

ELR 1110/ANT 1110/HIS 1110/PS 1110 Work and Democracy: An Introduction

Professor

Fall 2024

Class Location: TBA

Class Times: DAYS/meeting time

Office:

Office Hours:


Email:

Course Description:




This course explores the role that labor and the labor movement have played in shaping democracy in the United States over the past two centuries. It covers key political achievements of the labor movement as well as contemporary challenges it faces today. Key themes include labor and citizenship, industrial democracy, the making and unmaking of the New Deal, gender, race, sexuality and labor, the labor movement as a social movement, and power and politics in the workplace. We also will explore democracy in the workplace, tracking how power has shifted in the workplace through theories like scientific management, and probe workplace structures and hierarchies and the evolution of worker's control.

Learning Objectives:

ELR 1110 fulfills the Civic Literacy (CIV) requirements for Wayne State's general education curriculum. 

Upon successfully completing this course, students should be able to demonstrate Civic Literacy learning outcomes by being able to:

1. Exhibit knowledge of U.S. history, political institutions, and democratic principles. 
2. Explain the meaning and significance of citizenship and national identity, past and present.
3. Explain forms of participation by individuals and groups.
4. Explain the economic, historic, political, and social bases for conflict and cooperation between groups.
5. Explain the economic, historic, political, and social marginalization of groups in civic life.

For more information on the Civic Literacy (CIV) requirements, consult Wayne State University's "General Education Program: Focus Area Learning Outcomes."

Course Requirements

| | |
|---|------------------|
| Attendance | 100 points (10%) |
| In-Class Assignments | 350 points (35%) |
| Oral Histories Comparative Essay | 100 points (10%) |
| Professional Development and Reflective Essay | 250 points (25%) |
| Contemporary Labor Issue Position Paper | 200 points (20%) |

Attendance

I expect you to attend class sessions, arrive on time, complete assignments with care, and engage actively and intelligently in our discussions and class assignments. This means you should complete all readings before class, bring your notes, and come ready to talk about them.

I understand that we are all busy and that sometimes life gets in the way. If you must miss class, I ask that you let me know. You do not have to provide a reason (you can, of course); I simply ask that you let me know. I will allow you to make up two classwork assignments. To receive full credit, you will need to send me your answers within 48 hours of the missed class.

If you have more than five unexcused absences (i.e., excused in advance), you will fail the course. *Any* unexcused absences will negatively impact your grade. Chronic lateness will result in a grade reduction. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternate arrangements may be worked out.

In-Class Assignments [LO1, LO2]

On days we have group discussions, I will pass out a sheet with two questions about the week's required readings. You will have thirty minutes to complete your answers. Each answer should be at least two full paragraphs. We will spend the rest of class discussing the questions and the week's required readings. I will collect your answers at the end of each class.

Written Assignments:

Oral Histories Comparative Essay [LO5]

Black Workers in the Labor Movement Oral Histories:

<https://archives.wayne.edu/repositories/2/resources/1889>

Studs Terkel, ed., *Working: People Talk About What They Do All Day and How They Feel About What They Do* (New York: Ballantine Books, 1974)

Choosing three oral histories from the two above collections (must use at least one from both), you are tasked with writing a comparative essay based on the workers' experiences with their work and their involvement with the labor movement. How do they describe their workplace? How do they describe their union (or lack thereof)? Are there any references to democratic practices at their workplace? Are they active politically? Do they discuss the labor movement's role in the community or with local and national politics? How do they view their job and the work they are doing? What similarities do you notice between their experiences? How do their experiences differ?

Your essay should be 3-4 double-spaced pages using 12-point Times New Roman font.

Professional Development Training and Reflective Essay [LO4]

Each of you is tasked with spending a day with a labor union or workers' organization, conducting two informational interviews, and writing a reflective essay on your experience.

Spending a day with a labor union: Choosing from a list of local unions and work organizations, you will need to schedule one day to spend the morning or afternoon at a local union or organization office. You will have the opportunity to observe local leaders and union staff conducting union business and review a collective bargaining agreement. How does a union operate from day to day? What are issues on the union agenda? What strategies does the union use to organize their workplace? What are some of the ways in which unions routinely work?

Informational Interviews: In addition to spending the day with a local union or organization, you will also conduct an informational interview with a local leader and/or union organizer. Each interview should take about an hour, and you will need to prepare questions in advance. Example questions include: How did they get involved with the labor movement? What is the most exciting aspect of their work? What is the most challenging aspect of their work?

Reflective essay: After spending time with a local union and interviewing a local leader/organizer, you will write an essay reflecting on your union experiences.

Your essay should be 2-3 double-spaced pages using 12-point Times New Roman font.

Contemporary Labor Issue Position Paper [LO2, LO3]

Your final assignment will be to research a contemporary labor or workplace issue and write a short position paper outlining the issue. After choosing your topic, you will need to find 4-5 articles from popular press outlets that focus on your issue. Your paper should outline and state what the issue is, track who the issue affects, and state if/how the issue was resolved.

Your paper should be 4-5 double-spaced pages using 12-point Times New Roman Font.

Recommended Readings for this course: David J. Bodenhamer, *The U.S. Constitution: A Very Short Introduction* (New York: Oxford University Press, 2018); Michael Evan Gold, *An Introduction to Labor Law*, 3rd ed. (Ithaca: ILR Press, 2014); Staughton Lynd and Daniel Gross, *Labor Law for the Rank & Filer: Building Solidarity While Staying Clear of the Law* (Oakland: PM Press, 2011); Angela B. Cornell and Mark Barenberg, eds., *The Cambridge Handbook of Labor and Democracy* (Cambridge: Cambridge University Press, 2022).

Land Acknowledgement (passed by Wayne State University Student Senate)

Wayne State University rests on Waawiyaataanong, also referred to as Detroit, the ancestral and contemporary homeland of the Three Fires Confederacy. These sovereign lands were granted by the Ojibwe, Odawa, Potawatomi, and Wyandot nations, in 1807, through the Treaty of Detroit. Wayne State University affirms Indigenous sovereignty and honors all tribes with a connection to Detroit. With our Native neighbors, WSU can advance educational equity and promote a better future for the earth and all people

Class Schedule

Week 1: An Overview of Work and Democracy

Day 1: Course Introduction

Day 2: Group Discussion

Required Readings: Joseph A. McCartin, “U.S. Labor and the Struggle for Democracy,” March 2023. <https://newlaborforum.cuny.edu/2023/03/03/u-s-labor-and-the-struggle-for-democracy/>

Sarita Gupta, Lauren Jacobs, Stephen Lerner, and Joseph A. McCartin, “The Lever and the Fulcrum: Organizing and Bargaining for Democracy and the Common Good,” in *The Cambridge Handbook of Labor and Democracy*, eds. Mark Barenberg and Angela B. Cornell (New York: Cambridge University Press, 2022), 102-116.

Week 2: Labor Today

Day 1: Group Discussion

Required Readings:

<https://www.theguardian.com/us-news/2021/dec/21/labor-organizing-pandemic-decline>

<https://thehill.com/blogs/congress-blog/labor/588043-renewed-support-for-unions-belies-anti-labor-laws-in-most-states/>

<https://portside.org/2023-09-16/heres-what-striking-autoworkers-are-fighting>

<https://portside.org/2023-09-14/wisconsin-democrats-push-agenda-restore-worker-rights>

<https://portside.org/2023-09-13/calls-starbucks-boycott-grow-amid-aggressive-union-busting-activities>

<https://portside.org/2023-09-21/stakes-are-sky-high-historic-delta-labor-battle>

Day 2: Outside Speakers

Representatives from Wayne State’s Coalition of Unions

Week 3: Free and Unfree Labor and Citizenship in Nineteenth-Century America

Day 1: Group Discussion

Required Readings: David Montgomery, “Wage Labor, Bondage, and Citizenship in Nineteenth-Century America,” *International Labor and Working-Class History* 48 (Fall 1995): 6-27; David Montgomery, *Citizen Worker: The Experience of Workers in the United States with Democracy and the Free Market during the Nineteenth Century* (Cambridge: Cambridge University Press, 1993), 145-162.

Day 2: No class: Independent work day

Assignment due: **Oral Histories Comparative Essay** 

Week 4: Scientific Management and Workplace Democracy

Day 1: Group Discussion

Required Readings: Barry Eidlin and Micah Uetricht, “The Problem of Workplace Democracy,” *New Labor Forum* 27, no. 1 (2018): 70-79; Harry Braverman, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*, Chapter 4, “Scientific Management,” 59-85.

Day 2: Primary Sources

Frederick W Taylor on Scientific Management; Industrial Workers of the World, “Industrial Union Manifesto,” January 4, 1905.

Week 5: Industrial Democracy

Day 1: Group Discussion

Required Readings: Wilma B. Liebman, “‘Industrial Democracy’ in the United States, Past and Present,” *The Cambridge Handbook of Labor and Democracy*, eds. Mark Barenberg and Angela B. Cornell (New York: Cambridge University Press, 2022), 117-126. Robert E. Lane, “From Political to Industrial Democracy?” *Polity* 17, no. 4 (Summer 1985): 623-648.

Day 2: Primary Sources

Carl Raushenbush, *Fordism: Ford and the Workers, Ford and the Community* (New York City: League for Industrial Democracy, 1937).

Week 6: Labor, Democracy, and the New Deal

Day 1: Group Discussion

Required Readings: Jefferson Cowie and Nick Salvatore, “The Long Exception: Rethinking the Place of the New Deal in American History,” *International Labor and Working-Class History* 74 (Fall 2008): 3-32.

Day 2: Film screening: *Union Maids*

Week 7: The Right and Employers Fight Back Against Organized Labor: The National Labor Management Act of 1947

Day 1: Group Discussion

Required Readings: Adam Dean and Jonathan Obert, “Rewarded by Friends and Punished by Enemies: The CIO and the Taft-Hartley Act,” *Labor: Studies in Working-Class History* 18, no. 3 (September 2021); Kim Phillips-Fein, “Business Conservatism on the Shop Floor: Anti-union Campaigns in the 1950s,” *Labor* 7, no. 2 (2010): 9-26.

Day 2: Guest speaker from the Maurice and Jane Sugar Law Center for Economic & Social Justice.

Week 8: Labor as a Social Movement

Day 1: Group Discussion

Required Readings: Michael Honey, "Labor and Civil Rights Movements at the Crossroads: Martin Luther King, Black Workers, and the Memphis Sanitation Strike," *West Tennessee Historical Society Papers* 57 (2003): 18-34; Matt Garcia, "A Moveable Feast: The UFW Grape Boycott and Farm Worker Justice," *International Labor and Working Class History* 83 (2013), 146-53; Kate Bronfenbrenner and Dorian T. Warren, "Race, Gender, and the Rebirth of Trade Unionism," *New Labor Forum* 16:3 (2007), 142-148.

Day 2: Film Screening: *Dolores*

Week 9: Organized Labor and Immigration

Day 1: Group Discussion

Required Readings: Janice Fine and Daniel J. Tichenor, "A Movement Wrestling: American Labor's Enduring Struggle with Immigration, 1866-2007," *Studies in Political Development* 23 (April 2009): 84-113.

Day 2: No class, work on Professional Development project.

Week 10: The Constitutive Role of Race

Day 1: Group Discussion

Required Readings: William P. Jones, "The Forgotten Radical History of the March on Washington," *Dissent*, 60, no. 2 (Spring 2013), <https://www.dissentmagazine.org/article/the-forgotten-radical-history-of-the-march-on-washington/>

Barbara Ransby, "The Class Politics of Black Lives Matter," *Dissent*, (Fall 2015): <https://www.dissentmagazine.org/article/class-politics-black-lives-matter/>

Day 2: Field trip to the General Baker Institute.

Week 11: At the Intersections: Gender and Sexuality

Day 1: Group Discussion

Required Readings:

Evelyn Nakana Glenn, "Creating a Caring Society," *Contemporary Sociology* 29:1 (2000), 84-94.

Maura Kelly and Amy Lubitow, "Pride at Work: Organizing at the Intersection of the Labor and LGBT Movements," *Labor Studies Journal* 39:4 (2015), 257-277.

Day 2: Guest speaker on the care economy.

Week 12: Occupational Health and Safety at the Workplace and Workplace Democracy

Day 1: Group Discussion

Required Readings: Daniel M. Berman, “Why Work Kills: A Brief History of Occupational Safety and Health in the United States,” *International Journal of Health Services* 7, no. 1 (1977): 63-87; Josiah Rector, “Environmental Justice at Work: The UAW, the War on Cancer, and the Right to Equal Protection from Toxic Hazards in Postwar America,” *Journal of American History* 101, no. 2 (September 2014): 408-502.

Day 2: Outside Speaker

UAW Representative, a discussion on workplace health and safety.

Week 13: Work and Power Relations: Power and Politics in the US Workplace

Day 1: Group Discussion

Required Readings:

“Generative AI and the future of work in America,” <https://www.mckinsey.com/mgi/our-research/generative-ai-and-the-future-of-work-in-america>

Leonie Cater and Melissa Heikkila, “Your boss is watching: How AI-powered surveillance rules the workplace,” <https://www.politico.eu/article/ai-workplace-surveillance-facial-recognition-software-gdpr-privacy/>

Gadi Nissim and Tomer Simon, “The Future of Labor Unions in the Age of Automation and at the Dawn of AI,” *Technology in Society* 67 (2021), 1-8.

Day 2: Film screening: *American Factory*

Week 14: Where are Workers’ Voices? The Value of Work in a Democracy

Day 1: Group Discussion

Required Readings:

Derek Seidman, “What Happened to the Labor Party?” <https://jacobin.com/2015/10/tony-mazzochi-mark-dudzic-us-labor-party-wto-nafta-globalization-democrats-union/>

Alexander Hertel-Fernandez, “Power and Politics in the US Workplace: What Imbalances of Workplace Power Mean for Civic Engagement—and Democracy,” October 7, 2020. <https://www.epi.org/unequalpower/publications/power-and-politics-in-the-u-s-workplace-what-imbances-of-workplace-power-mean-for-civic-engagement-and-democracy/>

Jane Collins, “Re-Valuing Work after Covid-19,” *Anthropology of Work Review* 44 (2023), 25-37.

Day 2: Professional Development assignment review and reflections.

Course and University Policies

Grading

| Grade | Percentage | Total Points |
|-------|------------|--------------|
| A | 93.0-100% | 930-1000 |
| A- | 90.0-92.9% | 900-929 |
| B+ | 87.0-89.9% | 870-899 |
| B | 83.0-86.9% | 830-869 |
| B- | 80.0-82.9% | 800-829 |
| C+ | 77.0-79.9% | 770-799 |
| C | 73.0-76.9% | 730-769 |
| C- | 70.0-72.9% | 700-729 |
| D | 60.0-69.9% | 600-699 |
| F | 0-59.9% | 0-599 |

A-range grades indicate that your overall performance is excellent; **B-range grades** indicate that your overall performance is good; **C-range grades indicate that your overall performance is satisfactory**; a **D** indicates that your overall performance is poor, but that it shows some effort or potential deserving of course credit; and **an F** indicates that your overall performance fails to meet the standard required to receive credit for the course.

Classroom Conduct

I ask that you limit your use of your cell phone or computer or iPad/e-reader to course-related activities; if you use your electronic devices for some other purpose, you may be marked absent for the day and/or your class participation grade may be reduced. Only students enrolled in the course are allowed in the classroom unless I have agreed in advance to admit a guest.

Student Disability Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. Please visit <https://studentdisability.wayne.edu> to register your condition. Once you have accommodations in place, please inform your instructor. Student Disability Services' mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU. SDS supports students with a variety of conditions, such as mental health disorders, learning disabilities, chronic health conditions, etc.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Counseling and Psychological Services (CAPS):

It is quite common for college students to experience mental health challenges, such as stress, anxiety, and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty. Go to <https://caps.wayne.edu> for information on the services offered and how to access them. Other options, for students and non-students, include the [Mental Health and Wellness Clinic at the College of Education \(https://education.wayne.edu/mental-health-and-wellness-clinic\)](https://education.wayne.edu/mental-health-and-wellness-clinic). Services at all these clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. CAPS provides afterhours/weekend crisis support: students living on campus can call (313) 577-2277, and all others, call (313) 577-9982. In a life-threatening emergency, call the WSU Police at 313-577-2222.

Sexual Misconduct and Title IX

Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, stalking, dating/domestic violence, and sexual harassment) to the Title IX Coordinator when it involves a student.

Confidential support is available 24/7 through the [Rape, Abuse & Incest National Network \(RAINN\) \(https://www.rainn.org/\)](https://www.rainn.org/). Call **1-800-656-4673** or [Chat \(https://hotline.rainn.org/online\)](https://hotline.rainn.org/online) with a professional support specialist.

Options for Self-Reporting Sexual Misconduct

Any student impacted by sexual misconduct or sexual harassment has the right to report to the University (i.e., Responsible Employee or Title IX Coordinator), to law enforcement (i.e., WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

The [Title IX Office \(https://titleix.wayne.edu/\)](https://titleix.wayne.edu/) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

The [WSU Police Department \(https://police.wayne.edu/\)](https://police.wayne.edu/) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination. If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](https://titleix.wayne.edu) to learn more about resources and support on campus and in the community.

Food Pantry and Basic Needs

Wayne State has a food pantry, a free resource available for all students. See the hours on the website <https://thew.wayne.edu/pantry>.

Learning is always more challenging when you are struggling to meet basic needs. Wayne State recognizes that you may face a number of challenges during your time here, and we are here to support you. Any student who faces challenges securing food, housing, or medical care is encouraged to contact relevant university offices noted on the [Financial Aid website \(https://wayne.edu/financial-aid/\)](https://wayne.edu/financial-aid/) for support. You are also encouraged to contact Care, Support, and Intervention services in the Dean of Students Office (DOSO) for assistance with connecting to resources for basic needs. Students can call DOSO at 313-577-1010 or submit a [care referral form \(https://doso.wayne.edu/conduct/student-support-intervention\)](https://doso.wayne.edu/conduct/student-support-intervention).

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why they cannot, such as discussion of confidential or protected information. Violations of this syllabus policy may result in charges under the student code of conduct.

Using Canvas and Unicheck:

Canvas is Wayne State University's electronic learning management software where, among other things, files and assignments can be downloaded and submitted via the internet. Unicheck is a program that checks assignments for plagiarism and is used to ensure material cited in assignments is attributed properly to their original authors. All major assignments submitted for ELR/HIS/PS/Anthro 1110 must be submitted electronically to Canvas through Unicheck's software.

To submit your assignment electronically, open Canvas, go to the assignments tab, and choose the correct assignment. Click on the "Submit Assignment" button. There will be an option to upload your files there. Be sure to check the "this assignment is my own original work" box. This enables Unicheck's software and is considered mandatory for your submission. Assignments turned in that are not uploaded to Canvas through Unicheck will not be eligible for a grade.

Student Services

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit the [Academic Success Center \(https://success.wayne.edu/\)](https://success.wayne.edu/) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing, research, and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit the [Writing Research and Technology Zone \(http://clas.wayne.edu/writing\)](http://clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

Library Research Assistance Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? [Request an appointment with a Wayne State librarian \(https://library.wayne.edu/forms/consultation_request.php\)](https://library.wayne.edu/forms/consultation_request.php), who can provide on-campus or online personalized help.

Academic Dishonesty (Plagiarism and Cheating)

I have a zero-tolerance policy for plagiarism and cheating. [Academic misconduct \(https://doso.wayne.edu/conduct/academic-misconduct\)](https://doso.wayne.edu/conduct/academic-misconduct) is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.
- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.

- **Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
- **Other:** Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University.

Grade Disputes

If you would like to discuss a grade, please make an appointment to speak with me in person. With the exception of recording errors, *I will not discuss grades via email*. If you feel that I have made a grading error, please provide me with a written explanation of why you think your work was improperly graded as outlined in the WSU Grade Appeals Process.

Course Drops and Withdrawals

For courses running the full term, students can drop this class and receive 100% tuition and course fee cancellation for the first two weeks. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can withdraw on [Academica \(https://academica.wayne.edu/\)](https://academica.wayne.edu/). You will receive a mark of W at the time of withdrawal. No withdrawals can be initiated after the deadline. Students enrolled beyond the deadline will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step, including speaking with your instructor or advisor. More information on course drops and withdrawals can be found on the [Registrar's website \(https://wayne.edu/registrar\)](https://wayne.edu/registrar). For classes that are shorter than the full term, deadlines for dropping and withdrawal can be found on the section's detail in the [Schedule of Classes \(https://registration.wayne.edu/\)](https://registration.wayne.edu/).

*****This Syllabus is subject to change*****