

PERSPECTIVES ON LABOR STUDIES 37:575:395:02  
RUTGERS UNIVERSITY  
NEW BRUNSWICK  
Fall 2016

Class: Wednesday, 3:55-6:55 pm  
Labor Education Center Room 115

Professor: Lisa Schur  
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Office hours: Wed. 2:30-3:30 or by appointment

### **Course Expectations and Requirements**

This course explores important topics in the field of labor studies. We will read and compare classic writings on economic, social, and political theory, as well as current theories and research. Through these writings we will analyze historical developments and view current events and problems from new angles. You will have the opportunity to examine some of the major issues in the field and to decide what you think about them. This class is designed to strengthen your ability to summarize and analyze texts, pick out key ideas, read critically, formulate arguments, debate different points of view, and work in groups.

This course meets the following SMLR learning objectives:

- I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
- IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
- V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

### **Classwork and Preparation for Class**

Class attendance is mandatory and reading assignments are expected to be completed before class. Please bring hardcopies of the readings to class. Assigned readings are on the Sakai website. Supplemental material will also be handed out in class or added to the Sakai website.

Please turn off cell phones during class time. Also, you may use computers for notes, but do not check email, text, or browse the Internet during class (it is rude and distracting, and you won't learn as much). If you have a health problem or another emergency that requires you to miss a class, please inform the professor of the situation before the class if possible, or as soon after the class as you can.

It is important to participate in discussions and group activities. Explain your views. Don't be afraid to ask questions! Also listen – don't monopolize the discussion or ignore other views.

## **Requirements**

### ***Paper***

Students will pick a class reading on which they would like to write a paper of at least 5 pages. This paper should: a) summarize the main points of the reading, b) relate it to other relevant readings, including at least one academic book or article from outside the syllabus, c) evaluate the strengths and/or weaknesses of the authors' arguments, and d) draw your own conclusions based on the evidence, e) relate the readings to your own experiences or current events if relevant, and f) provide appropriate citations. You should submit both a hardcopy in class, and an electronic copy to the Sakai website (see instructions below). The paper will determine 20% of the grade for the semester. Papers will be submitted to Turnitin.com to ensure that they are original and there is no plagiarism. Late papers will be downgraded by a third of a grade (e.g., A to A-) for 1-2 days late, two-thirds of a grade (e.g., A to B+) for 3-4 days late, and a full grade for 5 or more days late.

### ***Participation***

This course emphasizes student participation. All students are expected to attend class and discuss the readings. To prepare for participation students are asked to write one-paragraph summaries of the main points of each weekly reading and 1-2 reactions and/or questions they raise. You are encouraged to bring in information on current events that relate to the class readings. You can also email interesting articles to the professor, who will post them on Sakai for the whole class. Information on current events may be gleaned from newspapers, magazine articles, websites, or television programs.

You should hand in a hardcopy of your summaries in class, and also submit an electronic copy to the Sakai website (see instructions below). You may skip handing in summaries for two weeks of readings during the semester (you choose which weeks you want to skip). Students are responsible for handing in at least 9 summaries by the end of the semester. Extra credit will be given to those who hand in 10 or 11 summaries. Attendance, the weekly summaries of the readings, and participation in discussions will determine 30% of the grade for the semester.

### ***Exams***

Final grades will also be based 25% on the first exam and 25% on the second exam.

## **Readings**

Readings are available on Sakai. To obtain the readings do the following:

1. Go to <http://sakai.rutgers.edu>
2. Enter your Rutgers ID and password in the upper right corner
3. Click on the tab that says "37:575:395:02 PERS F16"
4. Click on "Resources" at the left
5. Click on the folder titled "37:575:395:02 PERS F16 Resources"
6. Click on the folder for the week you want, then the file you want to download. Many of the readings are in Adobe Acrobat format. If your computer doesn't have it, you can download the reader for free at <http://www.adobe.com/products/acrobat/readstep2.html>

If you have technical problems with Sakai, please contact Laura Walkoviak at 848-932-9503 or [Walkoviak@smlr.rutgers.edu](mailto:Walkoviak@smlr.rutgers.edu).

### **Submitting paper and weekly summaries to Sakai**

You should submit hardcopies of the paper and weekly summaries in class, and also upload these to Sakai so there is a permanent record. Follow the directions above to get onto the Sakai site, and click on “Assignments” on the left so that you can see a list of the weekly assignments. You can submit your summary and paper under “Assignments” either by copying text into the “Submission” box or by attaching a file. Do not submit your paper using “Dropbox.”

Also, please check “Announcements” on the left of the Sakai site each week for any updates on the class and assignments.

#### Opening Class: September 7th

Overview of the course and course requirements, plus initial discussion.

#### Second week: September 14th

##### *An Initial Contrast in Perspective:*

Adam Smith, The Wealth of Nations, (Originally 1776; Prometheus Books, 1991), Chapter 1-2 (pp. 109-121).

Karl Marx and Friedrich Engels, The Communist Manifesto, Part 1 as excerpted in Simeon Larson and Bruce Nissen, Theories of the Labor Movement (Detroit: Wayne State University Press, 1987) pp. 28-35.

Rius, Marx for Beginners (London: Two Continents Publishing Group, 1976), pp. 127-140.

Sean McElwee, “Marx was Right: Five Surprising Ways Karl Marx Predicted 2014,” *Rolling Stone*, Jan. 30, 2014

Optional: Leo Panitch, “Thoroughly Modern Marx,” Foreign Policy, September 30, 2009.

#### Third Week: September 21<sup>st</sup>

##### *Exploitation and Alienation*

Selected readings from Karl Marx, The Economic and Philosophical Manuscripts and Capital: A Critical Analysis of Capitalist Production

Rius, Marx for Beginners (London: Two Continents Publishing Group, 1976), pp. 73-83.

Arlie Russell Hochschild, "Exploring the Managed Heart," in The Managed Heart: Commercialization of Human Feeling. Berkeley: University of California Press, 1983, pp. 3-12.

#### Fourth Week: September 28<sup>th</sup>

##### *Scientific Management and Human Relations*

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

Elton Mayo, The Social Problems of an Industrial Civilization (New York: Routledge, 1949), excerpted in D. S. Pugh, ed. Organization Theory: Selected Readings (Harmondsworth, Middlesex: Penguin Books, 1971), pp. 215-229.

Edwin A. Locke, "The Ideas of Frederick W. Taylor: An Evaluation," Academy of Management Review, Vol. 4, No. 1 (1982), pp. 14-24.

Harry Braverman, Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century (New York: Monthly Review, 1974), Chapter 4, pp. 85-122.

#### Fifth Week: October 5<sup>th</sup>

##### *Motivating and Managing Employees*

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," an excerpt from an article of the same title, Psychological Review, 50 (1943) in J. Steven Ott, ed. Classic Readings in Organizational Behavior (Pacific Grove, CA: Brooks/Cole, 1989), pp. 35-58.

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.

Sixth Week: October 12<sup>th</sup>

*Race and the Labor Market*

Studs Terkel, Race: How Blacks and Whites Think and Feel About the American Obsession (New York: The New Press, 1992), pp. 271-280.

ASA Series on How Race and Ethnicity Matter, "Race, Ethnicity, and the American Labor Market: What's at Work?" June 2005, pp. 1-14

William Julius Wilson, "Race-specific Policies and the Truly Disadvantaged," (Chicago: University of Chicago Press, 1987), pp. 109-124

Barbara Bergmann, In Defense of Affirmative Action (New York: Basic Books, 1996), pp. 1-31.

"Black unemployment is significantly higher than white unemployment regardless of educational attainment," Economic Policy Institute, December 17, 2015.

"New Census Data Show No Progress in Closing Stubborn Racial Income Gaps," Economic Policy Institute, September 16, 2015

Optional: W.E.B. DuBois, "The Souls of Black Folk," in American Political Thought, Fifth Edition (Washington, D.C.: CQ Press, 2004), pp. 329-334.

Seventh Week: October 19<sup>th</sup>

**First Exam**

Eighth Week: October 26<sup>th</sup>

First exams to be returned and discussed.

*Democracy and Social Capital*

Robert Putnam, "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America," PS: Political Science and Politics, Dec. 1995, pp. 664-683.

Cynthia Estlund, "Working Together: Crossing Color Lines at Work," Labor History, 46(1), February 2005, pp. 79-98.

Lisa Schur, Adrienne Eaton, and Saul Rubinstein, "High Performance Work Systems and Political Efficacy: A Tale of Two Departments," Proceedings of the 56<sup>th</sup> Annual Meeting. Champaign, IL: Industrial Relations Research Association, 2004, pp. 1-11.

Ninth Week: November 2<sup>nd</sup>

*Gender and Disability in the Labor Market*

Arlie Hochschild, Second Shift (New York: Avon Books, 1989), Chapters 1-2, pp. 2-21.

Oriel Sullivan and Scott Coltrane, "Men's Changing Contribution to Housework and Child Care," 11th Annual Conference of the Council on Contemporary Families, April, 2008, University of Illinois, Chicago, pp. 1-4.

Barbara W. Ehrenreich and Arlie Hochschild, Global Woman: Nannies, Maids, and Sex Workers in the New Economy (Holt paperbacks, 2004), Introduction pp. 1-13.

Joseph Shapiro, No Pity: People with Disabilities Forging a New Civil Rights Movement (New York: Three Rivers Press, 1994), Chapter 1, pp. 12-40 required, Chapter 4, pp. 105-141 optional.

Lisa Schur, Douglas Kruse, and Peter Blanck, People with Disabilities: Sidelined or Mainstreamed? (Cambridge University Press, 2013), pp. 156-179 ("Gender")

Rosemarie Garland Thomson, "Becoming Disabled." New York Times, August 18, 2016

Emily Rapp Black, "The Paralympic Blues," New York Times, September 4, 2016.

Tenth Week: November 9<sup>th</sup>

**Paper topics due**

*The Role of the Corporation*

Excerpt from film to be shown in class, "The Corporation"

Milton and Rose Friedman, Free to Choose: A Personal Statement (New York: Harcourt Brace, Harvest edition, 1979), "The Power of the Market," pp. 9-11 and 64-67.

David C. Korten, When Corporations Rule the World. 2<sup>nd</sup> ed. (West Hartford: Kumarian Press, 2001), pp. 59-80.

Steven Greenhouse, The Big Squeeze: Tough Times for the American Worker (New York: Alfred Knopf, 2008), "Wal-Mart: The Low-wage Colossus," pp. 135-157, "Taking the High Road," pp. 158-183.

Eleventh Week: November 16<sup>th</sup>

*Inequality*

Thorstein Veblen, “Dress as a Theory of Pecuniary Culture”, in The Theory of the Leisure Class (Dover Publications New York, 1994), pp. 103-115.

Daniel Gross, “No Rest for the Wealthy,” New York Times, July 5, 2009.

Richard Wilkinson and Kate Pickett, The Spirit Level (Bloomsbury Press, 2010), pp. 31-45, 49-62.

Richard Freeman, “Distribution Matters,” in America Works (New York: Russell Sage, 2007), pp. 41-57.

Katherine Newman and Victor Tan Chen, “Introduction” from The Missing Class: Portraits of the Near Poor in America (Boston: Beacon Press, 2007), pp. 1-9.

**No class November 23<sup>rd</sup> (Thanksgiving week)**

Twelfth Week: November 30<sup>th</sup>

*Decreasing Inequality Through Employee Ownership*

Film: “We the Owners”

Joseph Blasi, Richard Freeman, and Douglas Kruse, “Preface”, *The Citizen’s Share: Reducing Inequality in the 21<sup>st</sup> Century* (Yale University Press, 2014).

Douglas Kruse, “Employee Ownership and Economic Performance,” IZA World of Labor Policy Brief, September 2016.

Thirteenth Week: December 7<sup>st</sup>

*Unions and Worker Organizations in a Changing Society*

Richard Freeman, “Where Have All the Unions Gone?” in America Works (New York: Russell Sage Foundation, 2007), pp. 75-92.

Charles Heckscher, “Living with Flexibility,” in Strategies for Renewal: Transforming the Labor Movement in the 1990’s and Beyond. Lowell Turner, Harry Katz and Rick Hurd (eds.), Ithaca: Cornell University Press, 2001, pp. 59-81.

Janice Fine, “How Innovative Worker Centers Help America’s Most Vulnerable Wage Earners,” Scholars Strategy Network, August 2013, pp. 1-2.

Steven Greenhouse, "Uber: On the Road to Nowhere," The American Prospect, December 7, 2015, pp. 1-13.

David Rolf, "Toward a 21<sup>st</sup> Century Labor Movement," The American Prospect, April 18, 2016, pp. 1-9.

Fourteenth Week: December 14<sup>th</sup>

**Final papers due**

**Second Exam – covering material since the midterm**