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# LBS 3001 LABOR and GLOBALIZATION

(A Global Learning Class)

SPRING 2017

**Professor:** Abdy Javadzadeh  
**Email:** [ajavadza@fiu.edu](mailto:ajavadza@fiu.edu)  
**Website:** <http://labor.fiu.edu/>

**Office:** Labor Center, LC 314  
**Phone:** 305-348-3650  
**Office Hours:** By Appointment

## COURSE DESCRIPTION

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 low-wage jobs, the role of labor unions, and the impact of immigration and globalization on labor markets both in the U.S. and abroad.

This course also examines issues that we very seldom think about. Labor is the creator of wealth, the division in society, and the fundamental ingredient in all that happens in any society. Very seldom do we concern ourselves about the labor content of what we consume. Who builds it? How it gets built? What are the working conditions of those who produced it? Many other pertinent questions could be asked having to do with the labor force; the basic infrastructure of any society. In this course, we will delve into many issues of labor in the United States and around the world. We will look at American workers and how they lived and produced under various circumstances. We will examine how race, gender, and class play a big role in how laborers in the US produce, get paid, live, and participate in their communities. This course will be taught from a critical constructionist perspective which takes into account who benefits most from labor, and how the surplus value created from labor gets distributed and by whom. To do this both the 'functionalist' perspective and the 'conflict theory' perspective will be examined.

## COURSE PREREQUISITE

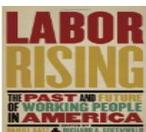
There are no prerequisites for this class.

## GLOBAL LEARNING OBJECTIVES

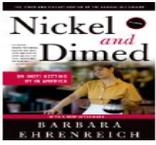
*By the end of the course, students will be able to:*

1. 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.).
2. 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.
3. 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.

## REQUIRED READINGS



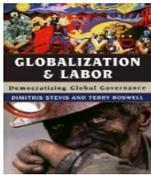
Labor Rising: The Past and Future of Working People in America, by Richard Greenwald  
ISBN: 978-1-59558-518-9



Nickel and Dimed: On (Not) Getting by in America (2011)  
Author: Barbara Ehrenreich: ISBN: 97803126266866

**SUGGESTED READINGS:**

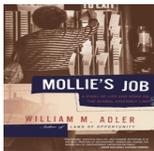
Globalization  
ISBN: 978-



and Labor: Democratizing Global Governance, by Dimitris Stevis  
0742537842



**Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy (2008)**  
Author: John Bowe  
ISBN: 9780812971842



**Mollie's Job: A Story of Life and Work on the Global Assembly Line (2000)**  
Author: William M. Adler  
ISBN: 9780743200301

**COURSE EXPECTATIONS**

- Purchase the textbook(s) before or within the first week of class.
- Review the syllabus by the first week of class and ask questions.
- Follow instructions and ask questions when you are uncertain of the course materials are expectations.
- Submit assignments by the required due dates.

**LATE COURSE WORK POLICY**

No late papers or emailed papers are accepted unless professor is notified prior to due date.

**ATTENDANCE POLICY**

Missing more than two classes will decrease student's final grade by a letter grade missing four classes will earn the student a failing grade.

**ACADEMIC INTEGRITY**

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

#### **ASSISTANCE FOR STUDENTS**

The Learning Center is available to assist students in the organization and writing of their 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/) (<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

#### **COURSE REQUIREMENTS**

Students will be required to carefully and analytically read all assigned sections of the books. Each student is responsible to read all pertaining material and participate in class discussions. Participation, and not just attendance, in class discussions determines more than 15 percent of your grade. This makes sharing your views with others especially important. Students are to write 5, four-page response papers for the reading assignments. Papers are to be written after readings and class discussions about each chapter. The four-page paper is a critical analysis of the ideas put forth in the book. Response papers should be thoughtful and analytical. Emailed and late papers will not be accepted. Furthermore, each class period will start with a presentation of the assigned section. Presentations consist of an overview of the assigned section in addition to the presenter's own analysis. Furthermore, each student is to write a final paper on the topic of his/her own choosing. The final paper is a minimum of eight pages and must use up to five academic sources. Missing more than three classes will result in earning a lower letter grade, no exceptions. No laptops allowed during class session. Please refrain from using phones and other electronic devices during class session.

<b>COURSE REQUIREMENTS</b>	<b>POINTS</b>	<b>TOTAL POINTS</b>
Weekly Response Papers	20 (each)	<b>100</b>
Class Presentation	50	<b>50</b>
Class Participation	50	<b>50</b>
Final Paper	100	<b>100</b>
<b>Total Class Points</b>		<b>300</b>

#### **GRADE SCALE**

<b>Letter Grades</b>	<b>Percentage</b>	<b>Points</b>	<b>Letter Grades</b>	<b>Percentage</b>	<b>Points</b>
<b>A</b>	95 -100%	285 - 300	<b>C</b>	70 -75%	210 - 227

<b>A-</b>	90 - 94%	270 - 284	<b>D+</b>	66 - 69%	198 - 209
<b>B+</b>	86 - 89%	258 - 269	<b>D</b>	60 - 65%	180 -197
<b>B</b>	80 - 85%	240 - 257	<b>F</b>	0 -59%	0 - 179
<b>C+</b>	76 - 79%	228 - 239			

**COURSE CALENDAR**

SEMESTER WEEKS /DATES		TOPICS & LEARNING ACTIVITIES	ASSIGNMENT DUE DATES
<b>Week 1</b>	<b>Jan. 11<sup>th</sup></b>	Thur. Introduction to course Discussion: Conflict Theory, Symbolic Interaction, and Functionalism	
<b>Week 2</b>	<b>Jan. 18<sup>th</sup></b>	Thur. Read: Greenwald, Part one, pp. 1-37	
<b>Week 3</b>	<b>Jan. 25<sup>th</sup></b>	Thur. Read: Greenwald, Part one, pp. 37-81	
<b>Week 4</b>	<b>Feb. 2<sup>nd</sup></b>	Thur. Read: Greenwald, Part two, pp. 81-122	<b>Submit Paper #1</b>
<b>Week 5</b>	<b>Feb. 9<sup>th</sup></b>	Thur. Read: Greenwald, Part three, pp. 123-153	
<b>Week 6</b>	<b>Feb. 16<sup>th</sup></b>	Thur. Read: Greenwald, Part three, pp. 154-188	<b>Submit Paper #2</b>
<b>Week 7</b>	<b>Feb. 23<sup>rd</sup></b>	Thur. Read: Greenwald, Part four, pp. 189-236	
<b>Week 8</b>	<b>Mar. 2<sup>nd</sup></b>	Thur. Read: Greenwald, Part five, pp. 237-266	<b>Submit Paper #3</b>
<b>Week 9</b>	<b>Mar. 9<sup>th</sup></b>	Thur. Read: Greenwald, Part five, pp. 267-312	
<b>Week 10</b>	<b>Mar. 16<sup>th</sup></b>	Thur. Read: Ehrenreich, Introduction and chapter one, pp. 11-34	<b>Submit Paper #4</b>
<b>Week 11</b>	<b>Mar. 23<sup>rd</sup></b>	Thur. Read: Ehrenreich, chapter one, pp. 34-50	
<b>Week 12</b>	<b>Mar. 30<sup>th</sup></b>	Thur. Read: Ehrenreich, chapter two, pp. 51-85	
<b>Week 13</b>	<b>Apr. 6<sup>th</sup></b>	Thur. Read: Ehrenreich, chapter two, pp. 85-120	<b>Submit Paper #5</b>
<b>Week 14</b>	<b>Apr. 13<sup>th</sup></b>	Thur. Documentary on Labor Relations	
<b>Week 15</b>	<b>Apr. 20<sup>th</sup></b>	Thur. Read: Ehrenreich, chapter three and Evaluation	<b>Submit Final Paper</b>

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