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Syllabus LBS 3001
Labor and Globalization
Spring 2020

GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Sherman Henry
E-mail: Canvas Inbox
Website: [Center for Labor Research & Studies](#)

COURSE DESCRIPTION AND PURPOSE

This global learning course examines the challenges and struggles of working people in the United States within a local, regional, national, and international context. Students will explore the conditions of labor regulations, the role of labor unions, and the impact of immigration and globalization on labor markets both in the U.S. and abroad.

GLOBAL LEARNING OUTCOMES

By the end of the course, students will be able to:

- **Global Awareness:** Analyze labor issues related to social justice in the U.S. and abroad across various social constructs and social positions (i.e., race, class, gender, ethnicity, and nationality, etc.)
- **Global Perspective:** Examine the impact of local and multinational retailers and other consumer-oriented industries on the value of work, work life, employment conditions, employee-employer relationship, immigration, and globalization.
- **Global Engagement:** Recognize the historical and contemporary roles and types of labor unions and analyze their contributions to the labor markets both in the U.S. and abroad

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

COURSE AWARDS

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Affordability Counts

This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to \$60 or less. Find out more by visiting the Affordability Counts website at lowcost.fiu.edu.

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

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Please visit [Accessibility within Canvas](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

PANTHERS CARE & COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

COURSE PREREQUISITES

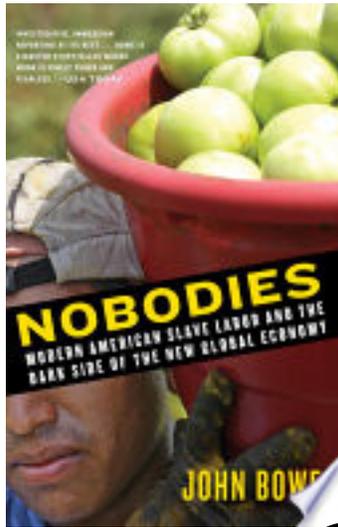
There are no prerequisites for this class.

PROCTORED EXAM POLICY

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This course does not require a proctored exam.

TEXTBOOK



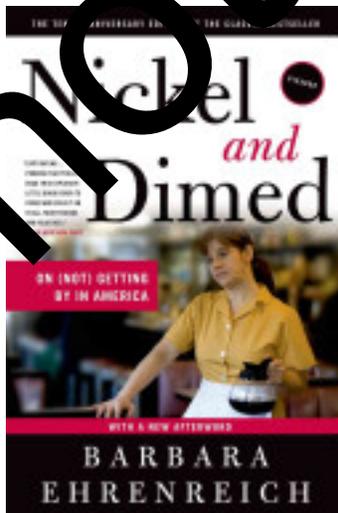
Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy
John Bowe

Random House Incorporated; Reprint Edition; 2008

ISBN-10: 9780812971842

ISBN-13: 0812971841

You may purchase your textbook online at the [FIU Bookstore](#).



Nickel and Dimed: On (Not) Getting by in America

Barbara Ehrenreich

Picador; 2011

ISBN-10: 0312626681

ISBN-13: 9780312626686

You may purchase your textbook online at the [FIU Bookstore](#).

EXPECTATIONS OF THIS COURSE

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COURSE EXPECTATIONS

- Review the syllabus by the first week of class and ask questions.
- Follow instructions and ask questions when you are uncertain of the course's expectations.
- Obtain the course books within the first week of class.
- Bring all scheduled readings to class.
- Submit assignments by the required due dates.

This syllabus is subject to be changed by the Professor, if necessary. There is no extra credit. No assignments will be accepted beyond their due date without prior approval.

DUE DATES AND LATE POLICY

Because this class follows a weekly format; students are expected to have completed posting their comments, thoughts, and responses to the discussion board by 11:59pm each Sunday. No discussion postings, essays, or papers will be accepted after the deadline without permission from the instructor

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Canvas Inbox.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

The majority of these forums will require students to respond to questions presented by the instructor and the posts of their classmates. Your contribution to the discussion board should be something substantial meaning that simple one-sentence statements of opinion with no explanation or evidence are not considered sufficient. In general, you should plan on contributing a minimum of one original post and one response to your classmates' posts during each module's discussion forum. Your contribution to the discussion board will be graded based on the rubric provided. Keep in mind that discussion forums are public and care should be taken when determining what to post. If students need to send a private message to the instructor or a fellow classmate, the email function should be used. Instructions for each forum will be provided in the weekly modules.

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ASSIGNMENTS

Assignments will consist of essays between 1-5 pages in length. See online instructions for more details

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [Fl Online Support Services](#).

GRADING

Course Assessment		Points	Total
Assignment 1		100	100
Assignment 2		100	100
Discussion 1		25	25
Discussion 2		25	25
Discussion 3		25	25
Discussion 4		25	25
Total		300	

Letter Grade with Percentage	Points	Letter Grade with Percentage	Points
A 95 - 100%	285 - 300	C 70 - 75%	210-227
A- 91 - 94%	270 - 284	D+ 66 - 69 %	198 - 209
B+ 86 - 89%	258-269	D 60 - 65%	180-197
B 80 - 85%	240 - 257	F 0 - 59%	0 - 179
C+ 76 - 79%	228 - 239		

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COURSE CALENDAR

WEEKLY SCHEDULE

Module #	Dates	Module Topics	Weekly Readings	Tasks
1	Jan 6 - Jan 19 2 weeks	American Service Sector	Ehrenreich. 2011. Nickel & Dimed: On (NOT) Getting By in America. Chapter One: Scrubbing in Florida	Intro Discussion Discussion 1
2	Jan 20 - Jan 26	Low Wage Work and Workers	Ehrenreich. 2011. Nickel & Dimed: On (NOT) Getting By in America. Chapter Two: Scrubbing in Maine	Discussion 2
3	Jan 27 - Feb 2	Minimum Wage and Fight for \$15	Ehrenreich. 2011. Nickel & Dimed: On (NOT) Getting By in America. Chapter Three: Selling in Minnesota	Assignment 1
4	Feb 3 - Feb 9	Modern Day Slavery & Global Economy	John Bowe, Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy.	Discussion 3

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Chapter One: Florida			
5	Feb 10 - Feb 16	Role and Functions of Unions	John Bowe, Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy. Discussion 4
Chapter Two: Tulsa			
6	Feb 17 – Feb 22	The Future of American Labor Force	John Bowe, Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy. Assignment 2
Chapter 3: Saipan			

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Online Modules details on next pages.....

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MODULE CONTENT

(To Do list | Module level Objectives | Readings | Discussions & Assignments)

Module 1: American Service Sector

To Do:

- Read module level objectives
- Read assigned chapter(s)
- Complete Introduction Discussion
- Complete Discussion 1

Module Objectives:

At the end of this module students will be able to:

- Discuss the social and economic implications of the American service sector.
- Explore the conditions of low wage workers and their related experience in the workforce.
- Critically reflect on the challenges of the 24-hour service economy as experienced by low wage workers.
- Think critically about working conditions of low wage workers.

Reading:

- Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting by in America. **Chapter One: Serving in Florida**

Discussion 1

Discuss each question in 2 paragraphs. Answer the questions in “**answer and question format**”, that is, when you are posting, include both the questions and your answers. Be sure to reply to at least one student's post.

1. How does your work history and lived experience relate to the conditions experienced by low wage workers described in the service economy readings?
2. What are some of the challenges workers face in the new economy (the 24-hour service economy)?
3. In the wake of recent welfare reform measures, millions of women entering the workforce can expect to face struggles like the ones Ehrenreich confronted in *Nickel and Dimed*. Have you ever been homeless, unemployed, without health insurance, or held down two jobs? What is the lowest-paying job you ever held and what kind of help—if any—did you need to improve your situation?

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4. How do booming national and international chains—restaurants, hotels, retail outlets, cleaning services, and elder-care facilities—affect the treatment and aspirations of low-wage workers? Consider how market competition and the push for profits drive the nickel-and-diming of America's lowest-paid.

Module Resources:

- Babson, Steve. 1998. *The unfinished Struggle: Turning points in American Labor, 1877- present*. Lanham, MD: Rowman and Littlefield. Pp. 1-18. (online).

Module 2: Low Wage Work and Workers

To Do

- Read module level objectives
- Read assigned chapter(s) and Watch video
- Complete Discussion 2

Module Objectives:

At the end of this module students will be able to:

- Discuss the social and economic implications of the readings.
- Discuss some of the challenges facing low wage workers for higher income and benefits.
- Describe low wage worker's conditions in the service economy.

Reading:

- Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting by in America. **Chapter Two: Scrubbing in**

Watch: Barbara

[Discussion 2](#)

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Discuss each question in 1-2 paragraphs. Answer the questions in “**answer and question format**”, that is, when you are posting, include both the questions and your answers. Be sure to reply to at least one student’s post.

1. Housing costs pose the greatest obstacle for low-wage workers. Why does our society seem to resist rectifying this situation? Do you believe that there are realistic solutions to the lack of affordable housing?
2. Ehrenreich is white and middle class. She asserts that her experience would have been radically different had she been a person of color or a single parent. Do you think discrimination shaped Ehrenreich's story? In what ways?
3. Ehrenreich found that she could not survive on \$7.00 per hour—not if she wanted to live indoors. Consider how her experiment would have played out in your community, limiting yourself to \$7.00 per hour earnings, create a hypothetical monthly budget for your part of the country and post to discussion board.
4. Why do you think low-wage workers are reluctant to form labor organizations as Ehrenreich discovered at Wal-Mart? How do you think employees should lobby to improve working conditions?

Module Resources:

- Boushey, Heather and Shawn Fremstad. 2008. “The Wages of Exclusion: Low-wage Work and Inequality.” *New Labor Forum* 17(2): 1-19.
- Corbett, Christianne and Catherine Hill. 2012. Graduating to a Pay Gap: The Earnings of Women and Men One Year after College Graduation (2012). Washington D.C.: American Association of University Women. Pp. 1-21.
- Scott, Janny and David Leonhardt. 2009. “Class in America: Shadowy Lines That Still Divide.” *New York Times*, Mar 15.

Module 3: Minimum Wage and Fight for \$15

To Do

- Read module level objectives
- Read assigned chapter(s)
- Complete Assignment 1

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Module Objectives:

At the end of this module students will be able to:

- Discuss the social and economic implications of working below a minimum wage/living wage.
- Examine the Fight for \$15.00 minimum wage.
- Describe the persistence of class, race, and gender inequality in the workplace.

Reading:

- Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting by in America, Chapter 1: **Selling in Minnesota**
- Florida Workers Want To Raise Minimum Wage To \$15.00 <https://news.wjct.org/post/florida-workers-want-raise-minimum-wage-15>

Watch Videos on the Fight for 15 in Florida:

- Florida Minimum Wage Challenge: <https://www.youtube.com/watch?v=bDiBokrZOdM>

Assignment 1

Part 1:

Answer the following questions after reading, in "answer and question format".

1. Many campus and advocacy groups are currently involved in struggles for a "living wage." How do you think a living wage should be calculated?
2. Were you surprised by the casual reactions of Ehrenreich's coworkers when she revealed herself as an undercover writer? Were you surprised that she wasn't suspected of being "different" or out-of-place despite her graduate-level education and usually comfortable lifestyle?
3. Many of Ehrenreich's colleagues relied heavily on family—for housing and help with child-care, by sharing appliances and dividing up the cooking, shopping, and cleaning. Do you think Americans make excessive demands on the family unit rather than calling for the government to help those in need?
4. *Nickel and Dimed* takes place in 1998-2000, a time of unprecedented prosperity in America. Do you think Ehrenreich's experience would be different in today's economy? How so?
5. After reading *Nickel and Dimed*, do you think that having a job—any job—is better than no job at all? Did this book make you feel angry? Better informed? Relieved that someone has finally described your experience? Galvanized to do something.

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Part 2:

In two pages (not including cover or reference pages), write an Essay that addresses your views on low wage workers need for a \$15.00 minimum wage in the US, including making an argument for or against the \$15.00 minimum wage. Students are expected to cite sources to support arguments and format citations and reference list using APA (American Psychological Association -sixth edition).

As you think about your argument for or against the \$15.00 minimum wage, consider some of the following questions:

- What is a living wage? How much is it today? Is it really a living wage?
- Why do you think caused the pay gap between men and women and how can we close the gap?
- What are some of the challenges associated with organizing for increasing minimum wage to \$15.00 an hour? Are some of the challenges specific to any low wage groups (i.e., women, young adults, elderly, or people disability, etc.) or industries (e.g., retail, restaurant, or domestic workers, etc.)
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Module Resources:

1. Huizar, L., & Gebreselassie, T. (2016). [What a \\$15 minimum wage means for women and workers of color](#). Policy Brief, NLE Project, Editor. December.
2. Luce, S. (2017). [Living wages: A US perspective](#). Employee Relations, 39(6), 863-874.
3. Mora, K., & Diorio, A. (2018). [The Fight for \\$15: The Right Wage for a Working America](#). Berkeley Journal of Employment & Labor Law, 39(1), 293.
4. Simon, Ryan. 2008. "Consuming Lattes and Labor, or Working at Star Bucks." International Labor and Working Class History 74: Pp.193-211. (online).
5. Feingold, Michael. 2012. [The Working-Class Majority: America's Best Kept Secret](#). Ithaca, NY ILR Press. Pp. 1-10. (online).

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Module 4: Modern Day Slavery & Global Economy

To Do

- Read module level objectives
- Read assigned chapters/ article(s)
- Watch John Bove Video: Nobodies
- Complete Discussion 3

Module Objectives:

At the end of this module students will be able to:

- Discuss the social and economic implications of modern day slavery and global economy.
- Explore the global economy and its effects on US workers.
- Examine the slave like conditions of US Agricultural markets and its impact on immigrant workers' rights.
- Understand how globalization impact US workers.

Reading:

- Bove, John. 2008. *Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy*. New York, NY: Random House. **Chapter One: Florida**

Watch Video: [John Bove Discusses "No Bodies" on C-Span in 2008](#)

Discussion 3

Discuss each question in 2 paragraphs. Answer the questions in **"answer and question format"**, that is, when you are posting, include both the questions and your answers. Be sure to reply to at least one student's post.

1. What are some challenges associated with working conditions in a globalized economy that effect US workers?
2. Explain the slave like conditions in the US Agricultural markets that impact immigration rights policy.

Module 5: Role and Functions of Unions

To Do

- Read module level objectives
- Read assigned chapters/ article(s)
- Complete Discussion 4

Module Objectives:

At the end of this module students will be able to:

- Discuss the social and economic.
- Examine the role of unions in shaping workers' wages and working conditions
- Critically discuss low wage working conditions.

Reading:

- Bowe, John. 2008. *Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy*. New York, NY: Random House. **Chapter Two: Tulsa**

Discussion 4

Discuss each question in 1-2 paragraphs. Answer the questions in **“answer and question format”**, that is, when you are posting include both the questions and your answers. Be sure to reply to at least one student's post.

1. What is your definition of unions?
What is your parents or a family member position of unions?
3. What position does most companies take on unions? How do they argue for or against them?
4. How do unions shape labor conditions? Also, why do you think union membership in the U.S. is so low?

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Module 6: The Future of American Labor force

To Do

- Read module level objectives
- Read assigned chapters/ article(s)
- Complete Assignment 2

Module Objective(s)

At the end of this module students will be able to:

1. Discuss the social and economic implications of the readings.
2. Examine the slave like conditions experienced by agricultural workers.
3. Learn ways to improve agricultural workers working conditions.
4. Describe slave like condition in the agricultural markets.

Reading(s):

John Bowe, Nobodies: Modern American Slave Labor on the Dark Side of the New Global Economy.

Chapter Three: Saipan

Assignment 2

Written assignment, 3 to 4 pages (at least 650 words). Essay must address your views on unions role in improving slave like working conditions for low wage workers in the US service and agricultural markets. How can workers centers be used to advance economic justice? You may use outside sources but must cite them according to the American Psychological Association (sixth edition).