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# LBS 4654: Comparative and International Labor Studies

(This is a Global Learning Class)

Spring 2016

**Instructor:** Ali Bustamante

**E-mail:** Blackboard Messages

## Course Description:

This course examines alternative approaches to labor relations, employment systems, and working-class activism in selected economic powers of the world, highlighting specific trends in various regions of the world: Strong Engine Capitalism ( e.g.Germany, Japan), North American Free-Market Capitalism (e.g. United States), Emerging 'Asian Tiger' Economies (e.g. China, India), South American 'Development' (e.g. Brazil, Bolivia), Post-Colonial Africa (e.g. Cameroun, Zimbabwe), and Post-Capitalist Transitional Economies (e.g. Eastern Europe)The course will emphasize the different ways in which workers are organized, the relative success workers and unions have achieved in their respective nations, the different roles played by the state, and the reasons why particular union strategies and national models of employment relations develop.

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

- Demonstrate a global awareness and understanding of the globalization and interrelatedness of employment relations systems, labor movements, and social justice of selected countries that impact on the rest of the world.
- Conduct a multi-perspective analysis of labor relations, labor movements, and national models of employment in the selected major economic powers/nations, as well as cultural, social and historical events.
- Demonstrate a willingness to analyze contemporary issues of social justice across the selected nations and inside the United States and to suggest/engage in solutions.
- Use comparative strategies and research methods in order to critically analyze employment relations, labor movements, and social justice in countries not covered in the course.
- Analyze the degree to which contextual differences shape actors' experiences and perspectives in the employment relationship across nations.

## Required Text:

Bamber, Greg, Russell Lansbury, and Nick Wailes. 2011. *International and Comparative Employment Relations: Globalization and Change*. London: Sage.



All course materials will be available on the LBS 4654 Blackboard Learning website. To access this site:

1. Go to <http://online.fiu.edu/>
2. Click on "Course Login"
3. Click on "Blackboard Learn Login"

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4. Enter your Panther Soft username and password  
Courses”

5. Click on the link to LBS 4654 under “My

### **Course Requirements**

#### **Discussion Forums (280 points):**

There will be a total of 7 discussion forums during this course, each of which will be worth **40 points each**.

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 **two** responses 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 and guidelines for each forum will be provided in the weekly modules.*

#### **Essays (200 points):**

You will be responsible for completing 5 short written assignments, each of which will be worth **40 points each**. These 3 to 4 page essays will be based on a question or set of questions. ALL PAPERS must be single-spaced, typed in 11-point Arial font with one inch margins on each side, and consistently follow one single citation style of your choice. Your writing assignments will be graded based on the **rubric** provided.

#### **Global Project (40 points):**

For this global project, you will identify a commodity in the global marketplace whose production you can track from the raw material to the final stage. Try to choose a product that you use yourself (available in the North American market) so that this project holds meaning for you. Use search terms including the generic name of the product you choose + the terms “commodity chain” or “supply chain” to gather information on “your” product. Once the initial research is done, complete your assignment, reporting your findings and drawing a rough “map” of the commodity chain described in the articles and websites you chose.

#### **Final Paper/Project (80 points):**

For this final assignment, you will write an 8 to 10 page (2000 to 2500 words) comparative essay. This essay must analytically address the institutional and organizational similarities and differences between the labor markets, social labor structures, and/or labor movements of two regions. Be sure to also draw from insights shared by your classmates in the Discussions. The paper must be single-spaced, typed in 11-point, Arial font with one inch margins on each side, and consistently follow one single citation style of your choice. Your essay will be graded based on the rubric provided.

#### **Due Dates and Late Policy:**

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

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permission from the instructor. Late written work will be penalized 20% of the possible points, and no late assignments will be accepted after one week beyond the due date.

### Course Assessments:

COURSE ASSESSMENTS	NUMBER ITEMS	POINTS	TOTAL POINTS
Discussions	7	40	280
Essays	5	40	200
Global	1	40	40
Final Project	1	80	80
<b>TOTAL POINTS</b>			<b>600</b>

### Grade Scale:

Letter Grades	Points	Letter Grades	Points	Letter Grades	Points
A	570 - 600	B-	480 - 497	D+	402 - 436
A-	540 - 569	C+	462 - 479	D	378 - 401
B+	522 - 539	C	438 - 461	D-	360 - 377
B	498 - 521	C-	420 - 437	F	359 and below

This syllabus is subject to be changed by the Professor, if necessary. There is no extra credit.

### Academic Misconduct Statement:

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. 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 to 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 Florida International University. As a student of this university:

- **I will be honest in my academic endeavors.**
- **I will not represent someone else's work as my own.**
- **I will not cheat, nor will I aid in another's cheating.**

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. By taking this course I promise to adhere to FIU's Student

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Code of Academic Integrity. For details on the policy and procedure go to ACADEMIC MISCONDUCT (<http://online.fiu.edu/currentstudents/academicmisconduct>).

### Assistance for Students:

The Learning Center is available to assist you in the organization and writing of your papers. The website for the Learning Center is: <http://learningcenter.fiu.edu> **Students with special needs:** I understand that there is Office of Disability Services (<http://drc.fiu.edu/>) available to me should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

### Religious Holidays:

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

## WEEKLY COURSE SCHEDULE

**Important:** The course week runs from **Monday to Sunday**.

Weekly coursework is due on **Sunday by midnight (EST)**.

The modules cover a **1-week period**; thus, you have 1 week to work on each module's content.

Module #/Date	Module Topics	Weekly Topics
<b>1</b> <b>Jan. 18 – Jan. 24</b>	<b>Introduction</b>	Read Course Syllabus Acquire textbook Get WebCam Ready Complete Discussion: <i>Introduction</i>
<b>2</b> <b>Jan. 25 – Jan. 31</b>	Theoretical Models on: <b><i>Varieties of Capitalism</i></b> <b><i>Late capitalism</i></b>	Read Bamber: Chapter 1 <i>OR</i> Jackson & Deeg Read Streeck Study Online articles & Audio-Visual Materials Complete Assignment Complete Discussion
<b>3</b> <b>Feb. 1 – Feb. 7</b>	Selected Trends in <b><i>Strong Engine Capitalism</i></b> (e.g. Germany, Japan)	Read Bamber: Chapters 8 & 10 Study Online articles & Audio-Visual Materials (Reisenbichler, Watanabe) Complete Assignment Complete Discussion
<b>4</b> <b>Feb. 8 – Feb. 14</b>	Selected Trends in <b><i>North American Free-Market Capitalism</i></b> (e.g. United States)	Read Bamber: Chapter 3 Read Starrs Study Online article( s) & Audio-Visual Materials (Porter & Rivkin, Starrs, Bair & Gereffi <i>OR</i> Geliert) Complete Global Project Complete Discussion

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<p><b>5</b> <b>Feb. 15 – Feb. 21</b></p>	<p>Selected Trends in <b><i>Emerging 'Asian Tiger' Economies</i></b> (e.g. China, India)</p>	<p>Read Bamber: Chapters 12, 13 Read Hung Read articles ( Mohanty, Chowdhury) Study Online article( s) &amp; Audio-Visual Materials (Ching Kwan Lee's lecture) Complete Assignment Complete Discussion</p>
<p><b>6</b> <b>Feb. 22 – Feb. 28</b></p>	<p>Selected Trends in <b><i>South American 'Development'</i></b> (e.g. Brazil, Bolivia)</p>	<p>Read Lavinias Read Filho, Goncalves, Dea Study Online article( s) &amp; Audio-Visual Materials Complete Assignment Complete Discussion</p>
<p><b>7</b> <b>Feb. 29 – Mar. 6</b></p>	<p>Selected Trends in <b><i>Post-Colonial Africa</i></b> (e.g. Cameroon, Zimbabwe)</p>	<p>Read Conchilgia Read Dansereau Read Rutherford Study Online articles &amp; Audio-Visual Material Complete Assignment Complete Discussion</p>
<p><b>8</b> <b>Mar. 7 – Mar. 12</b></p>	<p>Selected Trends in <b><i>Post-Capitalist Transitional Economies</i></b> (e.g. Eastern Europe)</p>	<p>Read Hardy Read Bruszt &amp; Greskovits Study Online article( s) &amp; Audio-Visual Materials Complete Final Paper/Project Complete Course Evaluation (in Panthersoft )</p>

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