

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number Labor & Workplace Studies 10
 Course Title Introduction to Labor and Workplace Studies
 Indicate if Seminar and/or Writing II course N/A

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Introduces students to the many ways work is organized, valued, and contested mainly through a focus on historical and contemporary examples in the modern United States. Readings, lectures, and assignments explore the development of manufacturing, agriculture, service, and intellectual labor; the emergence of workplace and working-class organizations; the diverse communities of working people of this country, and; the role of working people in shaping and contesting democratic governance. Course materials include historical texts and images (including film), and contemporary scholarly, journalistic, and popular accounts of work, working-class life, and the labor movement in its many forms.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Abel Valenzuela (Professor), Toby Higbie (Associate Professor), and Kent Wong (Academic Administrator)

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 3

4. Indicate when do you anticipate teaching this course over the next three years:

2017-18	Fall	<u>150</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2018-19	Fall	<u>150</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2019-20	Fall	<u>150</u>	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Work is a pervasive human experience, and this course introduces students to the ways work is valued and contested in the society around us. Students gain knowledge of the organization of industries, the experiences of workers in different types of jobs, and political contests over work and political economy with an emphasis on the modern United States.

❑ Integrative Learning

The course takes an interdisciplinary approach to work and labor movements, including the perspectives of historians, sociologists, political scientists, legal scholars, and economists. A community engagement component requires students to attend 10 hours of outside lectures and events related to the themes of the course over the quarter.

❑ Ethical Implications

How we value (or do not value) work is a fundamental ethical concern for all societies. Students will engage the ethical implications of economic and social inequality (including racial, ethnic, and gender discrimination in the workplace), and the uneven responses to inequality by institutions such as government, labor unions, schools and colleges, and political parties. The course encourages students to confront the ethical implications of inequality both as individuals and as members of communities.

❑ Cultural Diversity

The course explores the many ways work intersects with inequalities of race, gender, sexuality, citizenship status, education, and skill. We explore the legacies of racial slavery, restrictive migration policy, and imperial expansion for contemporary inequalities.

❑ Critical Thinking

Why is some work valued and richly rewarded, while other work earns low status and pay? Using historical and contemporary case studies, students will confront this complicated question, and be challenged to develop their own critical perspectives.

❑ Rhetorical Effectiveness

In discussion sections, work will be done with students to develop their public speaking skills and confidence.

❑ Problem-solving

Students will puzzle over the intersectional nature of inequality, and engage with various proposals to mitigate contemporary social and economic inequality. Discussion sections will encourage debate on these topics, and the final paper will ask students to grapple with the utility of potential solutions to inequality.

❑ Library & Information Literacy

Discussion section leaders will introduce students to the UCLA Library, and good habits of online research. Lectures explore the representation of contemporary work and workers online, and question whether these representations reflect reality.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2.5</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>0</u>	(hours)
4. Experiential (service learning, internships, other):	<u>1</u>	(hours)
5. Field Trips:	<u> </u>	(hours)

(A) TOTAL Student Contact Per Week

4.5 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>1.5</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1.5</u>	(hours)
5. Information Literacy Exercises:	<u>0.5</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)
(B) TOTAL Out-of-class time per week	10.5	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

UCLA Labor and Workplace Studies

LBR&WS 10: Introduction to Labor and Workplace Studies

Work is an all-encompassing fact of life, but not all of it gets the same rewards. Some work garners high pay and personal autonomy, while other work carries the burden of long hours, boring repetition, and physical danger. Conventional wisdom, like it or not, often ascribes the value of individual human beings to the kind of work they do. Every year American families spend billions of dollars on college tuition to ensure their children will get one of the “good” jobs and avoid the “bad.” But we rarely question why some work is favored, whether those with good jobs really are better people than those without, or how this understanding of work and value came to be “common sense.”

This class unpacks these and other assumptions about work, value, and power with a focus on low-wage workers, their communities, and their place in contemporary society. We begin by digging into the very meaning of work and non-work, and the many ways work intersects with race, gender, sexuality, citizenship status, and other systems of inequality. Next we explore work and inequality in the context of U.S. history, asking whether it is true that American is an “exceptional” case in the world. The legacies of racial slavery, restrictive migration policy, and imperial expansion form the core of our study. Despite these legacies, many have struggled to fulfill the promise of equality. Understanding why some social movements have succeeded while others have failed is essential to understanding social movements today and the prospects for democratic renewal.

Readings include classic historical texts from the 19th and 20th centuries, as well as scholarly perspectives on work and social justice. The class also draws on the imagery of work and social movements, including historical still and motion pictures, feature films, and documentaries. Through imagery students learn to identify the visual motifs and structures of social imaginary that underpin assessments of work, and the relative power of working people, employers, and states. We also use data strategically to help students understand historical and contemporary working people, diversity, and economic inequality.

Assignments and Grading

Discussion Section: 20%. In addition to lectures, students will participate in weekly discussion sections with a graduate student Teaching Assistant. Full participation in sections means showing on time and ready to discuss the readings and lectures. Discussion sections will support student preparation for exams and other course assignments.

Midterm Exam: 20%. Taken in lecture midway through the quarter, this exam will test students’ comprehension of reading and lecture content, and ability to synthesize ideas into arguments.

Portfolio: 40%. Each student will compile a portfolio consisting of 1) an essay of 5 pages drawing on course readings and assessing the nature of work and social justice; 2) personal reflection on course work, and; 3) a prospective look at how the student expects to engage with these themes during your time at UCLA.

Final Exam: 20%. The final exam will cover course content since the Midterm.

Schedule of Topics and Reading

Weeks 1-2: What is Work? Who Counts as a Worker?

Social scientific and philosophical concepts of work and value; Inequality as an intersectional phenomenon; Production and reproduction, paid and unpaid labor; large-scale historic changes in the organization of work; occupational structure and segregation; the valuing of mental and physical labor; how have scholars and activists debated the meaning of “working class”?

- Classic texts: Adam Smith, “Division of Labour,” from *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776); Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848); Frederick Taylor, “Principles of Scientific Management” (1911)
- Scholarly Perspectives: Mike Rose, “The Working Life of a Waitress”; Frank Bardacke, “The Work Itself”; Jennifer Gordon, *Suburban Sweatshops* (ch. 1)
- Films: Thomas Edison’s 1904 Westinghouse factory films; excerpts of Charlie Chaplin, *Modern Times* (1936)

Weeks 3-4: How Do Working People Organize?

Working-class social movements, trade unions, and political action in theory and practice; religious, ethnic, and fraternal organizations; community-based businesses, cooperatives, and other economic organizations; the role of race, ethnicity, and gender in structuring working-class organizations and movements; cross-class alliances and conflicts

- Classic texts: Cooper Union Meeting, 1909 (ILGWU Strike); William Foster, “Organizing in the Steel Industry” (1932); excerpts from *Packinghouse Workers Oral Histories*; C. Wright Mills, “What are Labor Leaders Like”
- Scholarly Perspectives: Annalise Orleck, *Common Sense and a Little Fire*; Ruth Milkman, *L.A. Story*; Janice Fine, *Worker Centers*; Gordon, *Suburban Sweatshops* (ch. 4)
- Data: Unionization rate (Bureau of Labor Statistics)
- Film: excerpts of *Salt of the Earth* (1954); excerpts from *Maid in L.A.* (2007)

Weeks 5-6: Is the United States Different?

Is the U.S. an exceptional society, or the local example of a global pattern? The answer to this question can be found in history of racial and ethnic exclusion in the US, the place of U.S. workers in global supply chains, and the role of the US in international relations during modern times.

- Classic texts: Werner Sombart, “Why there is no Socialism in the U.S.” (1906); Hubert Harrison, “Two Negro Radicalisms”; Randolph Bourne, “Trans-national America” (1916)
- Scholarly Perspectives: Roger Waldinger, “Immigrants, Emigrants, and their Homelands”; Ruth Gilmore, *Golden Gulag*;
- Film: excerpts from *Gangs of New York* (2002); *Challenge to Democracy* (1942 film about Japanese Internment)

Week 7: How Did the U.S. Become so Diverse?

The working people of the U.S. are very diverse along lines of race, ethnicity, gender, and sexuality. Likewise, workers in different regions of the country, with various skill sets and levels of education, and working in different economic sectors do not necessarily share the same goals or interests. So what kinds of common cause, or “solidarity” in movement lingo, are even possible?

- Data: Immigration data from US Census and Department of Homeland Security
- Scholarly Perspective: Donna Gabaccia, “Globalization and Immigration”

Week 8: What is the “Labor Movement” Today?

Having surveyed varieties of working class organizing in the past, we now explore the contemporary movement. Readings touch on immigrant worker organizing, service sector work, and the emergence of innovative community based organizations known as “worker centers.” Los Angeles has been an innovative social laboratory for each of these developments.

- Original Sources: Harold Meyerson, “The Red Sea: How the Janitors Won Their Strike” L.A. Weekly (2000).
- Scholarly Perspectives: Ruth Milkman, Victor Narro, and Joshua Bloom, eds., Working for Justice: The L.A. Model of Organizing and Advocacy, Introduction; Narro, Victor. 2008. “Se Puede! Immigrant Workers and the Transformation of the Los Angeles Labor and Workers Center Movement.” *Los Angeles Public Interest Law Journal*. Volume 1

Week 9: What is the Work of the University?

As students and faculty in the contemporary university we are part of a large social enterprise. But are we workers? What does the university produce, and why? What will your “work” be over the next several years as you complete your degree? Will that work produce something of use for others, as well as for you?

- Scholarly Perspective: Christopher Newfield, “Universities Build the Post-Middle Class”

Weeks 10: Does Work Have a Future?

How is automation and computerization changing future prospects for working people in the U.S. and across the globe? Students will also spend time during this week thinking about their own future work as students and workers.

- Scholarly Perspective: Andrew Ross, In Search of the Lost Paycheck
- Film: Sleep Dealer



New Course Proposal

Labor and Workplace Studies 10 Introduction to Labor and Workplace Studies

Course Number Labor and Workplace Studies 10

Title Introduction to Labor and Workplace Studies

Short Title INTR-LBR&WRKPLC STD

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites None

Course Description Lecture, three hours; discussion, one hour. Assumptions about work, including why some work is favored, whether those with good jobs really are better people than those without, and how this understanding of work and value came to be common sense. Unpacking of these and other assumptions about work, value, and power, with focus on low-wage workers, their communities, and their place in contemporary society. P/NP or letter grading.

Justification To institutionalize the course as part of the Labor and Workplace Studies Minor.
Approved on behalf of Professor Tobias Higbie, chair of the Labor and Workplace Studies.

Syllabus File [LBR&WS 10 Introduction to Labor and Workplace Studies.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure - Discussion Section: 20%.
- Midterm Exam: 20%.
- Portfolio: 40%. Each student will compile a portfolio consisting of 1) an essay of 5 pages drawing on course readings and assessing the nature of work and social justice; 2) personal reflection on course work, and; 3) a prospective look at how the student expects to engage with these themes during your time at UCLA.
- Final Exam: 20%.

Effective Date Fall 2017

Instructor	Name	Title
	HIGBIE, F.T.	Associate Professor

Quarters Taught Fall Winter Spring Summer

Department Labor and Workplace Studies

Contact	Name	E-mail
	GLORIA CHAN	gchan@irle.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 3/28/2017 10:51:55 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 3/24/2017 9:54:07 AM

Changes: Short Title

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 3/23/2017 3:15:01 PM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686

Status: Approved on 3/20/2017 8:32:57 AM

Changes: No Changes Made

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 3/9/2017 1:06:21 PM

Changes: No Changes Made

Comments: Routing to Aaron Tornell for FEC approval.

Role: Dean College/School or Designee - Mcalpin, Amanda D (AMCALPIN@COLLEGE.UCLA.EDU) - 3107947245

Status: Approved on 3/8/2017 4:42:33 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC School Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104

Status: Returned for Additional Info on 3/2/2017 8:52:26 AM

Changes: No Changes Made

Comments: As noted in the "Justification" section, this course proposal has been approved by the Chair, Professor Higbie. Routing to Amanda McAlpin for Dean Gomez's review.

Role: Initiator/Submitter - Chan, Gloria (GCHAN@IRLE.UCLA.EDU) -

Status: Submitted on 3/1/2017 9:01:44 AM

Comments: Initiated a New Course Proposal

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