

Semester:	Fall 2020
Course Number and Sections:	37:575:100:92
Course Title:	Introduction to Labor Studies and Employment Relations
Course Day and Time:	Wednesday - Tuesday
Location:	Online – non-synchronous
Course Instructor:	Ashley Conway, Assistant Teaching Professor
Contact Information:	Primary - use Canvas; secondary - aconway@smlr.rutgers.edu
Office Hours and Location:	Online by appointment

What to expect – a note to students

The fall 2020 semester at Rutgers will be different from others because of the coronavirus pandemic. My goal is that this course does not add to the burden of uncertainty that you may already be experiencing. As you will be studying in Occupational Safety and Health, accommodating changing conditions is key to successfully weathering a crisis, therefore, clear expectations along with flexibility are built into this course. I am looking forward a productive and interesting semester with no surprises and a minimum of stress. – Prof. Conway

Course Description

This course will provide an introduction to the Labor Studies and Employment Relations major. Our primary focus will be work, workers and the organizations and institutions that shape and define the employment relationship. We will examine how class, race, ethnicity, and gender impact work; the role of corporations; the role of unions and worker centers; the global economy; and the future of work.

Students must complete either 100 or 110 for majors or minors offered by the Labor Studies and Employment Relations Department. Students may count both toward their degree but may not count both toward either majors or minors. This course counts toward the Core Curriculum SCL requirement (see below). The course is fully online; synchronous sessions are not required.

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).

Course Learning Objectives

By the end of the course students will:

- Know and understand fundamental social science, historical, and legal perspectives, theories, and concepts relating to work, employment relations, and worker movements.
- Know the fundamental laws/institutions governing employment relations including government, labor unions, corporations, and other key institutions.

- Understand how the global economy impacts work and employment relations.
- Understand how diverse backgrounds and cultures shape experiences and perspectives on the world of work; and
- Develop critical thinking, problem solving and communication skills.

School Learning Objectives and Assessment

School of Arts and Sciences Core Curriculum objectives met by this course: SCL (social analysis)

- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (Goal m). *Assessment: Quizzes*
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal n). *Assessment: Discussions*

School of Management and Labor Relations curriculum objectives met by this course:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV) *Assessment: discussions*
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI) *Assessment: discussions*

Labor Studies and Employment Relations Department objectives met by this course:

- Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations. (Goal 1). *Assessment: quizzes*
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). *Assessment: discussions*

Course Grading

A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=60-69; F=59 and lower

Activity	Number	Percent or course total	Points that can be accrued
Introduction assignments		5%	50
Online discussions	5 @ 150 points each	75%	750
Quizzes	2 @ 100 points each	20%	200
Total			1,000 points

Points have no absolute meaning, and in the end, I will use my judgment in translating points into grades for the course. Implicitly, that means that grades are “curved” in the sense that they are comparative. The comparison is both to other students taking the class this semester and with those who took the class in the past. In addition, I may increase or decrease a grade for exceptional (positive or negative) class

participation and performance by one level (for example, between a B and B+). Grading rubrics for assignments and discussions are available on the course site in Canvas. Extra credit is not offered in this course.

Online discussions – 5 @150 points each

In the first week of each online discussion students will prepare and submit an initial post. In the second week of the discussion, students will read group members' posts and communicate their questions, insights, analysis, and conclusions in a threaded discussion. Each discussion will require preparing a brief topic or issue presentation; writing an essay or brief critique; or other task to share with group members. The *Online Group Discussion Guidelines and Grading Rubric* document provides an in-depth explanation of how to successfully participate in the online discussions and how the discussions are evaluated. Late submissions without an approved excuse will be assessed a 25% penalty.

Quizzes – 2 @ 100 points

Timed quizzes include true/false, matching, multiple choice, fill-in-the-blank, and short answer questions. Quizzes are not cumulative. Quizzes must be taken online on the Canvas course site during the open period. Collaboration on the quizzes is not allowed, but they are open book. Make-up quizzes without an approved excuse and taken within one week of the due date will be assessed a 25% penalty.

Class participation

This is an interactive class; students need to stay on track to effectively interact with others in the class. **I should be informed of personal situations or emergencies that interfere with class participation. As soon as a problem arises, email me.** An online class provides welcome schedule flexibility, but students are responsible for managing their time and participating in class every week.

Contributing to the learning environment

Students are expected to contribute to creating an environment that fosters mutual respect, courtesy, and civility by adherence to class norms for discussion, debate, and all interpersonal interaction. Expressions of hatred or contempt based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, or physical or psychological disability will not be over-looked nor will they be tolerated.

Course communications

Students responsible for accessing course materials on Canvas and participating as instructed. Rutgers email and Canvas email should be checked frequently throughout the study week for class announcements or updates. Automatic email and announcement notifications are available on Canvas. Students are responsible for promptly replying to emails that request a response. **Inform me of emergencies or problems that are likely to affect participation or performance in the course. The sooner I am informed, the easier it will be to develop a plan to keep up with the course work.**

Class cancellations

Because this is a fully online course, most Rutgers class cancellations will not affect virtual class attendance and participation.

Academic Integrity

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. Academic integrity is also a shared value; administration, faculty, and students each play a vital part in promoting, securing, and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty, and students each play a vital part in promoting, securing, and nurturing it. See the Rutgers Academic Code and Academic Oath at:

<http://academicintegrity.rutgers.edu/>

From the Office of Disability Services

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>.

Class Outline by Week

The syllabus is subject to change – always refer to Canvas for the most up-to-date information

Units	Topic	Assignments
1 9/2-9/8	Orientation to the course and introductions	Week 1 assignments – due 9/15
9/9-9/15	Work and our lives	Week 1 assignments due by 9/15

3 9/16-9/22	Corporations and work in the new economy	Discussion #1 – initial post due 9/22
4 9/23-9/29	Work and inequality	Continue Discussion #1 – all replies due by the 9/29 close of discussion
5 9/30-10/6	Agents of change in the new economy	Discussion #2 – initial post due 10/6
6 10/7-10/13	Employment rights and job security in the U.S.	Continue Discussion #2 – all replies due by the 10/13 close of discussion
7 10/14-10/20	Unions and workers' associations	Quiz #1 – opens Sunday, 10/19, 12:00 AM and closes Monday, 10/20, 11:59 PM
8 10/21-10/27	Work and public policy	Discussion #3 – initial post due 10/27
9 10/28-11/3	Work, race, and ethnicity	Continue Discussion #3 – all replies due by the 11/3 close of discussion
10 11/4-11/10	Work, gender, and family	Discussion #4 – initial post due 11/10
11 11/11-11/17	Work and the new immigration	Continue Discussion #4 – all replies due by the 11/17 close of discussion
12 11/18-11/24	Work and bridging the chasms that divide	Discussion #5 – initial post due 11/24
Thanksgiving Break 11/25-12/1		
13 12/2-12/8	Work in a changing climate	Continue Discussion #5 – all replies due by the 12/8 close of discussion
14 12/9-12/10	Course wrap up and evaluation –	Quiz #2 – opens Wednesday, 12/9, 12:00 AM and closes Thursday, 12/10, 11:59 PM Complete SIRS course evaluation

Readings – This list will change. Always refer to Canvas for current assigned readings.

Week 1

Sweet & Meiksins, Chapter 1

Week 2

Sweet & Meiksins, Chapters 1, 2 and 3

Shenker-Osorio, A. (2013, August 1). Why Americans all believe they are middle-class. *The Atlantic*.

Kochhar, R. (2018, September 6). The American middle class is stable in size but losing ground financially. Pew Research Center.

Week 3

Sweet & Meiksins, Chapter 4

Cappelli, P. et al (1997). Change at work. Oxford University Press. New York. “The employment system that died” pp. 16-29; “How the world began to change” pp. 44-51.

Week 4

Sweet & Meiksins, Chapter 5.

Week 5

Sweet & Meikins, Chapter 8.

Beyerstein, Lindsey. (2009) Union 101: [Why unions matter and how they work](#). *In These Times*.

Week 6

Maltby, L. (2009) [Can they do that? Retaking our fundamental rights in the workplace](#). Chapters 4 & 13.

P. Mattera. (2018) [Grand theft paycheck: The large corporations shortchanging their workers' wages](#). Corporate Research Project of Good Jobs First and Jobs with Justice Education Fund.

Week 7

Stolzoff, Simone. (9/26/2018) One thing millennials haven't killed: The labor union. *Quartz at Work*.

Chen, Michelle. (2/5/2018). Millennials are keeping unions alive. *The Nation*.

Fisher, R. & Ury, W. (2016) [Getting to yes: Negotiating an agreement without giving in](#). Random House Business Books.

Hilgers, Lauren. (2/2019) Out of the shadows: The new labor movement - fighting for domestic workers' rights. *New York Times*.

Manjoo, F. January 28, 2015. [Uber's Business Model Could Change Your Work](#). *New York Times*.

Week 8

Kochan, Thomas. (2018) What would Frances Perkins do? *Boston Review*.

<http://bostonreview.net/politics/thomas-kochan-what-would-frances-perkins-do>

Lumen Learning. American Government - Module 16: Domestic policy

<https://courses.lumenlearning.com/amgovernment/chapter/what-is-public-policy/>

Week 9

Sweet & Meiksins, Chapter 7.

Deitch, E. A., Barsky, A., Butz, R. M., Chan, S., Brief, A. P., & Bradley, J. C. (2003). Subtle Yet Significant: The Existence and Impact of Everyday Racial Discrimination in the Workplace. *Human Relations*, 56(11), 1299–1324.

Jasper Dag Tjaden, Carsten Schwemmer, Menusch Khadjavi, Ride with Me—Ethnic Discrimination, Social Markets, and the Sharing Economy, *European Sociological Review*, Volume 34, Issue 4, August 2018, Pages 418–432.

Stewart, A. (September 12, 2018). I Was a Firefighter for 35 years. Racism Today Is as Bad as Ever. *New York Times*.

Week 10

Sweet & Meiksins, Chapter 6.

Woods, R. H., & Kavanaugh, R. R. (1994). Gender Discrimination and Sexual Harassment as Experienced by Hospitality-Industry Managers. *Cornell Hotel and Restaurant Administration Quarterly*, 35(1), 16–21.

Week 11

King, P. and SuOozzi, T. March 24, 2019. [A grand compromise on immigration](#). *New York Times*.

Amadeo, K. (November 9, 2018). Donald Trump on immigration: Pros and cons of his policies. *The Balance*.

Lowell, L. et al. July 2006. [Immigrants and labor force trends; The future, past, and present](#). *Migration Policy Institute, Insight*, No. 17.

Ness, I. (2005). Immigrants, unions and the new U.S. labor market. Chapter 2, pp. 13-39. *Temple University Press*, Philadelphia, PA.

Week 12

Alexander, Amy. January 19, 2016. [How politicians divide, conquer, and confuse American workers based on race.](#) *The Atlantic*.

Graham, Carol. July 10, 2017. The unhappiness of the U.S. working class. *Brookings Institute*.

MacGillis, Kelly and ProPublica. The despair of poor white Americans. *The Atlantic*.

Week 13

Cho, R. (2019) How climate change impacts the economy. *Earth Institute, Columbia University*.
<https://blogs.ei.columbia.edu/2019/06/20/climate-change-economy-impacts/>

Kelly, K. (2019) Climate disaster is a labor issue. Here's why. *Teen Vogue*.
<https://www.teenvogue.com/story/climate-disaster-is-a-labor-issue-heres-why>

Relofs, C. and Wegman, D. (2014) Workers: The Climate Canaries. *American Journal of Public Health* 104, 1799_1801.