

**INTRODUCTION TO LABOR STUDIES AND EMPLOYMENT RELATIONS
RUTGERS UNIVERSITY 37:575:100:01
Spring 2020**



Classroom: Murray Hall 211

Course schedule: Wednesdays, 9:50 a.m. to 12:50 p.m.

Final Exam: TBD

Instructor: Dr. Tamara L. Lee, Esq.

Email: t1466@smlr.rutgers.edu

Office hours: Tuesdays and Wednesdays by appointment, Labor Education Center 170

Disability and Accommodations:

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>.

Course Overview:

The course is designed to give you an overview of various aspects of labor and employment relations, including the perspective of working people and their labor organizations. We will also study the changing nature of work, workers and workers' institutions and organizations; the impact of technological change, the economic cycle, social class, immigration, race, ethnicity and gender; the role of government in labor policy; the history of unions, the role of unions in

politics and challenges the labor movement faces today; and collective bargaining and workers' rights issues.

Class will include lectures, small group discussions, simulations, in-class assignments, and media presentations. Students are encouraged to freely express their views. Respect for the appreciation of different viewpoints will be a guiding principle in this course. **Note: this syllabus may be changed or modified as the course proceeds.**

Textbook: Stephen Sweet and Peter Meiksins. *Changing Contours of Work: Jobs and Opportunities in the New Economy*, Third Edition. Sage 2016.

All readings are available on Canvas, which you may access at: <https://canvas.rutgers.edu/>

The syllabus, schedule, and assignments are subject to change as the course evolves.

Course Requirements

1. **Read the entire syllabus** and make sure you understand it. This is your contract with the instructor.
2. **Be prepared for class.** Always read the material assigned for a class before the class. Check your Rutgers email regularly for class announcements.
3. **Be present and be on time.** Students are expected to attend all classes; if you expect to miss one or two classes, **please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.** An email is automatically sent to us. Your grade for attendance and participation will decline each time you are absent, late, or leave early. If you have a legitimate reason for your absence, lateness or need to leave early, it must be provided in writing in advance or immediately after the occurrence. Even excused absences must be reported via the University absence reporting website indicated above.
4. **Participate in discussions and group activities.** Explain your views. Ask questions. Listen – don't monopolize the discussion or ignore other views. Do your share of the work in simulations and in-class group activities. Texting, talking on your phone, FB, Twitter, etc. are prohibited in class (unless part of the group activity).
5. **Take careful lecture notes.** You should obtain lecture notes from another student if you miss a class.
6. **Academic Integrity:** Academic integrity requires that all academic work be 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 this course. Students

are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The instructor for this course holds the copyright to the course teaching materials, including lecture slides, discussion questions, exams, and assignments. Students may not copy or distribute this material without the permission of the instructor. Unauthorized distributions of course materials are serious offenses. For more information on the Rutgers University Copyright Policy, see <http://policies.rutgers.edu/sites/policies/files/50.3.7-current.pdf>

Evaluation

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

- **Family Interview Exercise (5%)**
- **Class preparation, homework, attendance, and participation (20%)**
 - Attendance will be taken in class. Completion of homework and participation in group activities and discussions will be tracked.
- **Written assignments (20%)**
 - There are two written assignments for this class. The first is a short response paper based on your family interview exercise and the second is a final reflection paper on course themes. Each paper is worth 10% of your course grade.
- **Collective bargaining simulation (10%)**
 - The entire class will participate in a collective bargaining simulation spanning a couple of weeks. Students will be assigned to a union team or to a management team and will be required to negotiate a contract by a set date and time. You will be graded individually and as a team on this exercise.
- **Exams (45%)**
 - There will be two in-class exams (a midterm and a final) that are predominantly “objective” – a combination of short-answer and short essay items. Both are closed book. The midterm exam is worth 20% of your course grade and the final exam is worth 25% of your course grade.

Learning Objectives

Students in this course should achieve the following SAS, SMLR, and LSER learning objectives:

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).
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal n).

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

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).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).

Unit I: The Situations Facing Working People

Most people have to work. Work shapes our lives and our conceptions of self, and at the same time it provides us with income. When work is insecure, low-paid, or we are not accorded dignity on the job, we suffer. On the other hand, when work is rewarding, it enlarges our capacities, allows us to connect to others, and enables us to contribute to the community at large.

In this unit, you will have a chance to ponder your family's history of work, consider how work has changed in the last 150 years, and explore the relationship of work and social class. A major topic is the prevalence of economic inequality in the United States today.

Week 1, January 22: Introduction and Course Requirements

- Review syllabus and discuss course expectations, assignments, and goals.
- What is a good job? What is a bad job?
- What jobs have you held? What are your hopes for the future?
- What is Labor Studies and how does it help us understand issues around work?

Read Before Class:

- Read the syllabus thoroughly. Learn how to use Canvas and locate readings.
- Read the Family Member Interview assignment instructions (posted on Canvas). Due **next week before class**.

Week 2, Jan. 29: Work and Our Lives

- Lecture and class discussion on the contours of work in the U.S.
- Assign discussion groups.
- Group discussions on your family interview assignments and how they relate to course themes.

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapter 1.
- Studs Terkel, “Introduction,” “Mike Lefevre: Steelworker,” and “Dolores Dante: Waitress” from *Working: People Talk About What They Do All Day and How They Feel About What They Do* (1972) and *Studs Terkel’s Working: A Graphic Adaptation*, adapted

by Harvey Pekar and edited by Paul Buhle (2009) (Canvas).

Assignments Due:

- Upload completed Family Interview to appropriate location in on the Canvas site before class.

Week 3, Feb. 5: Class Politics in the United States

- Discuss Written Assignment #1 (due in class Week 5, Feb. 19).
- Lecture and class discussion on Class Politics: based on the readings and class discussion thus far, defend your view of “class” in America. Is our system a “power pyramid” as suggested by Domhoff or is it based on egalitarian principles where everyone has a chance at “making it big?”

Read Before Class:

- Michael Zweig, “The Class Structure of the United States,” *The Working Class Majority: America’s Best Kept Secret* (2000) (Canvas).
- G.W. Domhoff, “Wealth, Income, and Power (April 2005)
- Janny Scott and David Leonhardt, “Shadowy Lines That Still Divide,” *New York Times*, May 15, 2005, <http://www.nytimes.com/2005/05/15/us/class/shadowy-lines-that-still-divide.html>
- Jefferson Cowie and Lauren Boehm, “Dead Man’s Town: “Born in the U.S.A.,” Social History, and Working Class Identity,” *American Quarterly* (June 2006): 353-378 (Canvas).

Week 4, Feb. 12: Income and Social Mobility

- Film: *The Divide*
- Lecture and class discussion on class, economic inequality, and its effects on social mobility.

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapter 2
- Heather Boushey and Shawn Fremstad, “The Wages of Exclusion: Low-Wage Work and Inequality,” *New Labor Forum* 17 (2) 9-19 (Canvas).
- Michael Zweig, “Looking at the Underclass,” *The Working Class Majority: America’s Best Kept Secret* (2000) (Canvas).

Week 5, Feb. 19: Power Dynamics, the New Economy, and the Future of Work

- Film and discussion: *The Big One* (1997, dir. Michael Moore)
- Overview of midterm (midterm: Week 7-March 4)

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapter 4
- Bryant Simon, “Consuming Lattes and Labor, or Working at Starbucks,” *International Labor and Working Class History* (Fall 2008): 193-211.

- Francis Ryan, “Journal of a Retail Worker” (1996-1997).

Assignments Due:

- Upload completed Writing Assignment #1 to appropriate location in Canvas site.



Unit II: Diversity, Work, and Employee Rights

Employment law is the fundamental law of the workplace. It is essential for you to know something about your rights at work, or lack thereof. And obviously, future managers need to recognize their own rights and how they can, and cannot, treat employees.

Employment law is mutable—it has changed in the past and may change in the future. One of the biggest changes in American employment law occurred in the 1960s in the face of demands for greater equality by race, color, national origin, religion and gender. Employment opportunities for people of different races and national origins have become more equal under the law since then, but racial and ethnic divisions and discrimination still persist throughout the workforce.

Gender also matters for employment outcomes, although again, in some ways the workplace is much more accessible to women today than it was in 1964 when the Civil Rights Act was passed, with significant variances by race. As more women have entered the workplace on a full-time basis, families are increasingly juggling the demands of two (or more) jobs along with the need to care for their families.

Week 6, Feb. 26: Employment Rights and Job Security in the United States

- “Know Your Rights” – in class quiz and discussion.
- Lecture and class discussion on major workplace labor laws and regulations, including the “at-will doctrine” and its exceptions, anti-discrimination, and wage and hour laws.

Read Before Class:

- Excerpts from Lewis Maltby, “Wrongful Discharge and Employment at Will” and “The Rights You Have” from *Can They Do That?* (2009) (Canvas).
- Thomas MacMillan, “More Employees Sue Restaurants in Wage Disputes,” *Wall Street Journal*, August 17, 2015: <http://www.wsj.com/articles/more-employees-sue-restaurants-in-wage-disputes-1439856006>

- Winnie Stachelberg and Crosby Burns, “10 Things to Know About the Employment Non-Discrimination Act,” Center for American Progress website:
<http://www.americanprogress.org/issues/lgbt/news/2013/04/24/61294/10-things-to-know-about-the-employment-non-discrimination-act/>

Week 7, March 4: MIDTERM EXAM (IN-CLASS)

Week 8, March 11: Work, Race, Ethnicity, and Equality

- Film: *At the River I Stand* (directed by David Appleby, Allison Graham, and Steven Ross, 1993).
- Lecture and class discussion on historical and contemporary issues surrounding race and employment.

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapter 7.
- Sonali Kolhatkar, “Black Lives Matter... and Black Jobs Matter, Too,” Common Dreams/Truth Dig, April 6, 2015:
<http://www.commondreams.org/views/2015/04/17/black-lives-matter-and-black-jobs-matter-too>
- Listen to “Job Searching While Black: What’s Behind the Unemployment Gap?” NPR news story, May 25, 2013:
<http://www.npr.org/blogs/codeswitch/2013/05/25/186609052/for-black-americans-finding-work-an-uphill-battle>

-----March 18 (No Class, Spring Recess)-----

Week 9, March 25: Bargaining Exercise

Week 10, April 1: Gender, Work, and Family

- Lecture and discussion on the relationships between gender, working conditions, and employment opportunities.

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapters 5 and 6.
- “Working Anything But 9 to 5,” *New York Times*, August 13, 2014:
<http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html>

Week 11, April 8: Immigration and Labor

- Film: *Bread and Roses* (directed by Ken Loach, 2000).
- Lecture and class discussion on immigration and labor issues in the U.S.
- Discuss Written Assignment #2 (due in class Week 14, May 1)

Read Before Class:

- Immanuel Ness, *Immigrants, Unions, and the New U.S. Labor Market*, chapter 2 (Canvas)
- Waldinger et al., “Helots No More: A Case Study for the Justice For Janitors Campaign in Los Angeles,” Lewis Center for Regional Policy Studies Working Paper #15 (Canvas)

Unit III: Improving Working People’s Lives: Collective Bargaining, New Forms of Organizing and Activism, and the Future of Work



Union membership grew rapidly in the 1930s-1950s. Collective bargaining between unions and employers in major industries helped raise the standard of living not only for union members, but also for the entire workforce. For the past 40 years, however, the labor movement has been in steep decline in the U.S.

In this final unit for the course we will try our hand at collective bargaining during an in-class simulation. We will also explore the reasons why the labor movement has been in decline, as well as some of the newest and most innovative efforts on the part of unions, worker centers, and community organizations to organize workers in the ever-changing economy. The course will end with a discussion of public policies that could reshape the future of work.

Week 12, April 15: Unions and Collective Bargaining

- Lecture and class discussion on the structure of the labor movement in the U.S. and New Jersey, the basics of collective bargaining under private and public-sector labor laws, mediation, arbitration, lock-outs, and strikes.

Read Before Class:

- “The Union Difference,” AFL-CIO website: <http://www.aflcio.org/Learn-About-Unions/What-Unions-Do/The-Union-Difference>
- “Union Members – 2013,” Bureau of Labor Statistics website: <http://www.bls.gov/news.release/pdf/union2.pdf>
- Excerpts from the National Labor Relations Act (Canvas).

Week 13, April 22: Collective Bargaining (cont)

- Film: Final Offer

Week 14, April 29: Organized Labor Today and Tomorrow

Read Before Class:

- Sweet and Meiksins, *Changing Contours of Work*, chapter 8
- Olivia Rosane, “Nursing Home Workers Strike Against Givebacks,” *Labor Notes*, July 16, 2012: <http://www.labornotes.org/blogs/2012/07/seiu-1199-nursing-home-workers-strike-against-givebacks>
- Adolph Reed, “Doubling Down in Atlantic City,” *Jacobin*, August 11, 2016: <https://www.jacobinmag.com/2016/08/atlantic-city-trump-icahn-union-strike-bankruptcy/>
- Harold Meyerson, “If Labor Dies, What Next?,” *The American Prospect*, September 13, 2012: <http://prospect.org/article/if-labor-dies-whats-next>

Assignments Due:

- Turn in completed Midterm #2 in class
- Upload completed Writing Assignment #2 to appropriate location in Canvas before class.
- Complete Course Survey