

LER 110 “Labor and Social Movements”

Fall 2011. Three Credits.

Online course. August 22 to December 7

INSTRUCTOR CONTACT INFORMATION

Name: Rob Sauté, Visiting Lecturer, School of Labor and Employment Relations
Email: rsaute@illinois.edu, but please contact me through Compass email
Office hours: As I live in New York City, we will not be able to meet. The easiest means of communication is through Compass email.
Office phone: Please contact me through Compass email
Office address: LER, 815 W. Van Buren # 110, Chicago, IL 60607

ABOUT THE COURSE

LER 110 is an introductory course that explores the role of labor unions in American society. The course will analyze labor’s efforts to ally with community and civil rights groups to build a social movement that seeks broad public support for workers’ rights, with an emphasis on the problems and organizing efforts of low-wage workers. And the course will look at workers’ rights campaigns led by non-union groups such as workers’ centers, living wage coalitions, and the immigrant rights movement.

Upon completing this course you will know about:

- The purpose, activities, and significance of the U.S. labor movement and social movements; and the interplay between unions and social movements for workers’ rights.
- A historic example of a fusion of the labor and civil rights movements in the 1968 Memphis sanitation strike.
- The most recent contemporary example of a workers’ mass movement, the Wisconsin workers’ upsurge that began in February 2011.
- The conditions facing low-wage workers and the social issue of working poverty.
- The epidemic of wage theft by employers.
- The conditions facing immigrant workers, the issues in the immigration debate, labor’s historical and current stance on immigration and role in the immigrant rights movement, and immigrant workers’ efforts to organize for workers’ rights.
- Efforts by several groups of low-wage workers – janitors, security officers, restaurant workers, and hotel workers – to form unions and build labor-community partnerships in support of their organizing campaigns.
- The burgeoning workers’ center movement that aims to challenge employer labor and employment law violations.
- Living wage campaigns organized by labor-community coalitions.
- The Republic Windows and Doors factory occupation in Chicago in December 2008.

There are no prerequisites for taking LER 110, and each of you enters the course with a different background. Some of you may have never taken a course about social movements, workers' rights, or unions, while others have taken multiple courses. Some of you come from a working class upbringing, while others come from middle class households. Some of you come from cities with diverse economies, while others come from cities which historically have been heavily dependent on manufacturing. Some of you have relatives who have been union members or have been in a union yourself, while others have had little or no contact with unions. Some of you are international students with home countries with very different labor relations than in the U.S.

Regardless of background or major, anyone should be able to do well in this class. However, I am hoping that those of you with experience in a union workplace or who come from a union family will share your personal experiences when they are relevant. If you have questions, do not understand a term or an explanation in the readings, or do not understand something that a student or I write in the forums, please and ask what is meant. There are no foolish questions. If you're not sure about something, most likely several other students are not sure about it either.

Some students think that this is going to be an easy "A" class – perhaps because it is an online course or because it is an introductory course. If that's what you're thinking, you're in for a surprise. This is a university course. The material is designed to engage you and to enrich your college learning. The workload for this course is equal to that of a face-to-face course.

The course is divided into segments. Each segment's lecture highlights important material from the assigned reading, adds new information, and introduces the discussion forums. Lectures are written in Microsoft Word so you can easily download them.

Segment	Days	Open	Close	Topic
1	10	August 22	August 31	Workers, Unions, and Social Movements. Wisconsin Workers' Upsurge
2	13	September 1 <i>September 5</i>	September 14	The 1968 Memphis Sanitation Strike <i>-- Labor Day Holiday --</i>
3	13	September 15	September 27	Low-wage Workers and Working Poverty
4	13	September 28	October 10	Living Wage Campaigns
5	13	October 11	October 23	Immigrant Workers and the Immigrant Rights Movement
6	13	October 24	November 5	Workers' Centers
7	13	November 6 <i>November 19</i>	November 18 <i>November 27</i>	Labor-Community Partnerships in Union Organizing Campaigns <i>-- Thanksgiving break --</i>
8	10	November 28	December 7	Republic Windows Factory Occupation

Everything you need to take this course is available on your Compass home page ("course content") as you enter the course. Click on any segment and you will find icons for: Instructor's Lecture; Compass Readings (web-based and electronic reserve readings); Segment Schedule from the Syllabus; Discussion Forums; Web Videos; Assignments; and Exams.

Also be sure to click on "Announcements" on the left column of your home page. You'll find important information on course logistics, email, settings, electronic reserve, and deadlines. Your

instructor will also post announcements during the course. Finally, look for “Mail” on the left column of your home page to access the Compass email system. All course email takes place within Compass; do not use your UIUC email to email the instructor about course matters.

REQUIRED READING AND VIDEOS

There is one required text which can be purchased at the Illini Union bookstore or an online bookstore: Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich (New York: Henry Holt and Co, 2001)

The rest of the assigned reading is on Compass, including book chapters and journal articles on the library’s electronic reserve, web-based articles, and web sites I want you to explore. You are also required to watch a number of web-based videos including “At the River I Stand” about the 1968 Memphis sanitation strike.

THE INSTRUCTOR & THE SCHOOL OF LABOR AND EMPLOYMENT RELATIONS

My name is Rob Sauté. I earned my Ph.D. in sociology at the City University of New York Graduate Center where I wrote a dissertation on how the legal profession created and reproduces a system for delivering legal services for those who cannot afford them. I also worked on several research projects including one that resulted in a book, *The Part-Time Paradox: Time Norms, Professional Lives, Family and Gender* (1999, Routledge) co-authored with Cynthia Fuchs Epstein, Carroll Seron, and Bonnie Oglensky. I am located in New York City.

I have taught Introduction to Labor Studies, the Sociology of Work, and Criminology in the CUNY system, and taught an online Labor Studies course at Indiana University.

Before embarking on an academic career, I worked in Chicago as a clerical in a library and as a millwright apprentice in a steel mill. I moved to New York and provided hardware and software support for the financial and computer industries and published a magazine on Latin America and the Caribbean. I have had white-collar and blue-collar jobs and been involved in unions in both sectors.

I enjoy teaching and look forward to participating in this class. I know we have much to learn from each other.

I want to share with you a brief history of the program. The School of Labor and Employment Relations, until 2008 called the Institute of Labor and Industrial Relations, was formed in 1946. The majority of the faculty teach human resources courses for graduate students pursuing a Master’s degree or a Ph.D. In addition, LER’s labor studies faculty, located at the UIUC campus and in a Chicago office, teach non-credit courses for unionists. As the LER’s website explains, “The Labor Education Program was designed to empower today’s unionists with the knowledge to build and administer strong, democratic and effective unions. Our central focus is to assist in the development of new strategies and skills to survive and grow in a changing society.”

In spring 2008 the labor studies faculty initiated a new online Global Labor Studies program. Global Labor Studies analyzes issues facing workers and labor from a multi-disciplinary perspective, drawing on and synthesizing the fields of sociology, history, economics, political

science, business, international studies, and industrial relations. The faculty have developed 13 classes and each semester the program will offer additional online courses. Global Labor Studies has had over 5,000 enrollments, and more than 800 students have enrolled in two or more GLS classes. LER offers a minor and a Certificate in Global Labor Studies, and is in the process of applying for a bachelor's degree. See details at the GLS website at <http://go.illinois.edu/laboronline> or email questions to illinoislabored@illinois.edu.

COURSE EXPECTATIONS

On-line labor studies courses are entirely web-based. There are no required face-to-face meetings. In on-campus, three-credit courses students and instructor meet in a classroom for 2 hours and 40 minutes a week for fifteen weeks. Instructors take attendance and grade down if students do not attend. I will use the same method in this web-based course.

You are required to post at least once to each of the 15 discussion forums, and to regularly read all forum posts. Absence from the forums will result in a low course grade. Classroom participation is a key part of the learning process and the course will involve extensive discussion. Discussions are based upon the reading, videos, and lectures. It is expected and required that you will have completed all the assigned reading each segment and that you will join the discussion forums prepared to thoughtfully read, write, and learn. Please note that this marks a significant difference from face-to-face courses, where you might be able to fall behind on reading and catch up before exams or papers are due without your grade being affected.

Staying on schedule by doing the reading will make the class more enjoyable for you, make for a better learning experience, make for livelier Discussion Forums, and improve your grade. Just as in a face-to-face class, participating in the class discussions does not mean only speaking when you are sure you know the right answer. Try to answer the questions I pose even if you're not sure of the answer. Ask questions. Assert your opinions. Respectfully challenge the viewpoints of the readings, the instructor, or other students. But, your posts cannot just be your viewpoints or questions; you must demonstrate you have done the reading. The course grader will not grade the "correctness" of your comments – that is, lively debate and critical reflection are encouraged -- but I will monitor the degree and quality of your participation.

In the forums students are to follow rules of good online etiquette. When you post your thoughts to the Discussion Forums there will naturally be a variety of perspectives. I expect to have some very lively discussions and debates, and I am counting on impassioned postings. That's a good thing! However, I expect you to disagree respectfully – to treat one another the way you would want to be treated.

A general rule of thumb is that you should not say in forum posts anything you wouldn't say to a person in a face-to-face situation. For example, you might say, "I understand what you are saying Joe, but I wonder if you ever considered..." rather than "Are you nuts? What a stupid comment!" There will be no intimidating, insulting, or discriminatory remarks of any kind; no swearing or name-calling; and no shouting (as signified by the use of all capital letters).

I will usually log onto the course daily to read forum posts and emails. If you email me my response time is typically same-day, but might occasionally be 36 hours. If I am unavailable for a

period of time, you will be notified.

Finally, here are my expectations of you as an online student:

- I expect that you will read the syllabus so you thoroughly understand the course requirements. And I expect you to read three articles, located in the Segment 1 “Compass Reading” folder, to learn how to successfully take an online course:
 - ✓ “Ten Things Every Student Needs to Know About Taking an LER Global Labor Studies Online Class” (*updated this semester*)
 - ✓ “What is a Threaded Discussion?”
 - ✓ “Grading Forum Posts for Content”
- To test your knowledge of the syllabus and these three files, you are required to take the Syllabus Sign Off Test during the first week (and you can earn four extra credit points.)
- I expect that you are the type of learner who does excellent work when you work independently. You are self-directed, self-motivated, and disciplined. You don’t procrastinate, and you possess excellent time management skills. The secret of getting the most from an online course is to understand that how much you learn and how much you enjoy the course depends entirely on you. I will do all that I can to help you have an excellent learning experience, but you must take the primary initiative for doing so.
- I expect that you will log onto the course several times a week to read student posts and my posts, and to participate yourself in the Discussion Forums.
- I expect that you will contact me when you’ve a question, concern, or problem with any aspect of the course, just as you would in a face-to-face setting. I expect that you will email me if you are unable to log on due to illness or a personal emergency.
- I expect that, if you have not already, you will quickly learn to navigate the Compass environment.
 - Go the [CITES website](#) to learn the basics about Compass.
 - Email, call, log onto a live help chat room, or go by the CITES “[Help Desk](#)” to get specific questions answered.
- I expect that you will regularly check your Compass email and course Announcements for communications from me.
- I expect that if your home computer crashes or Internet access fails, you will use a university computer or a friend’s computer to access course materials and to submit your postings and assignments, and to take exams. “My computer or Internet crashed so I couldn’t post to forums or take the exam” is not an acceptable excuse.

GRADING

There are 425 possible points in this course. Four exams are worth 100 points (25 points each), the Final Exam is worth 100 points, and participation in the 15 Discussion Forums is worth 225 points (15 points per forum).

Segments	Assignment	Opens	Closes	Points
All	Discussion Forums	1 st day of segment	Last day of segment	225
1	Syllabus Sign Off	August 22	August 28 (extra credit)	(4)
2	Exam 1	September 1	September 14	25
4	Exam 2	September 28	October 10	25
4	Campus labor forum		TBD	(5)
6	Exam 3	October 24	November 5	25
8	Exam 4	November 28	December 7	25
8	Extra Credit Paper		December 7	(15)
8	Final Exam	December 10	December 12	<u>100</u>
			TOTAL	425

The course grade scale is:

A+	98%	416-425	B+	88%	374-381	C+	78%	331-339	D+	68%	292-300
A	93%	395-415	B	83%	353-373	C	73%	314-330	D	63%	271-291
A-	90%	382-394	B-	80%	340-352	C-	70%	301-313	D-	60%	258-270
									F		000-257

There are four exams with multiple choice and true/false questions drawn from the reading. It's always a challenge writing exam questions that are neither too easy nor too difficult. The goal in writing your exam questions was that any student who reads all material carefully should be able to do well on each exam.

- ✓ Each exam is open for the length of one segment and closes at 11:30 p.m. the last day of the segment. There are no extensions on missed exams.
- ✓ You have 40 minutes to take each exam. You must submit the exam within the time limit or it will not be accepted. You may not keep the exam open past 40 minutes.
- ✓ You may take each exam three times.
- ✓ There are 25 questions on each exam which are randomly chosen from a bank of questions. Each time you take the exam some of the questions will be different.
- ✓ The questions will be in a different order each time you take the exam.
- ✓ One question at a time will appear on your computer screen; at any time you can go back to revisit a question.
- ✓ After you complete the exam you will not know which questions you got wrong, only your total score. If you are not satisfied with your grade when you first take the exam, you can further study the material and then re-take the exam. Only your highest grade will appear in your gradebook.

The Final Exam is taken on Assessments on Compass and covers all course material. Students will answer four questions with four short essays. The four questions will be randomly drawn from a large pool of questions. The exam will be accessible at Assessments for 48 hours from 1:00 p.m. on Saturday, December 10 to 1:00 p.m. on Monday, December 12. When you open the exam you will have 2 hours to complete the questions. The exam is worth 100 points. Students who do not earn at least a D- grade on the final exam will fail the course. Read more about the exam in the “Final Exam Description” in the last segment’s folder.

Grading Participation in the Forums

The 15 Discussion Forums are each worth 15 participation points. Participation is therefore 225 out of 425 points in the course, or 53% of your course grade. Forum grading is designed to create an atmosphere in the forums similar to a classroom seminar. The goal is to engage you in a lively discussion about the course reading, lectures, students’ posts, and the instructor’s posts. Your participation in each forum is graded on content, number, and timing. For more on forum grading read “Ten Things Every Student Needs to Know About Taking an LER Global Labor Studies Online Class.” (If you’ve previously taken an LER course, this file was recently updated.)

Forum Grading Matrix

	<u>No Posts</u>	<u>F</u>	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>
Content	0	5	6	7	8	9
Number	0	0	0	1	2	3
Timing	0	0	0	1	2	3

Content is worth up to 9 points. As explained in the “Grading Forum Posts for Content” file, to earn an “A” for content your posts in each forum must demonstrate that you have read and analyzed the readings and videos; and you must engage the instructor and other students in the discussion. When grading for content we look at all your posts together.

Number is worth up to 3 points. If you post three or more times in a forum, and at least two posts are responses to the instructor or students, you will receive 3 number points. If you post twice, and at least one post is a response, you will receive 2 number points. If you post once, you will receive one number point.

To receive number points your posts must be substantive. That is, brief posts along the lines of “I agree with you, you made good points” do not count toward your three required posts. Your posts in each forum must be on three separate days. (And posting at 11:00 p.m. and two hours later at 1:00 a.m., although technically two different days, will not earn number points.)

Timing is worth up to 3 points. You must post a substantive post to each forum in the first half of a segment or timing points will be deducted.

Timing Deadlines for Grading Segments 1 and 8 (10 day segments)

First post days 1 to 5:	3 of 3 possible timing points
First post on days 6:	2 of 3 possible timing points
First post on days 7 or 8:	1 of 3 possible timing points
First post on days 9 or 10:	0 of 3 possible timing points

Timing Deadlines for Grading Segments 2, 3, 4, 5, 6, and 7 (13 day segments)

First post days 1 to 7: 3 of 3 possible timing points
First post on days 8: 2 of 3 possible timing points
First post on days 9 or 10: 1 of 3 possible timing points
First post on days 11 to 13: 0 of 3 possible timing points

Extra Credit

Students have the option of writing an extra credit paper. Information on the extra credit paper is located in Assignments. The paper is worth up to 15 points. Extra credit points cannot be used to boost a course grade to an A+. Too brief and poor quality papers will receive zero points. Papers are due in Assignments no later than 11:30 p.m. on Wednesday, December 7. There are no extensions. Students must submit the topic for their research paper to the instructor no later than Thursday, December 1. Paper topics must be approved by the instructor. Papers that are submitted without an approved paper topic will not be accepted.

Students are required to take the Syllabus Sign Off Test during the first week of class. Study the syllabus and the three files in the Segment 1 Compass Reading folder. Then answer 16 multiple choice questions. You may take the exam twice. You can earn up to 4 extra credit points if you answer all the questions correctly.

We also anticipate inviting a labor leader to campus to discuss contemporary events. Students can earn up to 5 extra credit points by attending and writing a 2 double-spaced page paper. You will receive an email about date and location of the event, and details will be posted to Assignments. All GLS students can attend and it will be open to the public. Students taking more than one GLS class can submit a paper to only one class.

DRES Accommodation

The University of Illinois and the School of Labor and Employment Relations seek to meet the needs of all students. If you have a disability, please contact the [DRES](#) (Disability Resources Educational Services) office for assistance. They will also issue you a letter to email to your instructor outlining possible accommodations to meet your needs.

Late Papers and Incompletes

If you miss an exam you will receive zero points for that exam. There are no extensions. If you miss an exam and have documentation of a medical or personal emergency from the Emergency Dean, it is the discretion of the instructor to assign an additional essay paper to replace the exam. You must immediately contact your instructor or no essay exam option will be considered. This option is not available for students who forget to take the exam.

A grade of “Incomplete” may be given only in extraordinary circumstances, and is the discretion of your college office who will consult with your instructor. To request permission to get an incomplete you must go to your college office to seek their authorization and to have a form signed. Incompletes are not automatically issued; there must be a valid reason such as a medical emergency; and generally the student must have completed a large majority of the coursework. LER instructors do not approve incompletes, late drops, or withdrawals. If you seek one of these options, get the form from your adviser, ask your instructor to fill out the pertinent sections

answering questions about your class progress, and I will email the form to your school office which will make the determination.

Plagiarism

Plagiarism and other forms of academic misconduct will be dealt with under the strictest terms provided for under U of I policy. You should familiarize yourself with the “Academic Integrity” section of the University of Illinois [Student Code](#).

The Compass software provides means for the detection of cheating on forum posts and exams. You should be aware that students have been caught violating academic integrity by allowing students in other sections to look at their discussion forums; copying forum posts from other students; copying forum posts from the web; printing out and taking the exam with other students; “studying together” which results in similar essay papers; and copying material for papers from other students or from the web.

When plagiarism occurs the student’s dean receives a detailed letter explaining the violation of academic integrity that remains part of the student’s permanent academic record. Students have received an “F” in LER courses for committing plagiarism. Before you consider cheating, think about what it will mean when you receive an “F” in the course, and to whom you will have to explain why you dishonored yourself and earned an “F.”

DO NOT:

- ✓ View other students’ exams
- ✓ Talk with other students about answers to exam questions
- ✓ View other students’ papers
- ✓ Share your paper with another student
- ✓ Talk with other students about the content of papers
- ✓ Submit a paper that has similar or paraphrased material from another paper
- ✓ Show your forum posts to other students
- ✓ View other students’ forum posts
- ✓ Talk with other students about the content of forum posts
- ✓ Submit a forum post that has similar or paraphrased material from another student’s post
- ✓ Copy material from the web and submit it in a forum post, paper, or the final exam
- ✓ Submit an extra credit paper that you have submitted to another class

Grade Appeal

If, at the end of the semester, you feel you did not get the grade you deserve, and you have discussed the matter with your instructor, you may appeal your grade to the Director of the LER Labor Education Program, Prof. Robert Bruno at bbruno@illinois.edu.

COURSE SCHEDULE AND READING

SEGMENT 1: Workers, Unions, and Social Movements. The Wisconsin Workers' Upsurge.

Monday, August 22 to Wednesday, August 31 (10 days)

Reading:

- E-Reserve: "Bill Talcott: Organizer" in *Working* by Studs Terkel (1972)
- "It's A Skill, Not A Mystery: What is an Organizer?" by Eric Odell, *Threshold Magazine*
- "Why Unions Matter," Interfaith Worker Justice
- E-Reserve: "Why organize?" in *The Next Upsurge: Labor and the New Social Movements* by Dan Clawson (2003)
- "The Spirit of Wisconsin," by John Nichols, March 21, 2001 *The Nation* magazine
- "Anatomy of a protest: From a simple march to a national fight," February 27, 2011 *Wisconsin State Journal*
- "Walker budget bill would effectively kill unions," March 3, 2011 *Wisconsin State Journal*
- "Know the facts: What is collective bargaining?" March 1, 2011 *Wisconsin State Journal*
- "Could a general strike happen here? Experts say maybe," February 27, 2011 *Wisconsin State Journal*
- Polls: "Tracking Voter Sentiment in Wisconsin," February 21, 2011 *Wisconsin State Journal*
- Polls: "Majority in Poll Back Employees in Public Sector Unions," February 28, 2011 *New York Times*
- "With police among protesters, Sunday standoff ends peacefully," February 28, 2011 *The Cap Times*
- Explore the articles on this online newspaper: *The Isthmus: The Daily Page*
- "Ten Things Every Student Needs to Know About Taking an LER Global Labor Studies Online Class"
- "What is a Threaded Discussion?"
- "Grading Forum Posts for Content."

Video:

- The concluding five minutes of the film "Grapes of Wrath" (based on John Steinbeck's novel), where Tom Joad (Henry Fonda) talks to Ma about why he's chosen to become a union organizer (Vimeo, 4 minutes)

Assignments:

- You are required to take the Syllabus Sign Off Test by 11:30 p.m. on Sunday, August 28. This is an ungraded short test, for which you can earn up to four extra credit points, to verify that you have read and understood the syllabus and other materials on the course.

Discussion Forums:

- 1A: Introductions and Tom Joad
- 1B: The Wisconsin Workers' Upsurge

SEGMENT 2: The 1968 Memphis Sanitation Strike

Thursday, September 1 to Wednesday, September 14 (13 days)

Reading:

- E-Reserves: “Martin Luther King Jr. and the Memphis Sanitation Strike” by Michael Honey in Major Problems in the History of American Workers edited by Eileen Boris and Nelson Lichtenstein (2002)
- AFSCME website on the Memphis sanitation strike (Read many of the articles)
- March 18, 1968 speech by Dr. King to striking Memphis sanitation workers
- “Sanitation strike veteran remembers past, cherishes progress,” February 17, 2008 *Memphis Commercial Appeal*
- Optional: WHBO-TV Memphis website (with archival TV footage)

Videos:

- “At the River I Stand,” 56 minutes
- Three excerpts from Dr. King’s last speech in Memphis, “I have been to the mountaintop.” Memphis speech excerpt “Support for sanitation workers,” 2 minutes. Memphis speech excerpt “Somewhere I read,” 1 minute. Memphis speech excerpt “I see the promised land,” 1 minute.
- Dr. King speaks to unionists at a SEIU 1199 conference (7 minutes)
- 2008 interview with veterans of 1968 strike, *Memphis Commercial Appeal* (4 minutes)

Assignments:

- Take Exam 1 by 11:30 p.m. on Wednesday, September 14.

Discussion Forums:

- 2A: Lessons of Memphis
- 2B: The Promised Land

SEGMENT 3: Low-Wage Workers and Working Poverty

Thursday, September 15 to Tuesday, September 27 (13 days)

Reading:

- Text: Nickel and Dime: On (Not) Getting By in America, Introduction, chapter 1 “Serving in Florida,” and chapter 3 “Selling in Minnesota” (chapter 2 is optional reading)
- Poverty tour web slide show, Catholic Campaign for Human Development
- Take the Poverty Quiz (nine questions with explanation of correct answers), Catholic Campaign for Human Development
- E-Reserves: Chapter 1 “The Crisis of Wage Theft” and chapter 2 “How Employers Steal Wages” in Wage Theft in America, by Kim Bobo (2009)
- “Labor Department’s New ‘Sheriff’ Offers Overdue Help to Wage-Theft Victims,” April 1, 2010 *In These Times*
- Fact Sheets on low-wage work, Fairness Initiative
- Executive Summary and Introduction (first 5 pages) to “Broken Laws, Unprotected Workers,” a 2010 national study undertaken by UCLA and UIC faculty
- Executive Summary and Introduction (first 8 pages) in “Unregulated Work in Chicago: The Breakdown of Workplace Protections in the Low-wage Labor Market,” an April 2010 report, UIC Center for Urban Economic Development
- Executive Summary and “Workers’ Perspectives” (15 pages) in “Behind the Kitchen Door: The Hidden Costs of Taking the Low Road in Chicagoland’s Thriving Restaurant Industry,” a February 2010 report, Restaurant Opportunities Center

Videos:

- Low wage workers talk about their lives (9 minutes)
- “Wage Theft: The Crime Wave No One Talks About,” Interfaith Worker Justice and Arise Chicago Workers Center (YouTube, 5 minutes)

Discussion Forums:

- 3A: Nickel and Dimed
- 3B: Working Poverty and Wage Theft

SEGMENT 4: Living Wage Campaigns

Wednesday, September 28 to Monday, October 10 (13 days)

Reading:

- “What is a living wage?,” January 16, 2006 *New York Times Magazine*
- E-Reserves: “The US Living Wage Movement,” by Stephanie Luce in Labor in the New Urban Background edited by Lowell Turner et al (2007)
- Living Wage Campaigns, Let Justice Roll website
- Supporters ‘rally, rant and rage’ for Living Wage,” February 25, 2010 *Daily Northwestern*, Northwestern University (Evanston, IL)
- Department of Labor chart on state minimum wage laws

Forum 4B Reading:

- Living Wage calculator (look at Illinois, and a county such as Cook [Chicago])
- Pro: “Pastor tries to pull together support for Wal-Mart stores on South Side,” April 11, 2010 *Chicago Tribune*
- Pro: “Walmart critical to Pullman development plans,” April 26, 2010 *Chicago Defender* (an African-American newspaper)
- Pro: “Put Chicago to Work,” April 19, 2010 *Chicago Tribune* editorial
- Con: “Perspectives on a Living Wage: Chicago’s Big Box Ordinance,” July 31, 2006 Democracy Now! (radio show transcripts)
- Con and Overview: “Activists, Unions Rebuff Wal-Mart, Restarting Old Chicago Debate,” January 18, 2010 *In These Times*
- Con: “Is Walmart the Only Retailer Interested in Pullman? Maybe Not.” April 29, 2010 *Chicago Reader*
- Con: “Walmart Workers Struggle More Than Most,” April 29, 2010 Progress Illinois website

Video:

- “Living Wage,” PBS NOW (19 minutes)

Assignment:

- Take Exam 2 by 11:30 p.m. on Monday, October 10.

Discussion Forums:

- 4A: Debating the Chicago Living Wage Ordinance

SEGMENT 5: Immigrant Workers and the Immigrant Rights Movement. Tuesday, October 11 to Sunday, October 23 (13 days)

Reading:

- E-Reserves: “U.S. Demand for Immigrant Labor and Its Impact” by Ana Bedard in *A Worker Justice Reader* (2010)
- “They Got Walter,” by Jeff Crosby, President IUE-CWA Local 201
- “What America Owes its Illegals,” June 7, 2007 *The Nation* magazine
- “The U.S.-Mexico Border,” May 2007 *National Geographic* magazine
- A photo gallery of the border wall, May 2007 *National Geographic* magazine
- “Many illegal immigrants pay up at tax time,” April 11, 2008 *USA Today*
- “White Heat,” August 28, 2006 *The Nation*
- “Illegal Immigrants and the U.S. Economy,” National Public Radio
- “The Economics of Immigration Reform,” MALDEF
- “Immigration Reform and Jobs Growth,” Immigration Policy Center
- “Hard Labor: Despite Tough Laws, Sweatshops Flourish,” February 6, 1995 *New York Times*
- “A Family Divided by Two Words, Legal and Illegal,” April 25, 2009 *New York Times*
- “Crackdown Upends Slaughterhouse’s Work Force,” October 12, 2007 *New York Times*
- “The wrong answer for illegal immigration: Punitive laws won’t fix America’s border problems,” by Steven Chapman, March 19, 2006 *Chicago Tribune*
- AFL-CIO on immigrant workers (explore this website)
- “Arizona Enacts Stringent Law on Immigration,” April 23, 2010 *New York Times*
- “Millions March for Immigrant Rights; Virtual Strike in Some Cities,” May 2006 *Labor Notes*
- “Voices of a New Movimiento,” June 19, 2006 *The Nation*
- “Immigrants and Us,” (editorial) April 24, 2006 *The Nation*
- “What they’re marching for,” June 19, 2006 *The Nation*

Videos and Audio:

- We are not criminals (4 minutes)
- AFL-CIO’s Thea Lee and UNITE-HERE union’s Bruce Raynor on the Lou Dobbs show debate immigration (5 minutes)
- Immigrant workers in the United States, a WTTW report (7 minutes)
- “Fact Checking Videos,” MALDEF (YouTube, 2 minutes)
- “Mexico: A Death in the Desert” (PBS Frontline, 19 minutes)
- “ABC News Exposes Anti-Immigrant Sentiment,” “ABC News video from the show “What Would You Do?” (3 minutes)
- Audio: A National Public Radio report on a simulated US-Mexico border crossing to help Americans understand illegal immigration (4 minutes)

Discussion Forums:

- 5A: Immigrant Workers
- 5B: The Immigration Debate and the Immigrant Rights Movement

SEGMENT 6: Workers Centers

Monday, October 24 to Saturday, November 5 (13 days)

Reading:

- E-Reserves: “Workers’ Centers: Front Lines Against Wage Theft” in Wage Theft in America by Kim Bobo (2010)
- E-Reserves: Workers Centers: Organizing Communities at the Edge of the Dream by Janice Fine (2006), pages 100-116 and 120-130
- Wage Payment and Collection Act, July 2010 Illinois law

Assignments:

- Take Exam 3 by 11:30 p.m. on Saturday, November 5.

Discussion Forums:

- 6A: Workers Centers
- 6B: Buono Pizza

SEGMENT 7: Labor-Community Partnerships in Union Organizing Campaigns

Sunday, November 6 to Friday, November 18 (13 days)

Saturday, November 19 to Sunday, November 27 is the Thanksgiving break

Reading:

- “Contending Rationality, Leadership, and Collective Struggle: The 2006 Justice for Janitors Campaign at the University of Miami,” by Jason Albright, Spring 2008 *Labor Studies Journal*
- E-Reserves: Working for Justice: The L.A. Model of Organizing and Advocacy edited by Ruth Milkman (2010)
 - Chapter 9 “Ally to Win: Black Community Leaders and SEIU’s L.A. Security Unionization Campaign” by Joshua Bloom
 - Chapter 10 “From the Shop to the Streets: UNITE HERE Organizing in Los Angeles Hotels” by Forrest Stuart
- E-Reserves: “Struggling for Justice, Sustained by Faith: A Hotel Worker’s Words,” in A Worker Justice Reader (2010)
- Stir it Up! (student activism in support of campus food service workers)
- “Yale students sit-in to pressure an anti-union hotel chain,” Dec. 3, 2008 *Yale Daily News*
- Interfaith Worker Justice (explore their website)
- Jobs With Justice blog (short stories about this labor-community coalition’s activities)

Videos:

- Library Video: Bread and Roses
- University of Miami march of janitors, students, and supporters (5 minutes)
- Hunger strikers at the University of Miami (2 minutes)

Discussion Forums:

- 7A: Labor-Community Partnerships
- 7B: Bread and Roses

SEGMENT 8: Republic Windows Factory Occupation
Monday, November 28 to Wednesday, December 7 (10 days)

Reading:

- “Republic’s Battle Cry,” by David Moberg, December 10, 2008 *In These Times*
- E-Reserves: Chapters 3-5 in Revolt on Goose Island: The Chicago Factory Takeover and What it Says About the Economic Crisis by Kari Lydersen (2009)
- “One Year After Republic: Why Didn’t Occupation Bring Revolt to U.S.?” by Roger Bybee, January 5, 2010 *In These Times*

Videos:

- “Hasta la Victoria! Until Victory is Ours!” United Electrical workers union video on the Republic Windows factory occupation (20 minutes)
- CBS news story on Republic Windows factory occupation, December 8, 2008 (4 minutes)

Assignments:

- Take Exam 4 by 11:30 p.m. on Wednesday, December 7.
- Extra credit paper topics must be submitted for approval by Thursday, December 1. The Extra Credit paper is due by 11:30 p.m. on Wednesday, December 7.
- The Final Exam opens at 1:00 p.m. on Saturday, December 10 and is accessible until 1:00 p.m. on Monday, December 12.

Discussion Forums:

- 8A: Republic Windows Factory Occupation
- 8B: The Future of Social Movements and Reflections

#