

INTRODUCTION TO LABOR STUDIES AND EMPLOYMENT RELATIONS  
Labor Studies 37:575:100 online: Sections 90/91 *Draft subject to change*

Spring 2020  
Professors Silvana Craig and Paula B. Voos

**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:

Office phone: 848-932-1748. Cell phone: 732-261-5958. She is available in her office (140 Labor Education Center) most mornings but its best to call to be sure. Professor Voos prefers to answer substantive questions by phone, rather than email; her email is [pbvoos@SMLR.rutgers.edu](mailto: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](mailto: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.

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 your personal life or work schedule keeps you from being able to plan with a group or bargain at a fixed time. To be honest, the collective bargaining exercise is probably more fun, but students have also found the museum visits to be worthwhile.

- **Choice synchronous activity (do either this or do the Museum visit and paper): 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 **IN PERSON** Wed. April 1; Bargain Wed. April 15 -- both from 1:00-4:00 p.m.

Meet **ONLINE** Fri. April 3; Bargain Friday April 17 -- both from 6:00-9:00p.m.

Meet **ONLINE** Sat. April 4; Bargain Sat. April 18 - both from 9:00 am – 12:00 noon.

Meet **IN PERSON** Sun. April 5; Bargain Sunday April 19 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*. 3<sup>rd</sup> 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) (30%)
- Op. Ed. Writing assignment (10%)
- 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 (Jan. 21 – Feb. 23)**

### **Week 1: Introduction (Jan. 21-26)**

- 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 on Sunday to take exams.
- 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 (Jan. 27-Feb. 2)**

- You and your family's history of work
- Intergenerational economic mobility and immobility
- Intergenerational transmission of resources (types of economic and social capital)

Read:

Andrew Van Dam and Rachel Siegel, "Minimum Wage Increases Fueling Faster Wage Growth for Those at the Bottom," *New York Times*, Jan. 2, 2020.

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).

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

Watch: Crash Course Economics, “Labor Markets and the Minimum Wage,” (link in shell).

Watch: Paul Krugman, CNBC interview, April 22, 2019 (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” (Feb. 3-9)**

- 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. (Feb. 10-16)**

- 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.

Raj Chetty, "How Disadvantaged Neighborhoods Amplify Racial Inequality,"

Read: Joseph E. Stiglitz, "How Policy Has Contributed to the Great Economic Divide,"  
*The Washington Post*, June 22, 2012.

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 – Nothing this week. However, you should start working on the assignment that is due on Thursday next week:**

**Assignment:** Write a **500 word** Op-Ed. on social class and inequality. You can choose any one of the following three suggestions for a central theme (Op-Eds advocate an idea or a public policy).

- (a) "Social class is real in the United States." These Op-Eds are typically built around the personal experience of the author, their family, and/or people they know. See the *New York Times* website on social class for several examples.
- (b) "Widening economic inequality is a big problem in the United States." This type of Op-Ed needs to be built on facts (the Domhoff reading in week 5 has many) but must be written in a way that is readable, convincing, and often illustrated by either personal experience or that of others.
- (c) "We should reduce economic inequality in the United States by passing the following law." Here you would need to choose a public policy that would help reduce economic inequality and advocate convincingly for its effectiveness. Explain why it would reduce this current problem.

An Op-Ed is an opinion piece (named such because it is usually placed "opposite the editorials" in a publication) designed to offer an alternate position to what the media provides. Typically, an op-ed is written by an expert in a subject area or in industry. Generally, the goal of an op-ed is to educate the public on an issue. While an op-ed is largely an "opinion" piece, it must be based in fact and should be persuasive in style rather than a simple report. **Take the time to edit, re-edit and then re-edit again. A clean, concise and compelling op-ed is your goal.**

**Week 5: Economic Inequality Today (Feb. 17-23)**

- Class, race, and gender inequality
- Does the U.S. have a power pyramid?
- Health and other effects of income inequality

Read:

Sweet & Meiksins, Chapter 3, and

G. W. Domhoff, "Wealth, Income and Power," April 2005 (updated 2017).

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

6 Reasons that Pay Has Lagged - Feb. 1, 2018

Unions role - July 6, 2018

Watch:

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

May 29, 2019 news report from CNBC, "Why the inequality gap is growing between the rich and poor."

**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: Sunday Feb. 23**

**Unit II: Diversity, Work, and Employee Rights (Feb. 24 - March 29)**

**Week 6: Employment Rights in the U.S. (Feb. 24 – March 1)**

- 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*.

Sloan Work and Family Research Network, Selected U.S. Labor Laws and Regulations Timeline, July 2004.

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.

Center for American Progress, “10 Things to Know about the Employment Non-Discrimination Act,” from their website.

Watch: Videos on Employment at Will and the common law exceptions from Professor Carla Katz

Video from the Federalist Society, Sept. 13, 2018, “Right to Tweet?”

**Due Week 6:** Participate in the forum on employment rights (parts 2A and 2B). 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: (March 2-8)**

- 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.

“Why Black Workers Who Do Everything Right Still Get Left Behind,” *Washington Post*, October 3, 2016.

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

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.

Listen: National Public Radio, “Job Searching While Black: What’s Behind the Unemployment Gap?” and read the accompanying news story on the web.

**Due Week:** Participate in the forum on HRM policy (parts 2C and 2D). 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 (March 9-13)**

- 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.

..... SPRING BREAK .....

**Week 9: Gender, Work and Family (March 23-29)**

- 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. March 28 or Sun. March 29**

**Unit III Improving Working People's Lives (March 30-May 3)**

**Week 10: Unions Today, Part 1 (March 30 – April 5)**

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

Review: Power-point on what American unions do.

Read:

Bureau of Labor Statistics, "Union Members 2015."

Michael D. Yates, Why Unions Matter. New York: Monthly Review Press, "At the Table," pp. 66-78.

Explore: "Learn about Unions" on the AFL-CIO website. See various pull down items, but be sure to review "Collective Bargaining," and "The Union Difference" at the bottom of the bargaining page.

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 10: Nothing for those who chose the Museum exercise  
Collective Bargaining Teams meet on same day they bargain to discuss  
Case & plan strategy  
(Group Bargaining strategy due Tues. April 9 at 11:59pm)**

**Week 11 The Legacy: The New Deal & Labor (April 6-12)**

- 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:

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.**

Watch: Various videos.

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

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

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

(4) 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.

**Due week 10: Participate in Forum 3.** The first post is due by Thursday evening; additional posts are due Sunday evening (but since its Easter, we will extend to Monday April 13. **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 on Labor History Experience at a Museum (April 13-19)**

- Bargaining between union and management teams occurs this week
- Those writing a paper on their labor history museum visit have a chance to finish it up this week.

**No Additional Reading or assignments this week.**

**Week 13: Unions Today Part 2: Union Organizing & Membership (April 20-26)**

- 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). You cannot take it after the week is over so do it this week.**

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.

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 April 21 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 (April 27-May 3).**

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 Extra Credit Forum (optional)**

**Take Online Quiz on Unit III: Sat.-Sun. May 2-3**

**Week 15: WRAP UP: May 4-10**

A short take home final will be distributed May 4. It is due Sun. May 10 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](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>