

Industrial Relations Center  
Carlson School of Management  
UNIVERSITY OF MINNESOTA

Work, Work, Work...What is Work?

HRIR 1907W (Freshman Seminar)  
3 credits  
CLE: Cultural Diversity and Writing Intensive  
Fall 2005  
9:45-11:00 AM Tuesday and Thursday  
1-113 Carlson School of Management

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Thursday 8:30-9:30 AM; and by appointment

*The natural thing to do is work—to recognize that prosperity and happiness can be obtained only through honest effort.*

Henry Ford

*And yet as a path to happiness work is not valued very highly by men. They do not run after it as they do after other opportunities for gratification. The great majority work only when forced by necessity, and this natural human aversion to work gives rise to the most difficult social problems.*

Sigmund Freud

**WORK, WORK, WORK.** Most people spend most of their lives working and is critically important to individuals and society. Work has consequently been influenced by everything from violent strikes to religious writings, from libertarians to Marxists, from slave owners to civil rights leaders, from radical feminists to powerful tycoons, and from the brazen yet grandmotherly Mother Jones to the still-missing Jimmy Hoffa. From Rembrandt to Diego Rivera and from *I Love Lucy* to *NYPD Blue*, differing visions of work are portrayed in art, film, TV shows, and other cultural works. But what is work—a necessary evil to survive and earn money, or a rewarding method for psychological or spiritual fulfillment? How is the nature of work determined—based on skills and technology, or on gender, race, ethnicity, and class? Is the relationship between workers and their employers governed by the invisible hand of free markets, or by the visible fist of unequal power?

**In this seminar we will explore the fascinating nature of work from diverse perspectives.** We will examine how work has changed throughout time and is continuing to change in the 21st century. We will look at the different (and often conflicting) conceptions of work across academic disciplines such as economics, sociology, psychology, history, management, human resources and industrial relations, philosophy, and theology. We will explore portrayals of work in art, film, and TV shows. And we will debate whether there should be minimum standards for the nature of work. The emphasis in this seminar is on thinking about diverse perspectives, and an integral theme is questioning the extent to which gender, race, ethnicity, and class continue to shape our conceptions of work and how work is structured. This will be accomplished through diverse readings, informal and formal writing assignments, and class presentations and discussions.

COURSE GOALS: The basic goals of this course are to:

- **Understand** the diverse nature of work across time, cultures, and classes;
- **Explore** multiple conceptions of work emphasized in different academic disciplines and portrayed in art, film, TV shows, and other cultural works;
- **Question** how gender, race, ethnicity, and class shape the nature of work; and
- **Develop** important learning and writing skills and a sense of community.

INSTRUCTIONAL METHODS: This is a seminar that emphasizes the consideration of diverse perspectives. There are no concrete right or wrong answers; memorization and testing are therefore de-emphasized. Rather, the course relies on reading, reflection, and discussion. In order to describe relevant trends, conceptions, and institutions, some lecturing will be necessary. These lectures are intended to provide the foundation for reflection and discussion. Various active learning exercises, in-class informal writing exercises, seminar-style open discussions, and student presentations will therefore occur frequently. Students are expected to attend each class prepared to explore and actively contribute in a respectful and thoughtful manner. The emphasis on reflection and discussion also underlies the course's formal assignments which are described in detail below. This course is an approved Writing Intensive (WE) course and therefore involves significant amounts of informal (in-class) and formal (out-of-class) writing assignments such as reactions to statements, self-reflection essays, book reviews, and critical essays.

REQUIRED READINGS FOR EVERYONE (available at the bookstore in Coffman Union)

Joanne B. Ciulla, *The Working Life: The Promise and Betrayal of Modern Work* (New York: Three Rivers Press, 2000).

A course packet of readings.

ADDITIONAL REQUIRED BOOK

Each student will also be assigned an individual book to read and analyze. These books are denoted on the course outline as "SBR" for "Student Book Review." These books form the basis for Assignment #5 described below. Each book should be available from Wilson Library.

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*Work is of two kinds: first, altering the position of matter at or near the earth's surface relatively to other such matter; second, telling other people to do so. The first kind is unpleasant and ill paid; the second is pleasant and highly paid.*

Bertrand Russell

## GRADING

1. Participation: Class Discussion	continuous	20%
2. Self-Exploration Writing Assignment	September 13, 2005	10%
3. <i>I Love Lucy</i> Writing Assignment	October 11, 2005	10%
4. Art Work Writing Assignment	November 1, 2005	10%
5. Book Review and Discussion Leadership	varies	20%
6. Comments on Another's Essay (Peer Review)	December 1, 2005	10%
7. Critical Essay and "Poster"	various deadlines	20%

WARNING: Depending on which book you are assigned to review, you might have two assignments due in the same week. You will have plenty of advance notice—Plan Ahead! Also, if you are ever confused about an assignment, have questions, or need additional direction, please do not hesitate to contact Professor Budd.

PARTICIPATION AND ATTENDANCE: This course is designed to increase your understanding of the diverse natures and conceptions of work through participation and involvement. Attendance in general, and participation in class discussions specifically, are critical components of the learning process in this course. Please read the appropriate materials before class and come to class ready to participate. Attendance at all class meetings without any active participation will not earn a passing participation grade. Individual participation grades will also be reduced due to excessive absences.

SELF-EXPLORATION WRITING ASSIGNMENT: A two-page essay is due at the start of class on Tuesday, September 13, 2005 (week 2). The topic of this essay is the work ideals and nature of work in your family and/or home town. The first part of this essay is descriptive—what types of jobs have you and your parents (and perhaps grandparents) and siblings had? How do you and your parents (and perhaps grandparents) view work? What do you want to get out of working (for the next 50 years!)? What class do you feel you belong to? The second part of the essay is analytical—identify the influence of at least two of the following on you and your family's work roles and ideals: gender, race, ethnicity, and class. Come to class on September 13 prepared to share your essay with the rest of the class, and to listen intently and supportively to your classmates' backgrounds.

I LOVE LUCY WRITING ASSIGNMENT: A two-page essay is due at the start of class on Tuesday, October 11, 2005 (week 5) on the nature and portrayal of work in *I Love Lucy*. This essay is based on an episode entitled "Job Switching" which originally aired on September 15, 1952. This episode will be shown in class on October 6. The first part of this essay should describe the portrayal of work in the episode; the second part should analyze how work is similar today. Come to class on October 11 prepared to share your essay with the rest of the class.

ART WORK WRITING ASSIGNMENT: A two-page essay is due at the start of class on Tuesday, November 1, 2005 (week 9) that analyzes how work or workers are portrayed in a piece of art. Among other things, be sure to identify any gender, race, ethnicity, and/or class themes. Be sure to also understand the context of the piece of art—the date of the artwork, the ethnicity of the artist, and the time and location of what the art depicts. Come to class on November 1 prepared to share the artwork and your essay with the rest of the class.

You are free to use any piece of art as long as you can hand in a copy with your essay and can show it to the class during the class discussion. More specifically, if you find something in a book, scan it into an electronic version; if you find something on the web, save a copy of the image. You must e-mail a copy of the artwork to Professor Budd by Tuesday, October 18, 2005 (week 7). If multiple students want to analyze the same piece of artwork, Professor Budd will assign it randomly and the other students will need to find new pieces. There are several ways to locate a suitable piece of art:

- Search the web for online web museums with virtual galleries, or for labor-related sites that contain artwork;
- Ask the reference desk in Wilson Library how to find books containing collections of artwork—either generally or specific to labor. One such book specific to labor is Mark Dean Johnson (ed.), *At Work: The Art of California Labor* (San Francisco: California Historical Society Press, 2003) available in the Herman Reference Room (280 HHH);
- See the suggestions on the course website, [www.hrir1907.info](http://www.hrir1907.info).

BOOK REVIEW AND DISCUSSION LEADERSHIP: A number of different books between weeks 4 and 13 serve as the foundation for in-class discussion. Each student will be assigned one of these books and will be responsible for writing a book review and for leading the class discussion. The primary task of a good book review is to describe the book's objectives, content, and approach, and to evaluate its strengths and weaknesses. The book report will likely be about four pages in length. To lead the in-class discussion, you need make a 10-15 minute presentation on the book (describing the book's objectives, content, and approach as well as evaluating its strengths and weaknesses). As discussion leader you must also:

- Create at least two discussion questions to help structure the discussion. These questions can be incorporated into your active learning exercise (see the next bullet) if you wish. Remember that your classmates will not have read the book.
- Use an active learning exercise to engage your classmates. Ideas for active learning exercises are on the course website.
- Facilitate the discussion, including keeping the discussion on track, making sure that multiple perspectives are considered, and that the discussion is inclusive.

For individual due dates, refer to the books denoted as “SBR” (for “Student Book Review”) on the course outline. Professor Budd will provide an example in week 2 (“IBR” for “Instructor Book Review” on the course outline).

CRITICAL ESSAY AND “POSTER”: An 8-10 page critical essay is due at the start of class on Tuesday, December 13, 2005 (week 15) that integrates the themes of gender, race, ethnicity, and/or class with a subject of your choice. Your topic must be approved by Professor Budd by Tuesday, October 18, 2005 (week 7) and two copies of a complete first draft are due in class on Thursday, November 17, 2005 (week 11). Examples of topics include:

- *History*: Identify a specific era and location and analyze how gender, race, ethnicity, and/or class affected the conception and nature of work.
- *Economics*: Review the dominant neoclassical economics paradigm and explain how gender, race, ethnicity, and class are omitted. Analyze the consequences of this omission.
- *Psychology*: Review the industrial/organizational psychology literature on work motivation and analyze the extent to which gender, race, ethnicity, and/or class are important constructs.
- *English*: Find two novels (or various pieces of poetry) in which work is an important element. Compare and contrast the portrayals of work and workers. To what extent do gender, race, ethnicity, and/or class underlie these contrasts?
- *Journalism*: Find examples of the coverage of labor unions or other work-related issues. How are the themes of gender, race, ethnicity, and/or class handled? Do the stories appear fair? By whose standards?
- *Management*: Find two books by leading management gurus on work-related issues. How is work portrayed? Analyze whether the books are likely to be equally successful across all genders, races, and ethnicities.
- *Sociology*: Review the impact of globalization on conceptions of work. Is increased globalization leading to a convergence in the conception of work across different cultures?
- *Political Science*: Review the standards for work enumerated by the United Nations (in the Universal Declaration of Human Rights) or the International Labor Organization. Do these standards apply equally to genders, races, and ethnicities?

Please note carefully that these topics are presented here to demonstrate the diverse possibilities and are not intended to be limiting. Each student is encouraged to find a topic that is of particular interest. As with all of the assignments, please talk with Professor Budd if you need guidance and suggestions.

Each essay will have a descriptive component so that the reader can understand the arguments of the essay. But the essays must not be entirely descriptive. Be sure to convincingly develop one or more analytical arguments. The use of section headings and subheadings within the essay is encouraged in order to provide an explicit structure for the essay (note that academic journal articles and book chapters often include numerous section headings and subheadings). To help you produce an outstanding essay (which means an essay that is easy to follow and is convincing), two activities will occur before the final essay is due on December 13:

- **INSTRUCTOR AND PEER REVIEW**: Learning how to provide constructive criticism and also how to incorporate such comments into your own work are important life skills. Two copies of a complete first draft of each essay therefore are due in class on Thursday, November 17, 2005 (week 11). Each essay will be given to one of your classmates and Professor Budd. Each person must carefully read

the essay they are given, and provide constructive written comments to the author by Thursday, December 1, 2005 (week 13). Professor Budd will also provide written feedback. You must then revise your essay based on this feedback (the final due date is Tuesday, December 13, 2005).

- “POSTER” SESSION: You must prepare a display board which will be displayed in class on Thursday, December 8, 2005 (week 14). This display board should summarize the main elements of your essay—from your display board, someone should be able to understand the factual background as well as arguments of your essay. Everyone will look at all of the display boards on December 8 and discuss them with each other. This display board provides the opportunity for you to think about the central elements of your essay, to get comments before your final essay is due, and to learn about your classmates’ essays.

ADDITIONAL PEER REVIEW GUIDELINES: Write a concise evaluation of the essay you receive (about 3-4 double-spaced typed pages). The first paragraph should briefly describe what the author of the paper is trying to argue. The rest of the evaluation should be comments on how the essay can be improved. You are encouraged to make stylistic and grammatical comments where appropriate, but the focus is on substantive comments to really help the author improve her/his essay. To emphasize the constructive nature of this evaluation, when making a critical comment also provide a brief suggestion as to how the weakness can be improved. If you find an aspect of the essay quite effective and convincing, you can mention that, too. On Thursday, December 1, 2005 (week 13), give one copy of the comments / suggestions for improvement to the author and a second copy to Professor Budd.

After revising your own essay based on the student and instructor feedback, specify a recommended grade for the student evaluator’s comments when you turn in your final essay on Tuesday, December 13, 2005 (week 15). Remember, this is a cooperative exercise to improve each other’s work. Thus, the evaluation report should be graded based on the degree to which the comments are thoughtful and helpful in improving your essay. Reserve the grade of “A” for reports that substantially improve the original essay.

#### COURSE WEBSITE

See [www.hrir1907.info](http://www.hrir1907.info) for additional information on the assignments.

#### PAYMASTER

*The pay could have been more.  
I felt I was giving myself  
into his hands for judgment.  
Thank you, he said, taking his check.  
Thank me for what I replied  
silently. I am sending you home,  
belittled in your own eyes.*

—David Ignatow

#### FITTING

*I shrugged into teaching  
like a teenager into a boyfriend’s sweater,  
not expecting to keep it on,  
not expecting to need it,  
certainly not ever thinking  
of marriage, life.  
Now I roll my sleeves up every day  
and can’t remember  
not ever having  
that scratch of wool against my skin.*

—Katharyn Machan Aal

**IMPORTANT NOTE FOR ALL FORMAL WRITING ASSIGNMENTS:** Formal writing assignments are those assignments done outside of class (informal writing assignments are conducted in class such as reacting to a specific passage). All formal writing assignments are due at the beginning of the assigned class meeting and must look professional. Each assignment must be typed in a size 12 font and must be double-spaced with 1” margins. Indent each paragraph. Make sure your name and id number are at the top of the first page, and that each page has a page number. Grammatical and other mistakes detract from the quality of your work. Be sure to spell check and proofread your work! Additional help on writing is available at [writing.umn.edu/sws/](http://writing.umn.edu/sws/).

Use the in-text / parenthetical citation method where the author, year, and page number (if needed) appear in the text and the full citation of each cited work (including web pages) appears in a “References” section at the end of the paper. Be careful to consistently and accurately credit all print and electronic sources used—**plagiarism is a very serious offense and will not be tolerated**. If you are ever in doubt, seek clarification from the instructor. Students are welcome (even encouraged) to discuss the assignments with each other, but each student is responsible for handing in their own, unique work. APA style or other widely used styles are acceptable. The course website ([www.hrir1907.info](http://www.hrir1907.info)) has examples of the in-text citation method and styles.

**CLASSROOM EXPECTATIONS:** The professor and students are expected to behave professionally at all times. The professor will respect the students, and each student is expected to be respectful of the professor and their fellow students. Professional behavior includes, but is not limited to, the following:

*Honesty.* Do your own work. Plagiarizing from other students, books and journals, the internet, and other sources is a serious offense and is not acceptable. Be sure to fully cite your work. In other classes when you have group projects, make honest contributions (do not be a free rider).

*Preparation.* Come to class prepared to listen, learn, and participate. If you have group meetings, attend group meetings prepared to make full contributions and to help other group members make valuable contributions.

*Politeness.* Ask questions and contribute to class discussions in a positive, inclusive, and respectful manner. Respond to dissenting views with respect and reason. Respect your classmates and your group members.

*Attentiveness.* Turn off and do not answer your cell phone. Laptop computers are welcome for class-related purposes such as note taking. Other activities are inappropriate and exhibit disrespect towards the instructor and other students. Individual conversations, eating, and other distractions show a lack of respect and attentiveness. During group meetings, focus on the tasks at hand.

*Timeliness.* Complete assignments on time. Be on time for group meetings and for class. Unforeseen events occur and students have multiple demands on their time. If you must arrive late or leave early, do so without walking in front of any speakers. Provide advance notice to the professor whenever possible. Reserve the seats by the door for those who must arrive late or leave early.

**Important University of Minnesota policies also apply and are included at the end of this syllabus.**

## COURSE OUTLINE

Note: All readings are required except those denoted IBR (Instructor Book Review) or SBR (Student Book Review).

### **I. Welcome: Introductions / Course Objectives, Requirements, and Expectations**

Week 1 (September 6)

### **II. Why Work?**

Week 1 (September 8)

Joanne B. Ciulla, *The Working Life: The Promise and Betrayal of Modern Work* (New York: Three Rivers Press, 2000), pp. 3-34. Note: when you read Ciulla throughout the semester, be sure to note passages that strike you as particularly insightful, controversial, or interesting. E-mail Professor Budd your favorite three passages by December 8.

### **III. Our Own Conceptions of Work**

Week 2 (September 13)

Discussion of the Self-Exploration Writing Assignment

### **IV. History: The Ever-Changing Nature of Work**

Week 2 (September 15)

Ciulla, *The Working Life*, pp. 35-70.

IBR: Richard Donkin, *Blood, Sweat, and Tears: The Evolution of Work* (New York: Texere, 2001).

### **V. Economics: Work as a Necessary Evil**

Week 3 (September 20)

Ciulla, *The Working Life*, pp. 73-89.

Morgan Reynolds, *Economics of Labor* (Cincinnati: SouthWestern College Publishing, 1995), pp. 14-17 and 71-78.

“Capitalism,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 69-73.

“Labor Market,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 320-321.



## **VI. Psychology: Work as Fulfilling Higher Needs**

Week 3 (September 22)

Robert Kreitner and Angelo Kinicki, *Organizational Behavior*, 5th ed. (Boston: McGraw-Hill/Irwin, 2001), pp. 207-219.

## **VII. Successful Academic Work at the University of Minnesota**

Week 4 (September 27)

Library tour

## **VIII. Human Resources: The Classless Productive Workforce**

Week 4 (September 29)

Ciulla, *The Working Life*, pp. 127-150.

Michael L. Mazzaresse, "The HR Manager," in William R. Tracey, ed., *Human Resources Management and Development Handbook*, 2nd ed. (New York: Amacom, 1994), pp. 61-69.

"High-Performance Workforce," in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 254-256.

SBR 1: Jeffrey Pfeffer, *The Human Equation: Building Profits by Putting People First* (Boston: Harvard Business School Press, 1998).

## **IX. Sociology: Work as Control of the Working Class**

Week 5 (October 4)

Ciulla, *The Working Life*, pp. 90-126.

Herbert Applebaum, *The Concept of Work: Ancient, Medieval, and Modern* (Albany: State University of New York Press, 1992), pp. 436-447.

Daniel B. Cornfield and Randy Hodson, eds., *Worlds of Work: Building an International Sociology of Work* (New York: Kluwer Academic/Plenum Publishers, 2002), pp. 3-19.

SBR 2: Guillermo J. Grenier, *Inhuman Relations: Quality Circles and Anti-Unionism in American Industry* (Philadelphia: Temple University Press, 1988).

## **X. Industrial Relations: Human Beings and Bargaining Power**

Week 5 (October 6)

Ciulla, *The Working Life*, pp. 151-168.

John W. Budd, *Labor Relations: Striking a Balance* (Boston: McGraw-Hill/Irwin, 2005), pp. 35-52.

## **XI. Gendered Work and Work-Family Issues**

Week 6 (October 11 and 13)

Ciulla, *The Working Life*, pp. 171-191.

Teresa Amott and Julie Matthaei, *Race, Gender, and Work: A Multicultural Economic History of Women in the United States*, rev. ed. (Boston: South End Press, 1996), pp. 11-28.

“Women and Work,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 600-608.

SBR 3 (October 11): Susan Eisenberg, *We’ll Call You If We Need You: Experiences of Women Working Construction* (Ithaca: Cornell University Press, 1999).

SBR 4 (October 13): Arlie Russell Hochschild, *The Second Shift* (New York: Penguin, 2003).

SBR 5 (October 13): Peter Meiksins and Peter Whalley, *Putting Work in Its Place: A Quiet Revolution* (Ithaca: Cornell University Press, 2002).

## **XII. Racial Divisions at Work and Civil Rights**

Week 7 (October 18 and 20)

R. Jefffrey Lustig, “The Tangled Knot of Race and Class in America,” in Michael Zweig, ed., *What’s Class Got To Do With It? American Society in the Twenty-First Century* (Ithaca: Cornell University Press, 2004), pp. 45-60.

“African American Women and Work,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 4-8.

“African Americans and Work,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 8-12.

SBR 6 (October 18): Larry Tye, *Rising from the Rails: Pullman Porters and the Making of the Black Middle Class* (New York: Henry Holt, 2004).

SBR 7 (October 20): Timothy J. Minchin, *The Color of Work: The Struggle for Civil Rights in the Southern Paper Industry, 1945-1980* (Chapel Hill: University of North Carolina Press, 2001).

Tuesday, October 18, 2005 (week 7): artwork and essay topic submitted to Professor Budd

### **XIII. A U.S. Working Class?**

Week 8 (October 25-27)

“Working Class,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 651-654.

Discussion of *Working Girl* (20th Century Fox, 1988)

SBR 8 (October 27): Robert Bruno, *Steelworker Alley: How Class Works in Youngstown* (Ithaca: Cornell University Press, 1999).

### **XIV. Work in Art**

Week 9 (November 1)

“Work in Visual Art,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 633-642.

Discussion of Art Work Writing Assignment

### **XV. Cross-Cultural Meanings of Work**

Week 9 (November 3)

Ciulla, *The Working Life*, pp. 192-206.

SBR 9: Carla Freeman, *High Tech and High Heels in the Global Economy: Women, Work, and Pink-Collar Identities in the Caribbean* (Durham, NC: Duke University Press, 2000).

### **XVI. Twenty-First Century Pressures: Globalization, Technology, and Contingent Work**

Week 10 (November 8 and 10)

John W. Budd, *Labor Relations: Striking a Balance* (Boston: McGraw-Hill/Irwin, 2005), pp. 397-405.

“Contingent and Temporary Workers,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 108-111.

SBR 10 (November 8): Jane L. Collins, *Threads: Gender, Labor, and Power in the Global Apparel Industry* (Chicago: University of Chicago Press, 2003).

SBR 11 (November 10): Gordon Lafer, *The Job Training Charade* (Ithaca: Cornell University Press, 2002).

SBR 12 (November 10): Jackie Krasas Rogers, *Temps: The Many Faces of the Changing Workplace* (Ithaca: Cornell University Press, 2000).

## **XVII. Labor Unions**

Week 11 (November 15 and 17)

“Collective Bargaining,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 84-87.

“National Labor Relations Act,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 372-377.

SBR 13 (November 15): Jonathan D. Rosenblum, *Copper Crucible: How the Arizona Miners’ Strike of 1983 Recast Labor-Management Relations in America* (Ithaca: ILR Press, 1998).

Guest Speaker (November 17): A local union activist

Thursday, November 17, 2005: First Draft of Critical Essay Due (two copies)
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## **XVIII. Thanksgiving: Work in Native American Cultures**

Week 12 (November 22)

“Native Americans and Work,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 377-381.

## **XIX. National and International Standards for Work**

Week 13 (November 29 and December 1)

“Great Depression,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 237-240.

“Workplace Safety,” in Carl E. Van Horn and Herbert A. Schaffner, eds., *Work in America: An Encyclopedia of History, Policy, and Society* (Santa Monica, CA: ABC-CLIO, 2003), pp. 654-659.

John W. Budd, *Employment with a Human Face: Balancing Efficiency, Equity, and Voice* (Ithaca: Cornell University Press, 2004), pp. 32-46.

SBR 14 (November 29): Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (New York: Henry Holt, 2001).

SBR 15 (December 1): Andrew Ross, *Low Pay, High Profile: The Global Push for Fair Labor* (New York: New Press, 2004).

SBR 16 (December 1): Kevin Bales, *Disposable People: New Slavery in the Global Economy* (Berkeley: University of California Press, 2000).

Thursday, December 1, 2005: Constructive Written Comments Due
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## **XX. Solving Workplace Problems**

Week 14 (December 6)

Ciulla, *The Working Life*, pp. 207-227.

Guest Speaker: Jan Morse, Student Dispute Resolution Center

## **XXI. Poster Session: Gender, Race, Ethnicity, and Class in Work**

Week 14 (December 8)

Guest Speaker: A local HR professional

## **XXII. Concluding Thoughts**

Week 15 (December 13)

Ciulla, *The Working Life*, pp. 228-235.

Discussion of favorite passages from Ciulla, *The Working Life* (see note in Section II)

Tuesday, December 13, 2005 (week 15): Revised Critical Essays Due
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## ADDITIONAL POLICIES

(Note: These policies have been tailored to this course; some will vary from course to course)

### 1. The University of Minnesota definition of grades and workload expectations

A—Achievement that is outstanding relative to the level necessary to meet course requirements.

B—Achievement that is significantly above the level necessary to meet course requirements.

C—Achievement that meets the course requirements in every respect.

D—Achievement that is worthy of credit even though it fails to meet fully the course requirements.

S—Achievement that is satisfactory, which is equivalent to a C- or better

F(or N)—Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I—(Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

#### Workload Expectation

One credit is defined as equivalent to three hours of learning effort per week, averaged over an appropriate time interval, necessary for an average student taking that course to achieve an average grade in that course [so this course requires an average of nine hours outside of the classroom per week].

### 2. Policy on Late Work

Students should not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify the instructor of such circumstances as far in advance as possible. In all other circumstances, all assignments must be submitted at the start of class on the stated date. Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day.

### 3. Incompletes

Incomplete coursework is a major inconvenience for students and instructors. You are expected to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor and have a verified legitimate reasons. Incomplete grades can only be given if a student has completed a significant portion of the course. An incomplete grade also requires a written agreement between instructor and student. “T” grades automatically convert to “F” grades at the end of the following semester.

### 4. Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities must contact the instructor prior to any assignments for which accommodations are desired to discuss their individual needs for accommodations. This syllabus is available in alternative formats upon request (contact the instructor).

### 5. Classroom Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

### 6. Academic Integrity and Misconduct

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:** submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to an including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask the instructor.

## 7. Harassment

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help (for example, the University's Office of Equal Opportunity and Affirmative Action).

## 8. Complaints with Teaching or Grading

If you wish to dispute the grade assigned to an assignment, you must do so in writing to the instructor within 24 hours after assignment has been returned. You must include a specific rationale for why your answer is correct, or why the assignment deserves a higher grade. Any complaints about teaching should be first addressed to the instructor. If that fails to resolve your concerns, you should contact the instructor's department chair at (612) 624-2500. Failing an informal resolution, the Office of Academic Affairs and Curriculum will facilitate the filing of a formal complaint.

## 9. Coursework Resubmission

Students in this course are not allowed to resubmit an assignment in order to improve their grade. However, students are encouraged to discuss assignments with the instructor in advance of their due date in order to get guidance and feedback (including, in most circumstances, specific comments on an early draft of the assignment). There are no opportunities for extra credit.

### STILL NEED MORE HELP?

One Stop Student Services	<a href="http://onestop.umn.edu">http://onestop.umn.edu</a>
Office for Student Affairs (contains links to University resources to assist with health, personal, and financial issues)	<a href="http://www.osa.umn.edu/services">http://www.osa.umn.edu/services</a>
University Counseling & Consulting Services	<a href="http://www.uccs.umn.edu/">http://www.uccs.umn.edu/</a>
The Learning and Academic Skills Center	<a href="http://www.uccs.umn.edu/lasc/lasc.html">http://www.uccs.umn.edu/lasc/lasc.html</a>
Office for Multicultural and Academic Affairs	<a href="http://www.oma.umn.edu/">http://www.oma.umn.edu/</a>
Disability Services	<a href="http://ds.umn.edu/">http://ds.umn.edu/</a>
Student Dispute Resolution Center	<a href="http://www.tc.umn.edu/~sos/">http://www.tc.umn.edu/~sos/</a>