

INTRODUCTION TO LABOR STUDIES AND EMPLOYMENT RELATIONS

Labor Studies 37:575:100 online: Sections 91/93

Draft subject to change

Fall 2020

Professors Paula B. Voos and Silvana Craig

Please copy all professors when you email about the course. That way one of us can be sure to get back to you.

Contact information for Professor Voos:

Cell phone: 732-261-5958. She is available to speak by phone most mornings but its best to text to be sure. Professor Voos prefers to answer substantive questions about subject matter in the course by phone, rather than email. Email is great for many things: pbvoos@SMLR.rutgers.edu. You can also email her in the internal Canvas email system

Contact information for Professor Craig:

Emails work best when trying to contact Professor Craig. She can be reached at: silvanac@docs.rutgers.edu

You can do this in Canvas and the system will send a notification to Professor Craig.

***Schedule:** The weeks in the course begin on Monday and end on Sunday evening at 11:59 p.m. You often will have things due on either Thursday evening or Sunday evening, just like any course that meets twice a week. The schedule and the assignments are subject to change. This is an online course that is largely asynchronous.*

In this section, you will then have a CHOICE as to doing either:

1) a **synchronous (live at a particular time)** team-based collective bargaining exercise that requires planning with the team, and then bargaining with the opposing union or management team at the Labor Education Center in New Brunswick or online using “Big Blue Button.” We highly recommend in person bargaining for those who are able to do that. But if your internet connection is not fast and reliable or if you live in a different time zone, this probably won’t work out well.

2) an individual paper of about 5 pages, after visiting one of a number of **labor related museums** (see the Appendix). This might be a better choice if museums are open and your life makes a group activity difficult or if you do not have a strong internet connection. To be honest, the collective bargaining exercise is probably more fun, but students have also found the museum visits to be worthwhile.

3) an individual paper of about 5 pages regarding the relationship between the COVID-19 economic crisis and particular things you are learning about in the course. See the essay prompt in the shell for details.

- **Choice of activity or paper (do either this or one of the two individual paper assignments): Participation in a collective bargaining exercise as a member of a union or management team. First you meet and then you bargain with an**

“opposing” team. You must have a fast internet connection and a good personal computer to bargain online – a cell phone, Chromebook, or working in a student computing center won’t be sufficient.

Meet **ONLINE** Wed. Nov. 4; Bargain Wed. Nov. 18 -- both from 1:00-4:00 p.m.

Meet **ONLINE** Fri. Nov. 6; Bargain Friday Nov. 20 -- both from 6:00-9:00p.m.

Meet **ONLINE** Sat. Nov. 7; Bargain Sat. Nov. 21 - both from 9:00 am – 12:00 noon.

Meet **ONLINE** Sun. Nov. 8; Bargain Sunday Nov. 22 from 1:00-4:00p.m.

We would truly appreciate it if you could give us a choice of times because we realize some students will be limited to one particular schedule and we need to have good teams for all.

Learning Objectives for this course follow. The student is able to:

Core Curriculum: SCL

- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal SCL-1).

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)
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)

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).

Additional course objective from the instructors:

- Students will be able to apply facts and concepts from the course to argue convincingly against common contemporary fallacies related to employment relations.

Text: Stephen Sweet and Peter Meiksins. *Changing Contours of Work: Jobs and Opportunities in the New Economy*. 3rd Edition. Sage, 2017. (Please note: the second and third editions are similar, although the latter is more up to date. The first is very different – do not use it).

Grades:

For purposes of grading, there are multiple components of the course:

- Introductory exercises (Personal information/choice of exercise; pre-test participation) (3%)
- Threaded Discussions (Forums) (40%)
- Rights check and union knowledge check at 1% each (2%)

- Bargaining exercise or museum paper (10%)
- 3 Quizzes at 12% each (36%)
- Short take-home final (9%)

The professors reserve the right to determine the division between B and B+ etc., although in many years B+ starts at an overall average of 88. That cutoff is subject to change each semester.

Disability

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>. 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 web site at: <https://ods.rutgers.edu/students/registration-form>.

Unit I. The Situation Working People Face Today (Sept. 1- Oct. 4)

Week 1: Introduction (Sept. 1-6)

- Explore what the course is about and make note of what is required of you.
- Learn how to use Canvas and locate readings & other online resources. There are excellent instructional videos online about the use of the system.
- Post information about yourself for the instructor and other students you will be working with (worth 2% of your grade –less if you are late)
- Take the Pre-test. Your score does not affect your grade, but it is important to be sure how your computer will interact with the exam software to prevent later problems. (worth 2% of your grade). So please use the computer you will later use to take quizzes.
- Buy or rent the text

Read: Sweet & Meiksins, Chapter 1

Assignment for Week 1: Interview at least one parent or grandparent about your family's work history (preferably more). You do not need to write anything about the interview. It will form the basis of an online discussion next week.

Week 2: Work and Our Lives (Sept. 7-13)

- You and your family's history of work
- The contemporary economic/work situation
- Longer term trends in work

Watch: Joseph Stiglitz, “What’s Next for the U.S. Economy,” June 4, 2020, CNBC

Read:

Heather Long & Andrew Van Dam, “Pay Cuts Are Becoming a Defining Feature of the Coronavirus Recession,” *Washington Post*, July 1, 2020.

Start to think about longer term changes in the post COVID-19 Economy...

Watch: NBC News, “What Does the Future of Work Look Like in a Post-COVID-19 World Look Like?” May 22, 2020.

Watch: Richard Florida, “The Rise of the Creative Service Worker,” on Big Think (link in shell).

Due week 2: Participate in Forum 1: You need to post at least twice by Sun. evening, and then another two times by next Sunday evening. Both quantity and quality count so you may want to post beyond this minimum.

Week 3: Corporations & Work in the “New Economy” (Sept. 14-20)

- Corporations – structure, power, and rights
- Old and new forms of work organization
- The rise of contingent work

Read: Sweet & Meiksins, Chapter 2, and

Peter Capelli et al. *Change at Work* (New York: Oxford, 1997), subpart “The Employment System that Died,” and “How the World Began to Change,” pp. 15-29, and “The Restructuring of Organizations,” pp. 44-51.

Watch: 4 Video excerpts from *The Corporation* on You-tube.

PBS video, “A Job at Fords” from the series, *The Great Depression*

Due week 3: Finish Forum 1: You need to post at least twice by Sun. evening. Both quantity and quality count so you may want to post beyond this minimum. You cannot post after 11:59pm on Sunday so do not ask for that or send us posts by email – this is like a class discussion.

Week 4: Social Class in the U.S. (Sept. 21-27)

- Class and opportunity in the U.S.
- Class and social mobility
- Relationship between wealth and power
- Has class faded in American culture?

Read: *NYTimes* website on Social Class:
<http://www.nytimes.com/pages/national/class/>

Be sure to read on this site:

- (1) the Overview article, 'Shadowy Lines That Still Divide'
- (2) Tamar Lewin "Up from the Holler" Click on Day 3
- (3) David Leonhardt "The College Dropout Boom" Click on Day 5
- (4) at least two other articles/blogs from the site.
- (5) Also read Bob Herbert's op. ed. 'Mobility Myth' click under 'Readers Opinions'
- (6) You should also be sure to do the interactive exercise on the *NYTimes* site using your family of social origin.**

Watch:

Professor Francis Ryan, Rutgers Labor Studies & Employment Relations Dept. speak about the history of the ideal of social mobility in the U.S. and the reality today.

Joseph Stiglitz, "The Price of Inequality: How today's Divided Society Endangers Our Future," Interview June 6, 2012 on *Democracy Now*.

Kate Pickett, Big Think Interview, "Why Inequality is Bad for Your Health"
<http://bigthink.com/katepickett>. The rest is optional viewing.

Read: Serkez, Yeryna, "Who is Mostly Likely to Die from the Coronavirus," *New York Times*, June 4, 2020.

Nick Bunker, "5 Charts that Show How Increasing Income Inequality Leads to Less Opportunity," Center for American Progress (link in shell).

Due in week 4 – Participate in Forum 2. The first response is due Thursday evening before 11:59pm. The second before Sunday evening at the same time. The forum closes and you cannot participate after Sunday evening.

Week 5: Economic Inequality Today (Sept. 28-Oct. 4)

- Class, race, and gender inequality
- Health and other effects of income inequality

Read:

The Pew Charitable Trust, "A Third of Americans Now Say They Are in the Lower Classes" and watch the accompanying short video on absolute vs. relative income mobility (link in the online course shell).

Sweet & Meiksins, Chapter 3,

Review two *New York Times* articles on the reasons for lagging wage growth and rising inequality:

David Leonhardt and Yaryna Serkez, "The U.S. is Lagging Behind Many Rich Countries. These Charts Show Why," July 2, 2020

Unions role - July 6, 2018

Watch:

Richard Wilkinson's, TED Talk, on the impact of inequality globally.

Due Thursday in Week 5: 500 word Op. Ed. Upload your final version as **an attachment** as a **Microsoft Word document**. See week 4 (above) for details on the assignment.

Take Online Quiz on Unit 1: Sat. Oct. 3 or Sun. Oct. 4

Unit II: Diversity, Work, and Employee Rights (Oct. 5 – Nov. 1S)

Week 6: Employment Rights in the U.S. (Oct. 5-11)

- Employment at-will
- Exceptions to employment at-will
- The NLRA (Wagner Act) and state bargaining laws
- The Fair Labor Standards Act & the Occupational Safety and Health Act

First: Take the rights check. This is a quiz that you can take and retake over the course of the week until you get a perfect score and the full number of points (10). After the week is over, the rights check ends – so be sure to do it this week.

Read:

Sweet & Meiksins, Chapt. 4

Steven Greenhouse, Low-Wage Workers are Often Cheated. Study Says, September 1, 2009, *New York Times*.

Lewis Maltby, Can They Do That? (New York: Portfolio, 2009). Chapter 4, “Wrongful Discharge and Employment at Will,” pp. 57-67 and a portion of Chapter 13, “The Rights You Have,” pp. 196-203.

Watch:

3 short Videos on Employment at Will and the common law exceptions from Professor Carla Katz

CBSDFW short news story, Nov. 2, 2016, “How Social Media Can Cost Someone Their Job.”

Due Week 6: Participate in the forum on employment rights (parts 3A and 3B). At a bare minimum post your original contribution on each by Sunday. **To earn more than the minimum passing grade of C, comment on others posts and respond to other student comments.**

Week 7: Work, Race, Ethnicity and Equality: (Oct. 12-18)

- Race, ethnicity and inequality in the contemporary workplace
- Discrimination and Fairness
- Civil Rights Act of 1964
- The Memphis Garbage Workers Strike and Martin Luther King

Read: Sweet and Meiksins, Chapter 7, "Race, Ethnicity and Work."

Charlie LeDuff, "At a Slaughterhouse, Some Things Never Die: Who Kills, Who Cuts; Who Bosses Can Depend on Race," New York Times, June 16, 2000.

"Whites Account for Under Half of Births in the U.S.," *New York Times*, May 17, 2002, p. 1.

Los Angeles Times, June 27, 2020, "California Latino, Black Residents Hit Harder by Coronavirus,".....notice also the evidence on Asian Americans in the story.

Watch: Three videos

(1) One is an excerpt from the movie, *At the River I Stand*, about the Memphis Garbage workers strike and Dr. Martin Luther King

(2) The second is a YouTube video that continues the story of the Memphis garbage strike.

(3) Mr. Wade Henderson, Leadership Conference on Civil Rights, Testimony to U.S. Senate Subcommittee, 2009 about the relationship between union rights and civil rights.

Due Week: Participate in the forum on HRM policy (parts 3C and 3D). At a bare minimum post your original contribution on each by Sunday. **To earn more than the minimum passing grade, comment on others posts and respond to other student comments.**

Week 8: The New Immigration (Oct. 19-25)

- Effects of immigration on wages and work
- Public policy debates regarding immigration policy for the U.S.

Read:

New York Times, 1/27/2007, "Study of Immigrants Links Lighter Skin and Higher Income, and

Immanuel Ness, Immigrants, Unions, and the New U.S. Labor Market (Philadelphia: Temple University Press, 2005). Chapter 2, "The Political Economy of Transnational Labor in New York City: The Context for Immigrant Worker Militancy," pp. 13-39.

An optional reading by Ray Marshall is also available online.

Watch:

Professor Janice Fine, LSER Department, Rutgers, speaking about immigration issues.

Review:

Ellis Island Web site, "Immigration Timeline." Be sure to review information about the predominant nationalities of immigrants in various periods.

Due in Week 8: Participate in Forum 4 – there are 2 parts. The first is due by Thursday at 11:59pm. The second is due at the same time on Sunday evening. After the week is over, you cannot participate in Forum 4.

Week 9: Gender, Work and Family (Oct. 26-Nov. 1)

- Women's participation in the paid labor force
- Gender inequalities and discrimination
- Work/family policies and the law

Read: Sweet and Meiksins, Chapters 5 and 6, and

Washington Post, "Nearly 40 Percent of Mothers Are Now the Family Breadwinners Report Says," 5/28/2013.

Take Online Quiz on Unit II: Sat. Oct. 31 or Sun. Nov. 1

Unit III Improving Working People's Lives (Nov. 2-Dec. 6)

Week 10: Unions Today in the U.S., Part 1 (Nov. 2-8)

- What do unions do?
- Collective bargaining
- Are unions good or bad for the economy?

Review: Power-point on what American unions do.

Read:

Kim Kelly, "What a Labor Union is and How it Works," *Teen Vogue*, March 12, 2018.

Bureau of Labor Statistics, "Union Members 2019."

Explore: "Learn about Unions" on the AFL-CIO website. This site contains a lot of information from an obviously pro-union perspective.

Watch:

(1) Reverend Jim Wallis, Sojourners, Testifying on unions and economic inequality, before a Senate subcommittee, 2009.

(2) Professor Paula Voos, Rutgers, Testifying about the economic effects of unions, before a Senate subcommittee, 2009.

(3) Professor Carla Katz, Rutgers, “Unions and Individual Voice”

Due in week 110 Nothing for those who chose either paper assignment

Collective Bargaining Teams meet on same day they bargain to discuss the case & plan strategy. This is a planning session. You only need to read the case and the secret information before attending.

(Group Bargaining strategy due Tues. Nov. 10 at 11:59pm)

Week 11 The Legacy: The New Deal & Labor (Nov.9-15)

- A new relationship between government and working Americans in the 1930s
- Union growth and consolidation in the 1930s-40s
- The CIO and the sit-down strike
- The “New Deal System’s” achievements and limitations

Read:

Andrew Leonard, “Lessons for Obama from the New Deal,” *Salon*, 2011.

Jack Metzgar, Striking Steel: Solidarity Remembered (Philadelphia: Temple University Press, 2000). “Getting to 1959,” first part pp. 17-39.

Those participating in the bargaining exercise should read the materials for the exercise starting this week. Next week you can begin meeting with your team to plan your strategy.

Review: Powerpoint on Unions.

Watch: Various videos.

(1) Professor Paula Voos, Speaking about the New Deal, WWII and Labor (3 sections)

(2) A feature video (54 min.), “Mean Things Happening: The Great Depression, Part 5” from PBS also on You-Tube. Please pay particular attention to the second half of the video on steelworkers in Western Pennsylvania.

(3) A short You-Tube video regarding the early 1930s and the San Francisco General Strike: OPTIONAL

(4) A short You-Tube video on the sit-down strike and its use by the CIO Autoworkers union in the 1930s: OPTIONAL

Due week 11: Participate in Forum 5. The first post is due by Thursday evening; additional posts are due Sunday evening. **Also upload a copy of your first post to demonstrate that it is not copied but is your own writing.**

Week 12: Bargaining or Paper (16-22)

- Bargaining between union and management teams occurs this week
- Those writing a paper have a chance to finish it up this week.

No Additional Reading or assignments this week but we recommend you consider starting Week 13 reading/videos since it is the week that includes Thanksgiving and you may have other things going on next week besides this course!

Week 13: Unions Today Part 2: Union Organizing & Membership (Nov. 23-29)

- How unions are formed
- Union membership trends over time
- New tactics of contemporary unions – example, the Fight for \$15

First: Take the union knowledge check. This is a quiz that you can take and retake over the course of the week until you get a perfect score and the full number of points (10).

Read:

“The Process of Establishing Collective Bargaining,” pp. 65-66 of Fact Finding Report, Commission on the Future of Worker-Management Relations, May 1994.

“The Fight for \$15,” from Steven Greenhouse, Beaten Down, Worked Up, NY: Knopf, 2019, pp. 232-248.

“Biggest Gains in Union Membership in 2017 Were for Younger Workers,” by John Schmitt, EPI website, Jan. 25, 2018.

Watch Q&A videos on union organizing:

3 Videos, Professor Carla Katz

Watch for an overview of how employers combat union organizing campaigns:

(1) Target anti-union employee orientation video on YouTube

(2) Levitt, Confessions of a Union Buster Video on YouTube

Watch for an understanding of where contemporary unions are strong and where they are struggling, and why:

(3) Professor Jeff Keefe on unions in the public sector and among low-wage service workers

(4) Two videos on unions today by Professor Adrienne Eaton. One is about the challenges posed by contingent and non-standard work. The other is about unions among athletes, actors, professors and other “stars.”

Review: Power-point on union membership

Due in week 13: Union Knowledge check for all students
Museum paper due Tuesday at 11:59pm for those who chose that.
Collective Bargaining Agreement for those who selected that option.

Week 14: Public Policy and the Future of Work (Nov. 30-Dec. 6).

Read:

Sweet and Meiskins, Chapter 8.

Watch the following videos:

(1) Paul Krugman, May 17, 2012, “End This Depression Now: Paul Krugman Urges Public Spending, Not Deficit Hysteria,” on *Democracy Now*.

(2) Adrienne Eaton, Professor, Labor Studies Department, Rutgers, Unions and Informal Work

(3) Dr. Teresa Boyer, Executive Director, Center for Women and Work, Rutgers, on Work and Family policy

Due in Week 14: Participate in an Extra Credit Forum (optional)

Take Online Quiz on Unit III: Sat.-Sun. Dec. 5-6

Week 15 and Final Exam Period: WRAP UP: Dec. 7-16

A short take home final will be distributed Dec. 7. It is due Sun. Dec. 13 at 11:59pm.

Appendix. Labor-related museum visit and paper.

1. Visit one of the following locations listed below. **Take a picture of yourself at the location or scanned program from the location to document you were physically there. You will upload this separately.**
2. Write a five-page (double spaced) paper in which you describe your experience and the content of the museum exhibit. In your essay address some of the following questions:

Why did you choose to visit that place?

What did you learn from your visit?

What did you like most about the museum?

What did you like most about the exhibits? What would you have changed if you could?

How is the location connected to the course or a specific part of the course?

How did your knowledge and background of labor studies change the lens in which you viewed the exhibits?

What readings from this course were helpful for viewing and understanding the exhibits?

Would you recommend visiting to other students in the class? Why or why not?

Please feel free to comment on other aspects of the visit that may not be addressed in the above questions.

Locations to visit (choose any one):

1. The Tenement Museum in NYC. Go to <http://www.tenement.org/> (Links to an external site.) for information. There are a variety of tours and you may need to sign up in advance.
2. The American Labor Museum at the Botto House in Patterson, NJ. Go to <http://www.labormuseum.net/> (Links to an external site.) for information. There are also good walking tours in Patterson.
3. Ellis Island. Go to http://www.ellisland.org/genealogy/ellis_island_visiting.asp (Links to an external site.) for information.
4. Roebling Museum in Burlington County -- <http://roeblingmuseum.org/> (Links to an external site.) If you go to this one be sure to also investigate the big strikes that occurred in this company town.
5. Seabrook Museum -- in far South Jersey near Vineland -- <http://www.seabrookeducation.org/> (Links to an external site.). The history of

Seabrook includes a united black/white Communist-influenced 1934 strike, battles with the Klan, the owner's use of every group possible to keep down labor costs (Japanese internees, Estonian refugees, German POWs, etc.).

6. Philadelphia History Museum (formerly the Atwater-Kent) in downtown Philly -- <http://www.philadelphiahistory.org/> (Links to an external site.) -- A general history museum, but includes ethnic and worker-related exhibits. They have a lot of the material objects (most not displayed) from the late great Balch Ethnic Institute and some suggested walking tours of city neighborhoods. Visit a part of the museum related to labor studies. (This museum may be closed... see #8 and #9 for other museums close to Philadelphia).
7. Nearer to the Lehigh Valley Area, Pennsylvania, the Bethlehem Steel Stacks, in Pennsylvania, runs tours. If you do this one, also investigate the history of the union there. Go to <http://www.historicbethlehem.org> (Links to an external site.) for information.
8. Camden Shipyard Maritime Museum is more promising: <https://www.camdenshipyardmuseum.org/exhibits> (Links to an external site.). The Camden museum seems to have limited hours, but it should be open (it is a relatively new museum): <https://www.camdenshipyardmuseum.org/exhibits> (Links to an external site.)
9. (Links to an external site.)The African American Museum in Philadelphia also has a permanent exhibit on African Americans in Philadelphia from 1776-1876, which would of course touch on the themes of race, civil rights, and social class: <https://www.aampmuseum.org/current-exhibitions.html>