comments or replies on a web site or a blog - you have participated in a forum. Forums in this class are different from those examples because the format is more structured than a forum open to anyone on the Internet.

Forums in this course have:

- *Defined membership* - Rutgers students enrolled in this course and assigned to a particular group.
- *Time boundaries* – the forum opens and closes on a set date and time.
- *Limited topics* – the instructor chooses the topic of discussion and poses questions to get the conversation started. Students are encouraged to pose their own questions after the discussion has begun.
- *Rules* – there are clear rules about how to conduct the conversation – similar to norms or ground rules in face-to-face classroom participation.
- *Evaluation* – participation in a forum is evaluated and graded.

### **Group Papers**

See pages 6 and 7

#### **▪ Attendance**

Students must attend every scheduled course session. The teaching assistants will take attendance at the beginning of class; one point will be deducted from your final grade for each unexcused absence. In addition you will receive zero points for in-class participation for each unexcused absence. Students who leave early without the instructor's permission will be marked absent for the entire class and graded accordingly. [See *Grading Policy* for information about the grading scale]

If you cannot attend a class, it is your responsibility to inform Professor Blatt in advance. If that is not possible because of an emergency, do so as soon as practicable. We recognize that illness, death in the family or other emergencies happen, and will excuse absences as long as the affected student can provide Professor Blatt with appropriate documentation (e.g. medical note, dean's note).

#### **▪ Communication**

The course will use Sakai heavily for communication and group work. You can access the site by going to [sakai.rutgers.edu](http://sakai.rutgers.edu). The instructors will communicate all official course correspondence via Sakai, for the whole class, and/or by email for subgroups or individuals. Students are responsible for all information communicated to them via Sakai or email by the instructors. Verbal discussions with the instructors before or after class will not be considered official unless followed up with written email confirmation. No other web-based course-related sites (e.g. Facebook) are permitted for course activity without explicit permission from the instructors.

You may feel free to contact the instructors or your teaching assistant via email with questions or concerns about the course.

#### **▪ Academic Integrity**

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to be familiar with all Rutgers University policies regarding Academic integrity ([academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu)).

## GRADING POLICY

This course is graded on a 100-point scale.

Final grades will be based on the following four components:

1. Online forums 25%
2. Class participation (including attendance) 25%
3. Group papers and simulations 25%
4. Quizzes 25%

Grades will be updated weekly and can be accessed from the [PostEm] tab.

We reserve the right increase or decrease your final grade for exceptional (good or bad) in-class participation and attendance – ordinarily by one level (for example, between B and B+). Students who display a strong work ethic and demonstrate improvement throughout the semester may be rewarded.

The final grade breakdown is as follows: A=90+, B+=86-89, B=80-85, C+=76-79, C=70-75, D=60-69, F<60

If you have a question about a specific grade, you are encouraged to speak with your TA and/or the instructors.

### Online forums

Forum assignments will be posted on Sakai most weeks. Forums are graded by the teaching assistants.

The forum assignments are typically based on two components: the first is the responsive component in which you are expected to respond to specific questions; the second component is an interactive component in which you are expected to respond to and/or support/refute posts made by your teammates. These forums are meant to be interactive discussions.

Typically you must make *at least* two postings for each assignment including one posting by midnight on Sunday and a second post prior to class. Your initial post is the responsive component and should be your individual response to the questions posed in the assignment. It may include a response to others in the group who have already posted their response. Primarily it should add something substantive and show an understanding of the assigned readings and course content. You are best served by not waiting until Sunday night to write your first post. Rather, timelier posts enhance the group discussion and ensure completion of the week's assignment. You must submit at least one additional post responding to other posts or arguments in the forum.

You will be graded based on several factors including but not limited to the quality of writing, the strength/persuasiveness of your responses/arguments, the relevance and accuracy of your arguments, your tone, the appropriate number of posts, and the use of evidence (the readings and/or external sources) to back-up your assertions.

Because these discussions are designed to foster interaction and constructive engagement among team members, missed discussions cannot be made up. Contributions posted after the assignment deadline will not be counted. Automatic deductions will be made for late posts, for not answering all the assigned questions, for missing either the responsive or analytical components, or for not referring to the readings and external sources for evidence. Failure to post will result in a 0.

### ▪ Class participation

Class participation is graded by the teaching assistants.

Each week your TAs will monitor and evaluate your participation in class. They will be observing characteristics including but not limited to participation in small and large-group discussions, leadership, preparation for class, respect to team members, attentiveness during lectures, staying on task, and appropriate use of electronic devices. The TAs' evaluations will account for 75% of your participation grade.

Additionally, team members will be evaluated by their peers twice during the semester. The peer evaluations will account for 25% of your overall participation grade.

## ▪ **Group papers/projects**

The group papers are graded by the instructors. There are rubrics available for both papers.

You will do two major group projects with your team:

1. In the first half of the course you will prepare and conduct a collective bargaining exercise. This will require team preparation of a 2-3 page collective bargaining strategy memo as well as team performance during a bargaining simulation. This paper will count as 25% of your group paper grade.
2. In the second half of the course you will prepare testimony for a mock senate hearing on a bill concerning a major public policy legislative proposal. This will involve a group presentation, a short 1-page position paper that will count as a forum assignment. A 2-3 page "Testimony and Rebuttal" paper will be handed in by each group and subject to the instructor grades as well as peer evaluations (25% of your legislative paper grade will be based on peer evaluation scores). The paper will consist of your group's testimony to the Senate Sub-committee which your positions, the expected counterarguments, and your persuasive response to those counterarguments.

Papers must be submitted electronically through Sakai in the designated area under [Forums]. Papers will not be accepted in class or via email unless you are explicitly given permission by the instructors. **Evaluating Team Papers**

In assessing the papers we will be looking for the following qualities:

1. A clear overall argument
2. Effective use of evidence (including but not limited assigned readings and external sources) to support your arguments. You **must cite all sources** of information that are used in your papers (you may choose the citation format).
3. Quality of the writing (college level grammar and syntax) and integration of each group member's contributions into a single paper.
4. Responsiveness to all posed questions.

## **Working with your Groups**

While you will be given time in class to prepare your group projects, you will also likely need time outside of class to work on your papers, simulation prep, and other group activities. You are *strongly discouraged* from meeting at someone's home or dorm. There are meeting spaces throughout the University including meeting rooms at the libraries, student lounges, student centers, and other similar spaces that are more appropriate and convenient for all students.

## ▪ **Quizzes**

The quizzes are graded by the teaching assistants.

There will be four quizzes covering readings and lectures given over the course of the semester at approximately four-week intervals. These quizzes will not be cumulative – questions will be drawn from the course material covered during the weeks identified for the quiz.

Each quiz will consist of true/false and/or multiple-choice questions.

If you have an unexcused absence on the day of a quiz, you will receive a 0 for the quiz. If you have an excused absence, you must make the quiz up by the end of that week.

- **Note:** This syllabus is subject to changes by the instructors. Students will be advised of any changes as soon as is practicable.

CLASS	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	January 16 Livingston	<b>Course Introduction and Overview</b> Syllabus review, performance expectations
2	January 23	<b>Team Dynamics &amp; Group Process</b> Read: <ul style="list-style-type: none"> <li>• Hardaker, M., and B. K. Ward. <i>How to Make a Team Work</i>.</li> <li>• Hill, Linda. <i>A Note on Team Process</i>.</li> <li>• Case study: Retaining an NFL Star</li> </ul>
3	January 30	<b>Workers &amp; the Middle Class</b> Read: <ul style="list-style-type: none"> <li>• Ehrenreich, Barbara. <i>Nickel and Dimed</i> (excerpts)</li> <li>• Meyerson, Harold. <i>The Fallacy of Post-Industrial Prosperity</i>.</li> <li>• Reich, Robert. <i>The Limping Middle Class</i></li> <li>• Fussel, Paul. <i>Class: A Guide Through the American Status System</i>, ch. 1</li> </ul>
4	February 6	<b>Employment Rights</b> Read: <ul style="list-style-type: none"> <li>• Muhl, C. J. <i>The Employment-at-will Doctrine: Three Major Exceptions</i>.</li> <li>• EEOC, Federal laws Prohibiting Job Discrimination – Questions &amp; Answer</li> <li>• Reardon, K. <i>The Memo Every Woman Keeps in her Desk</i>.</li> </ul> Quiz 1
5	February 13	<b>Consensus Decision Making</b> Read: <ul style="list-style-type: none"> <li>• Consensus Decision Making</li> <li>• A Short Guide on Consensus Decision Making</li> </ul>
6	February 20	<b>Unionization &amp; Collective Representation</b> Read: <ul style="list-style-type: none"> <li>• Jaumotte, Florence &amp; Buitron, Carolina. <i>Power from the People</i>.</li> <li>• Sachs, Benjamin. <i>Worker Centers and the "Labor Organization" Question</i></li> <li>• "Collective Bargaining", Michael D. Yates, from <a href="#">Why Unions Matter</a></li> <li>• Case study: <i>Does This Company Need a Union?</i></li> </ul> CB Simulation: Casino Europa
7	February 27	<b>Management &amp; Organizational Leadership</b> Read: <ul style="list-style-type: none"> <li>• Scott, Richard &amp; Davis, Gerald. <i>Organizations and Organizing</i>, ch. 1</li> <li>• Case study: <i>Treadway Tire Company: Job Dissatisfaction and High Turnover at the Lima Tire Plant</i>.</li> </ul> Due: Team bargaining strategy paper rough draft <b>February 27, by 11:59pm</b>

CLASS	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
8	March 6	<b>Collective Bargaining Simulation</b> <b>Due: Team bargaining strategy paper final draft March 11 by 11:59pm</b>
9	March 20	<b>The Future of Work &amp; Globalization</b> Read: <ul style="list-style-type: none"> <li>• Future Work Skills 2020.</li> <li>• Graton, L. <i>The Future of Work</i>.</li> <li>• Sen, Amartya. <i>How to Judge Globalisation</i></li> <li>• Satell, Gregg. <i>How Technology is Changing the Way Organizations Learn</i></li> <li>• Rotman, David. <i>How Technology is Destroying Jobs</i></li> <li>• Autor, David, and Dorn, David. <i>How Technology Wrecks the Middle Class</i></li> <li>• <i>Microchips for Employees? One Company Says Yes, NYTimes</i></li> </ul> Panel discussion <b>Due: In class Peer evaluations</b> Quiz 2 <ul style="list-style-type: none"> <li>•</li> </ul>
10	March 27	<b>Social Movements and Political Action</b> <ul style="list-style-type: none"> <li>• <b>Film: Inequality for All</b></li> </ul> Read: <ul style="list-style-type: none"> <li>• Guiner, Lani. <i>Beyond Legislatures: Social Movements, Social Change, and the Possibilities of Demosprudence</i></li> <li>• Harold Meyerson, <i>The Seeds of a New Labor Movement</i></li> <li>• Sarah Leonard, <i>The Future We Want: Radical Ideas for the New Century</i></li> </ul>
11	April 3	<b>The Politics of Immigration</b> Read: <ul style="list-style-type: none"> <li>• Fine - Galbraith Final Paper</li> <li>• Massey: Backfire at the Border</li> <li>• Meissner: US Temporary Worker Programs-Lessons Learned</li> </ul> Quiz 3
12	April 10	<b>Immigration Reform</b> Read: <ul style="list-style-type: none"> <li>• <i>Workers Betrayed by Visa Loopholes</i></li> <li>• <i>Immigration plan bad for U.S. workers</i></li> <li>• <i>There's a better way to do immigration reform</i></li> </ul>
13	April 17	<b>Mock Senate Simulation</b> <b>Due: Testimony and Rebuttal group paper at beginning of class</b>
14	April 24	<b>Course Wrap-up</b> Quiz 4 <b>Due: In class Peer evaluations</b>