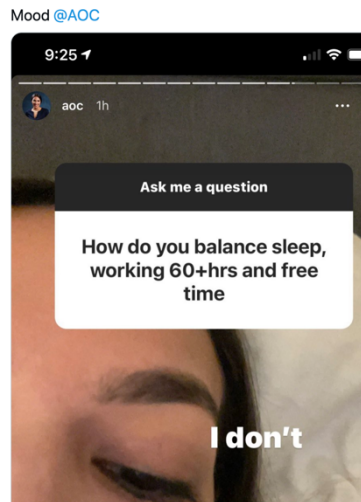


POL 405: Capstone: The Politics of Labor and Work

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Spring 2022



Course Description:

Our capstone in political science extends our understanding of democracy by looking within one of the most common political institutions we will experience in our lifetimes: the workplace. Many of you are currently holding jobs, some part-time and others full-, some well-paid and others less well paid, some free (interning), some with inconsistent or too few hours, some with a terrible manager, some within the home (nannying/care work). You may be working in different organizations, or in different geographies. *After graduation, the process only continues.* This semester we will focus on the politics of work. What avenues do workers have to improve their autonomy, workplace conditions, and compensation? What barriers (employer, legal, political) challenge this process? What roles does organized labor serve?

Though our focus is primarily the United States, we will acknowledge that worker conditions are shaped by different legal, geographic, and industrial contexts: country, state, law, industry, and time period. The policies regulating the workplace are *political* decisions. State repression of labor organizations has not been unusual historically, though what that might look like has shifted over time.

Students will research some aspect of labor politics or the politics of the workplace. How does the presence or absence of organization enable political participation, civic engagement, or personal well-being? How do conditions vary along demographic characteristics, geography, industry, or historic time period? What does the changing power of organized labor mean for people, work, or the power of business in America?

This course is a Capstone Senior Seminar. It will draw on knowledge from many courses in American politics, public policy, comparative politics, political economy, and public law. We will be communicating verbally and write using **empirical** evidence (qualitative and quantitative) to explore these ideas, while applying major theoretical concepts in political science. ***Students should come prepared to integrate the knowledge they have gained over the past four years.***

Course Format:

This course format is mixed, some assignments will be independent – but most days we will meet in the classroom as assigned.

All of the materials from this class are located on CANVAS or online. Throughout the class, students will be responsible for reading assigned articles/books. Everything students will need to be successful in this course is located on Canvas, within the readings, or emailed.

If problems arise during the semester: Email me.

Learning during a pandemic:

Life absolutely sucks right now, and we are living through a collective trauma. None of us is really okay. Some of that “not ok” relates to our work: the subject of this class.

I’m fully committed to making sure that you learn everything you were hoping to learn from this class! I want you to do well in this course. If you tell me you’re having trouble, I will not judge you or think less of you. I hope you’ll extend me the same grace.

You *never* owe me personal information about your health (mental or physical). You are *always* welcome to talk to me about things that you’re going through, though. If I can’t help you, I usually know somebody who can.

If you need extra help, or if you feel like you’re behind or not understanding everything, **do not suffer in silence!** Talk to me! I will work with you. This conversation works much better **before** major problems, at the end of the semester “oh, but professor” conversations are less useful.

I want you to learn lots of things from this class, **I expect your best work**, but I also want you to stay healthy and balanced through this crisis.

Required Materials: (These books are available at the SJU bookstore, or you can buy them online)

- McAlevey, Jane. 2020. *A Collective Bargain: Unions, Organizing, and the Fight for Democracy*
- Rosenfeld, Jake. 2021. *You’re Paid What You’re Worth: And Other Myths of the Modern Economy*
- Windham, Lane. 2018. *Knocking on Labor’s Door: Union Organizing in the 1970s and the Roots of a New Economic Divide.*
- Baglione, Lisa. 2020. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 4th Edition.* Sage/CQ Press. [ISBN: 978-1506367422]
- Reliable internet access
- Various readings (posted on Canvas and/or handed out in class- Files are saved as Author Last Name Year)

Graded Components Below are brief descriptions of what is included within each category, but full directions are or will be posted to Canvas. Due dates are listed on the left-side boxes later in the syllabus under “Anything due?” All assignments are due at the start of class, unless otherwise listed. **Late work will accrue significant lost points.**

Reading Journal (15%): Each chapter or article should have a bulleted one-page summary following the instructions from class.

Class Facilitations (20%): Two times throughout the course, you will be asked to “lead the week” this means, disseminating questions prior to class and leading conversation

Final Project (50%): Construct a figure and present your “top-line” findings and what they mean for communication.

The capstone project for our class is a significant research paper that is guided by a clear research question related to our course themes and **approved by the instructor**. Instructions for all components, including the final paper, are posted on Canvas. Throughout the entire process, students should be **reading and consulting Baglione often**. Start your research **NOW** to allow time for

- **Question Submission + Revision 5%.**
- **Literature Review: 15%**
- **Final Research Paper 20%**
- **Present your findings to everyone: 10% presentation**

Participation and Attendance (15%):

Attendance and participation are essential for learning. If you are unable to attend class due to a non-COVID-19 related illness, communicate directly with me through email. **I DO NOT NEED DETAILS.** If you have COVID-19 symptoms, you must complete the [COVID-19 Self-Disclosure Form](#) which will result in my notification. If you don't notify me through email and I do not receive a COVID-19 notification from the University, you will be marked absent.

If your absence is due to isolation or quarantine, it is your responsibility to contact me within 48 hours outlining both the date of your expected return to class and a plan to stay on pace with readings and assignments.

7. SJU Policies, Statements, and Resources

Academic Honesty and Plagiarism: Students should be familiar with the Academic Honesty Policy of Saint Joseph's University (see the undergraduate catalog). I take matters of academic integrity very seriously, and students should abide by the highest standards in this course. I expect students to act with integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which everyone can succeed through the fruits of their own efforts. Plagiarism means the deliberate use of someone else's language, ideas, or other original material, *including your own work*, without acknowledging the source.

ALSO NOTE: The University's Academic Honesty Policy states that “the unauthorized recording, sale, or use of lectures and other instructional materials” is a violation of the Policy and is considered an act of dishonesty. Let me be very clear: no one EVER has my permission to RECORD or DISTRIBUTE my words, emails, lectures, comments, or any of our class discussions in ANY format.

ACADEMIC DISHONESTY IN ANY FORM ON ANY ASSIGNMENT IS PROHIBITED, *INCLUDING ANY RECORDINGS OF ANY KIND.* ANY VIOLATIONS OF THESE PRINCIPLES MAY RESULT IN AN AUTOMATIC FAILING GRADE FOR THE COURSE, A REFERRAL TO THE DEAN OF THE COLLEGE, AND THE COMMUNITY STANDARDS OFFICE.

Accommodation of Disabilities/Learning Differences and Requests for Accommodations: Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. If students have need of assistance or questions with this issue, they are encouraged to contact the Office of Student Disability Services (SDS) at sds@sju.edu or by phone at 610.660.1774. The Office

of SDS also provides an appeal/grievance procedure for complaints regarding requested or offered reasonable accommodations. More information can be found at: www.sju.edu/sds.

Inclusive Classroom Commitment: The lived experience that students bring to our class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity, equity, and inclusion: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements to respect those traditions.

Let's use our class as an opportunity to discuss ways in which we can create an inclusive environment in this course and across the SJU community. Student suggestions are *encouraged* and *appreciated*. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. And, please know that I expect students to keep confidential our classroom discussions that include any personal (or professional) content.

Gender Neutrality: However you identify, by whatever name and whether it's legally your name or not, I'm happy to comply. As the course includes in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. Please inform me of your pronouns so that we can create an inclusive atmosphere for learning. If I mess up, I'll fix it. Promise.

Basic Needs: The well-being of students is of primary importance to the learning environment, and financial challenges such as difficulty purchasing textbooks, or obstacles like food or housing insecurity (i.e. if receiving assistance with food would enable paying other bills), might affect a student's ability to succeed in this or any other course. Any student who has difficulty affording textbooks, groceries or accessing sufficient food to eat every day, or who needs a safe and stable place to live, is urged to notify me (if comfortable in doing so) to discuss ways we can ensure that they are in the best possible position to succeed. Contacting me will enable me to provide any resources that I may have or know about across campus.

The Writing Center: The Saint Joseph's University Writing Center is free to all members of the SJU community. The undergraduate and graduate student writers who make up the staff can assist you in any stage of the writing process, from brainstorming to organizing and developing your ideas, to citing sources to proofreading. They work with students from across the university on a variety of assignments and individual and group projects: lab reports, business policy papers, poems, essays, research papers, dissertations, resumes, and personal statements for graduate school applications, among many others. You name it; they've helped writers write it. Because of COVID-19 restrictions, the Writing Center will offer online appointments only for the remainder of 2020. Appointments are offered any time the Writing Center is open. For more information, including hours of operation and instructions on how to make an appointment, please visit the SJU Writing Center website at sju.edu/writingcenter.

SJU Sexual Misconduct Policy: "Saint Joseph's University...is committed to providing an institutional environment where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of the threat of sexual assault, sexual harassment, sexual exploitation, domestic violence, dating violence, and stalking (for purposes of this Policy, this conduct may be referred to, collectively, as "Sexual Misconduct"). Sexual Misconduct directed toward students, employees or any member of the University community, including third parties, regardless of sexual orientation or gender identity, interferes with the expectation that all individuals at the University will learn and work in an environment that is free from discrimination. Sexual Misconduct, as defined by the University, may also constitute a crime" (excerpt from the policy). For support, resources, and reporting related to sexual misconduct, please visit [Sexual Misconduct: Support & Resources](#) page and read the full policy.

Bias Incident Reporting: As a community, Saint Joseph’s University is committed to being diverse and inclusive, supporting all its members. We must not allow fear or our shared concerns to threaten our commitment to embracing diversity on our campus. Bias-based conduct, targeting people based on perceptions about identity or beliefs creates barriers to inclusion, access and trust. It affects not only the targeted individual or group, but also adversely affects our entire University community. Biased behaviors, stereotyping and discrimination are not tolerated at Saint Joseph’s University. As a Jesuit university, we set a high bar: to educate and care for the whole person, across all diversity and aspects of identity. Anyone who experiences harassment, discrimination or biased-based conduct on campus or virtually in a University-sponsored activity can report it here through the [Bias Activity Review Intake Portal](#). Read more about [definitions](#) and the [process](#) on SJU’s [Bias Incident Reporting](#) webpage.

“The Saint Joseph’s University [Non-Discrimination Statement](#) prohibits discrimination on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, gender identity, disability, genetic information, pregnancy, marital status, and military and military veteran status, and any other status protected by law in the administration of its admission, educational, financial aid, employment, athletic, or recreational policies or programs.”

8. Structure of Class

- Mondays are primarily for advancing our writing – prepping materials and moving forward. Some of these classes will be independent, and others will be writing in class. Be sure to have the Baglione chapter read and the required materials prepared
- Wednesday will be where the bulk of our reading will take place. That means you’ll have to better manage *when* you read for class. Pace yourself, keep notes, and move forward accordingly. Students will lead discussion each of these days. We’ll sign up in class.
- Friday will be a mixture. Sometimes we’ll read, others watch documentaries or movies, others work on practical skills.
- **Revision** is IMPORTANT. In crafting our research, this course is designed to get you to revise and review as you go. Good writing is actually good editing. We’re going to edit a lot.

Music: For Listening

<https://open.spotify.com/playlist/7F2JMibSTtTVhEI0TfAvYX?si=d1d2eacd6ba64e27>

9. Schedule of Readings

Week 1: Course intro- Labor Politics, What is it? Why are we here?	
Day/Anything Due?	What you should read/do before class
1/17/22 Monday	MLK Jr. Day
1/19/22 Wednesday	Buy books, review syllabus
1/21/22 Friday	1) Baglione, Ch. 1 2) McAlevey, Intro and Chapter 1 page 1-41

Week 2: Unions: Decline & Democracy Add/Drop ends 1/25	
Day/Anything Due?	What you should read/do before class
1/24/22 Monday List of 5 possible RQs	Flavin, P. (2018). Labor union strength and the equality of political representation. <i>British Journal of Political Science</i> , 48(4), 1075-1091.

1/26/22 Wednesday	https://www.nytimes.com/2021/09/06/opinion/labor-workers-rights.html
1/28/22 Friday	Watch: John Oliver, https://www.youtube.com/watch?v=Gk8dUXRpoy8 Watch John Oliver (again, different) https://www.youtube.com/watch?v=aw6RsUhw1Q8

Week 3: What do unions do?	
Day/Anything Due?	What you should read/do before class
1/31/22 Monday Select 3 RQs (use Baglione Ch. 2)	Baglione Chapter 2 Finger, L. K., & Hartney, M. T. (2021). Financial solidarity: The future of unions in the post-Janus Era. <i>Perspectives on Politics</i> , 19(1), 19-35.
2/2/22 Wednesday	Presentations by facilitators Windham, Chapter 1 McAlevy, Chapter 2
2/4/22 Friday	Watch: Harlan County, USA (this is a whole documentary) https://www.youtube.com/watch?v=Q2aPy_XVVZ4

Week 4: Who is unionized	
Day/Anything Due?	What you should read/do before class
2/7/22 Monday Initial Annotated Bibliography from your approved RQ	Baglione Chapter 3 Frymer, P., & Grumbach, J. M. (2021). Labor unions and White racial politics. <i>American Journal of Political Science</i> , 65(1), 225-240.
2/9/22 Wednesday RJ 1 due	Windham Chapter 2 McAlevy Ch 3 Presentations by facilitators
2/11/22 Friday	McAlevy Ch 7 Finding Scholarly Sources

Week 5: Are Unions Still Relevant	
Day/Anything Due?	What you should read/do before class
2/14/22 Monday RQ should be strong AB should be drafted Literature Review should be outlined	Baglione Ch. 4
2/16/22 Wednesday	ATTEND DAY OF DIALOGUE
2/18/22 Friday	McAlevy Chapter 4

	Bucci, Laura 2018. State Politics and Policy Quarterly “Organized Labor’s Check on Economic Inequality” Presentations by facilitators
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Week 6: Organizing for Tomorrow	
Day/Anything Due?	What you should read/do before class
2/21/22 Monday BY NOW: students should have a draft LR and an <i>initial</i> T/M/H (Ch. 5) outlined. Meet during office hours!	Baglione Ch. 5
2/23/22 Wednesday	McAlevey, Ch. 5 Windham Ch.4 Presentations by facilitators
2/25/22 Friday	Ahlquist, J. S. (2017). Labor unions, political representation, and economic inequality. Annual Review of Political Science, 20, 409-432.

Week 7 Radical Unions and Business Unions	
Day/Anything Due?	What you should read/do before class
2/28/22 Monday DUE This Week: Meeting on LR and draft T/M/H Students should have a strong LR, a draft T/M/H, and an initial RD (Ch. 7) outlined.	Baglione Chs. 6-7
3/2/22 Wednesday	McAlevey Chapter 7 Hammer and Hoe: Alabama Communists During the Great Depression, Chapter Presentations by facilitators
3/4/22 Friday	Finding data sources in class.

Week 8 Growth of Employer Power	
Day/Anything Due?	What you should read/do before class
3/7/22 Monday Students should have a solid T/M/H, a draft RD, and an <i>initial</i> A/A data (Ch. 8) <i>search</i> . Do you need a check-in? See me in office hours	Baglione Ch. 8 “Politics at Work” by Christian Hosam https://www.newamerica.org/weekly/politics-work/
3/9/22 Wednesday RJ 2 due	Elizabeth Anderson, Private Government, Chapter 2 Rosenfeld, Ch. 3 “Employers Against the Free Market” Presentations by facilitators
3/11/22 Friday	Catch up

Week 9: <i>Spring Break</i>	
Day/Anything Due?	What you should read/do before class
3/14/22 Monday NO CLASS	
3/16/22 Wednesday NO CLASS	
3/18/22 Friday NO CLASS	

Week 10: Myths about the Economy	
Day/Anything Due?	What you should read/do before class
3/21/22 Monday BY NOW: students should have a solid RD, and A/A data identified and outlined. Midterm grades due	Rosenfeld, Ch.1 & 2
3/23/22 Wednesday	Rosenfeld Ch. 4 &5 Presentations by facilitators
3/25/22 Friday	Rosenfeld Ch. 6

Week 11: Myths about the Economy (Cont'd)	
Day/Anything Due?	What you should read/do before class
3/28/22 Monday Work on prospectus	Rosenfeld Ch. 7
3/30/22 Wednesday Prospectus due	NO CLASS, just submit prospectus
4/1/22 Friday	Rosenfeld Ch. 8, 9 Presentations by facilitators

Week 12: Tell us what you've been working on	
Day/Anything Due?	What you should read/do before class
4/4/22 Monday	Prospectus Presentations
4/6/22 Wednesday	Prospectus Presentations
4/8/22 Friday	Prospectus Presentations

Week 13: Power at Work	
Day/Anything Due?	What you should read/do before class
4/11/22 Monday Work on 1 st draft	Windham Ch. 7 Windham Conclusion

4/13/22 Wednesday	Read: https://www.npr.org/2019/07/11/738587297/a-cup-of-ambition-and-endurance-9-to-5-unites-workers-across-decades Group watch: 9-5 (can be rented on Amazon)
4/15/22 Friday	No class Easter

Week 14: Protests, Unrest	
Day/Anything Due?	What you should read/do before class
4/18/22 Monday 4/19 is the last day to WD	No class Easter
4/20/22 Wednesday	Hertel-Fernandez, A., Naidu, S., & Reich, A. (2021). Schooled by Strikes? The Effects of Large-Scale Labor Unrest on Mass Attitudes toward the Labor Movement. <i>Perspectives on Politics</i> , 19(1), 73-91. Presentations by facilitators
4/22/22 Friday RJ 3	Lyon, G., & Schaffner, B. F. (2021). Labor Unions and Non-member Political Protest Mobilization in the United States. <i>Political Research Quarterly</i> , 74(4), 998-1008.

Week 15:	
Day/Anything Due?	What you should read/do before class
4/25/22 Monday	Research Prep
4/27/22 Wednesday	Research Prep
4/29/22 Friday	Presentations

Week 16: Present	
Day/Anything Due?	What you should read/do before class
5/2/22 Monday	Presentations
5/4/22 Wednesday	Presentations
5/6/22 Friday	Course reflection, a big cry Complete your evals