LST 101: INTRODUCTION TO LABOR STUDIES

FALL 2023 SYLLABUS

Course Description

What is "social class"? Who is in the U.S. middle class? The working class? Why do people join unions? How are unions formed and what do they do? Why is any of this important?

In this introduction to Labor Studies, we will attempt to answer these questions while examining a wide range of topics through the lenses of law, sociology, history and the practice of labor relations. Topics will include: the sociology of work, class, race and gender; the history and challenges facing the U.S. labor movement; the structure and function of unions; the meaning, if any, of the terms "left", "right", "conservative" and "liberal"; the relationship between historical leftist movements and organized labor; union organizing and negotiations; labor contract enforcement; commonly cited labor and employment laws; alternative dispute resolution; and issues of working class culture and identity. With such a long list of topics each worthy of their own course or undergraduate major, we will barely scratch the surface in many areas. Our goal is to become familiar with the concepts, know how to research them further and engage in an informed critical dialog.

3 Credit Hours **Prerequisites: NONE**
Satisfies the Social Context and Institutions Requirements.
LST 101 is a Required Course for the Labor Studies Minor.

Instructors: Marc Cryer and Ian Jesse

Office Hours and Contact Information for Marc Cryer:

Office: 5713 Chadbourne Hall, Room 202 Phone: 581-4126
Email: marc.cryer@maine.edu
Bureau of Labor Education: www.umaine.edu/ble
Brightspace: https://courses.maine.edu/d2l/home (Must be logged in, Look for "**LST 101 Fall 2023**")[1]

[1] Another option to get to Brightspace: 1. Use an internet browser and go to UMaine portal.
2. Use your MaineStreet credentials and sign in at the login screen.
3. Click on the Brightspace icon via the launchpad on the portal website.

In Person Office Hours: Upon request.
Zoom Office Hour: **will be determined by a poll.**

Zoom Information

Link: https://maine.zoom.us/j/87872175050?pwd=VFFhWTdIczFGZ3NYS0cwODBSREtJUT09
Telephone: 646-876-9923 Password: 302642 Meeting ID: 878 7217 5050

Instructional Materials & Textbooks

REQUIRED

The Legal Rights of Union Stewards. 6th ed. Robert M. Swartz. Work Rights Press/Labor Notes, 2021. $20. ISBN: 9780945902294 https://labornotes.org/store/books/work-rights-press

They're Bankrupting Us! And 20 Other Myths About Unions. Bill Fletcher, Jr., Penguin Random House, 2012. $16.

Turning the Tables, Participation & Power in Negotiations. Jane McAlevey and Abby Lawlor. UC Berkeley Labor Center, May 2021. Free online at https://janemcalevey.com/book/turning-the-tables-participation-and-power-in-negotiations/.

Blueprint for Change, A national Assessment of Winning Union Organizing Strategies. Kate Brofenbrenner and Robert Hickey. Cornell U. Free at https://ecommons.cornell.edu/handle/1813/76881

Maine Guide to Employment Law. Bureau of Labor Education. UMaine, 2008. Hard copies $2. Free online at https://umaine.edu/ble/wp-content/uploads/sites/181/2011/04/MGEL_web.pdf

OPTIONAL/Highly Recommended (for the serious student of Labor studies)

The Changing Contours of Work. 4th ed. Stephen Sweet and Peter Meiksins. Sage Publishing, 2021. $32. E-book. EISBN13: 9781544305684

Why Unions Matter. Michael D. Yates. Monthly Review Press, 2009. $15.25 on RedShelf at https://redshelf.com/.

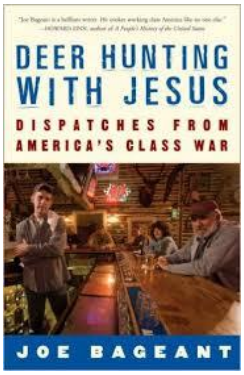
No Shortcuts! Organizing for Power in the New Gilded Age. Jane McAlevey. Oxford University Press, Spring 2018. $6.50 on RedShelf at https://redshelf.com/.

The Lexicon of Labor. R. Emmett Murray. New Press, 2010. $1 on RedShelf at https://redshelf.com/.

The State of Working Maine. James Myall. MECEP, November 3, 2021. https://www.mecep.org/maines-economy/report-state-of-working-maine-2021/

OPTIONAL/Recommended (for dedicated aficionados)

Joe Bageant, Deer Hunting with Jesus: Dispatches from America's Class War, Three Rivers Press, 2008.



Herbert Marcuse, Philosopher of Utopia: A Graphic Biography. Nick Thorkelson. City Lights, 2019. $11.17. ISBN-13: 9780872867857

Socialist Practice. Victor Wallis. Palgrave Macmillan, 2020. $44. ISBN 978-3-030-35066-6.

Online materials used in previous years courses

Economic Policy Institute, **Ongoing analyses on a range of policy topics.**
Updates on economic indicators & trends: https://www.epi.org/research/state-of-working-america/
Research & Resources: www.epi.org/research/ & www.epi.org/resources/

Moyers, Bill; "This is the Fight of Our Lives"
https://www.commondreams.org/views/2004/06/16/fight-our-lives

Zweig, Michael; "Six Points on Class"; Monthly Review Press; Vol. 58: No. 3; July-August, 2006. http://www.monthlyreview.org/0706zweig.htm

Against the Grain, "**A Participatory Economy**", C.S. Soong interview of Michael Albert, Author of "No Bosses: A New Economy for a Better World", January 26, 2022, KPFA Radio, https://kpfa.org/episode/against-the-grain-january-26-2022/. One hour.

Against the Grain, "**Forms of Emancipation**", C.S. Soong interview of Peter Burdon concerning his article on Marx's "On the Jewish Question", February 9, 2022, KPFA Radio, https://kpfa.org/episode/against-the-grain-february-9-2022/. One hour.

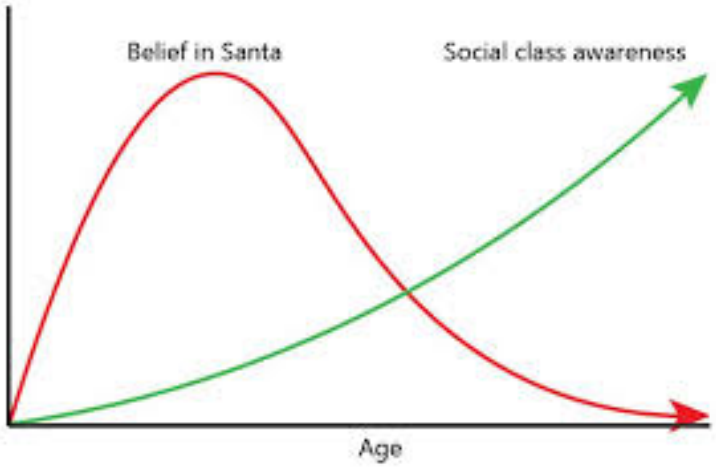
LINKS to resources for Online Learning at UMaine

Self-paced Brightspace course:
https://courses.maine.edu/d2l/le/discovery/view/course/87415

Tips for online learning: https://online.umaine.edu/tips-for-online-students/

PLEASE Do not rely on your LST 101 INSTRUCTORS for technical (e.g., Brightspace) support! If you run into a technical glitch you can let me know, but you are more likely to resolve it by contacting a tech support directly.

See the Help & Support links on our Brightspace site, or pages 7-8 below.



CAN YOU EXPLAIN THIS GRAPH?

A Note on Teaching Methods and Philosophy

Labor studies courses tend to draw a diverse group of students. Some will be traditional "college age" students with limited work experience; others may be nontraditional students with a wider diversity of work experience outside the classroom. Some of you may have worked in labor unions and unionized jobs; others may not be familiar with unions at all. Other students may have worked at home, raising kids and running a household.

We will work to build a "learning community", emphasizing active learning – both collaborative and individual. This model is based on a commitment to norms of mutual respect, responsibility, critical analysis of both ideas and evidence, and thoughtful discussion informed by both class readings/lectures and relevant life experience. It is important for all students to build cooperation, collaboration and connections, so that the course will be an inclusive experience.

Since many of our readings may be both provocative and controversial, not everyone will agree on the course readings and issues, but we CAN agree to show respect for each other's positions and opinions.

Learning Outcomes: These learning outcomes are designed to meet the General Education requirements for Social Contexts and Institutions.

Course Goal: To attain a general knowledge and understanding of the labor movement, job and work opportunities, social class and labor unions in the U.S., with a focus on: a) larger societal, historical and global contexts; b) the old and new economies; c) the impacts and implications of social diversity and immigration; and d) social class in the U.S.

Objective One: To develop a general understanding of the major societal, historical and global contexts of the U.S. labor movement and labor unions, including economic, legal, political, and cultural factors.

Outcome: Students will be able to critically discuss and analyze the larger societal, historical and global contexts of the U.S. labor movement and labor unions, including economic, legal, political, and cultural factors.

Objective Two: To understand how common social forces in the old economy and new economy help to shape the development of work opportunities in the U.S.

Outcome: Students will be able to critically discuss and analyze how external societal forces in the old economy and new economy have shaped the development of work opportunities in the U.S., and how work opportunities are changing.

Objective Three: To become acquainted with the basis, structure and functioning of labor unions in the U.S.

Outcome: Students will be able to discuss as well as write informatively about the structure and functioning of labor unions in the U.S., including the processes of collective bargaining and contract maintenance, major topics in employment law, and why workers join unions.

Objective Four: To gain an understanding of the role of gender, race, sexual orientation, immigration, and social class in the workplace and in the labor movement.

Outcome: Students will be able to communicate clearly and synthesize information and analyses about the role of gender, race, sexual orientation, immigration, and social class in the workplace and in the labor movement.

Objective Five: To gain an understanding of the concepts, social realities, and personal experiences of social class and the working class in the U.S. and elsewhere, with a focus on low-wage workers in the U.S. and on job insecurity.

Outcome: Students will be able to provide an articulate and thoughtful written analysis of the concepts, social realities, and personal experiences of social class and the working class in the U.S. and elsewhere, with a focus on the challenges faced by low-wage workers in the U.S. and on job insecurity.

Assignments & Writing Requirements: In addition to **weekly online discussions** of reading and lecture topics, submitted via Brightspace, there will be a number of assignments and writing projects:

1) One 5-6 page **Work, Family & Unions** paper, due at the end of the semester
2) Several **Short Writing Assignments**, ranging from 2-3 paragraphs to 1-2 pages
3) 2-3 **Individual on-line postings.**

Grading and Course Expectations

This course will employ a mixture of lectures (text lectures and/or video-streamed presentations), video and audio clips, written discussion, case studies, and written work. The active participation and engagement of students will be expected, encouraged, and evaluated accordingly.

Grading Criteria: Grading will be based on student performance and quality of work in: one course paper, weekly class discussions and participation, short writing assignments, and two exams (a midterm and final). Work will be graded using the following criteria:

90 – 100	A- to A	Superior Work
80 – 89	B- to B+	Above Average Work
70 - 79	C- to C+	Average Work
60 - 69	D- to D+	Barely passing and less than satisfactory work
Less than 60	F	Failing Work

Components of Course Grade

Component	PERCENT
Work, Family & Union paper	20 percent
Short Writings, on-line postings & Quizzes	20 percent
Midterm Exam	20 percent
Final Exam	20 percent
Discussion/Participation	20 percent

NOTE: we will round up points, i.e. 89.8% = 90% = A-

IMPORTANT! ***This syllabus is subject to change.*** PLEASE check the course postings regularly for updates. Your comments, suggestions and feedback on the structure & design of this course will be welcomed.

COURSE STRUCTURE, GRADING AND GUIDELINES

As an online course, the structure, basis for grading, and nature of participation for the course will be different from a classroom-based course. We may need to make some revisions as we go along. Please exercise your patience and flexibility.

1) Class participation is online, through **Brightspace** discussion, with regular online postings by students.

2) Communications between the instructors and students are mostly online. We are also available to discuss questions or issues by phone, chatroom (including Virtual Office Hours), or during in-person office hours. While we will typically check messages and questions on our Brightspace course site at least once a day, we strongly suggest using email or phone calls for urgent questions.

3) Lectures and presentations may include text lecture notes, short video and/or audio segments, and possibly PowerPoint presentations. As with most online courses, you need to have Broadband Internet computer access. You will also need to have Adobe Acrobat (for PDF files) a common word processor like MS Word or Pages and access to appropriate software for audio/video streaming.

4) Student discussion postings and other short assignments will be submitted regularly. Discussion postings and responses to discussion postings can be seen and responded to by other students, while only instructors will see other writing assignments.

For each assignment, we will clarify: a) whether it will be for shared reading and discussion by other students, or whether it is for the instructors' eyes only; and b) whether it is to be submitted to our Brightspace Assignment drop box to an instructor's email or in some other way. Discussion postings and responses in the Labor News & Comment section on the course homepage are visible to students and instructors.

There is no official style manual for citations in this course, but instructors and other readers should be able to find cited material using your citation and your style of citation should be uniform across your usage. Pick a standard citation style manual and stick to it, preferably one that is required by another course you are taking. Any common system works, e.g. Chicago Manual of Style, MLA, Blue Book (law)…

IMPORTANT! We strongly suggest writing all assignments, discussion postings, and postings initially in a word processing application (e.g., Microsoft Word or Pages), then copy and PASTE what you've written into your Brightspace site. (Don't worry if the formatting looks funky on Brightspace after you've pasted it there.)

Four semesters of Brightspace experience suggest that content can disappear temporarily or permanently and that text boxes lose content with no easy way to retrieve it! This happens less often than it did with the previous system, Blackboard, but it does happen. Don't be that unlucky person whose perfect response is, poof!, gone.

IN ADDITION, we recommend making backup files and hard copies of written work assignments that you submit. You may also want to copy/paste emails or written assignments into word processor file or an unsent email as a backup. Email, browsers, computers, and Brightspace itself have all been known to crash!

Don't get stuck losing something that took two hours to write. **IF YOU DON'T HAVE A COPY OF SOMETHING YOU HAVE SUBMITTED ONLINE, WE CANNOT GRADE IT OR GIVE YOU CREDIT FOR IT.**

We will post more detailed weekly directions and guidelines regarding online participation and assignments on our LST 101 Brightspace site.

INCOMPLETE Policy: Incompletes are NOT given in LST 101 unless there is a clear, compelling and legitimate reason why the work cannot be completed in a timely way, usually medical in nature. Requests for incompletes must be in writing to the instructors. We will NOT give any incompletes without a signed written contract specifying the due date, usually not more than 4 weeks from the end of the semester.

NEED TECHNICAL HELP for Brightspace or other issues

1) **Primary Tech Help for Brightspace. Contact IT at** https://umaine.edu/it/
Email: help@maine.edu; Phone: 1-800-696-4357

Telephone& Chat tech consulting is available Monday-Thursday, from 7:30 a.m. to 5:00 p.m., "Limited email support" is also available nights, weekends, school breaks and holidays.

2) More general tech support e.g., accounts, software, general computer tech questions or when IT Support isn't available can be found on the self-service page but you will need to log in with your Mainestreet credentials, which are the password and username that you use for most UMaine online activities**.**
https://gojira.its.maine.edu/jira/servicedesk/customer/portal/18/user/login?destination=portal%2F18

If you experience technical difficulties or glitches in online access, please contact these technical staff, NOT the instructors! If you still experience problems after dealing with IT, **do contact us** and we'll see what we can do.

Overview and weekly structure of course

1. This course is organized into 14 UNITS, generally one for each week in the semester. It will be important for you to keep up with the readings, lectures, and assignments every week. Deadlines will be posted for assignments and other forms of participation like discussions. Late assignments and postings may lose points.

2. Students will access each unit through its own folder on the LST 101 Brightspace homepage. The folders are under the content tab at the top left of the homepage. Most units will include the following items.

a) One (or more) lecture presentation(s), which may include audio/video lectures and discussions, written lecture notes, and/or PowerPoint lectures.

NOTE: **Students with visual or hearing limitations should contact us about obtaining alternate audio or visual access to course materials as necessary.** We will work with you to ensure that you get the content.

b) Assigned readings and activities for the unit, which may be from a required text, library E-Reserves, or online at third party website.

c) An occasional quiz, which can normally be completed in 20 minutes.

d) Discussion questions to be answered in the discussion tool under the Assessments tab on the Brightspace homepage.

3. Students are required to participate online in the following ways.

a) **Posting a thoughtful response to the discussion question(s), BASED ON THE ASSIGNED READINGS** (not just off the top of your head)**.***

b) **RESPONDING to at least one posting by another student.***

c) **Occasional short quizzes, short answer or essay questions & activities.**

d) **A short paper,** the Work, Family & Union paper**.**

e) **A mid-term and final exam.**

*These postings will count towards the course participation part of your grade.

4. Upon reaching the LST 101 Fall 2023 Brightspace homepage, you will see the Content and Assessments tabs near the top of the page and below these tabs a section for Labor News & Comment, Marc Cryer's mugshot, and below the instructor profile the official Announcements.

Our suggestion is that you look first at the announcements and then, time permitting, at the LN&C where you can comment on labor related topics for extra-credit. When you click on the content tab, you will see a link to the syllabus and folders for each of the 14 units. Most of the units will be closed but the current and any already completed units will be accessible. In the unit file, you will probably see a written description of the unit followed by links to all the assignments, instructions and materials for that unit. The first link will be to the assignments for the unit. After looking at the assignments and opening, any related materials you will need go to the

assessments tab at the top of the Brighspace page and choose "discussion" to find the discussion forum for that unit. A few units may not have discussion forums.

Academic honesty and plagiarism: Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at the University of Maine. As stated in the University of Maine's online undergraduate "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code.

We will include uncited use of artificial intelligence within the definition of plagiarism. Feel free to use AI but cite your use. **We request that citations to AI include the following information.**

1. Name of platform to include website or other information necessary to get to and access the AI service.
2. Question or prompt used to search or elicit the response used or quoted by a student.
3. The date of the user's interface with the AI in question.

The citation would look something like this: https://chat.openai.com, "Why are geese the best domesticated animals?," 8/23/23.

An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence, and should report the case to the supervising faculty member or Dean for appropriate action. **Please do not make us enforce these rules, it would be painful for everyone.**

Students with Disabilities: If you have a disability for which you may be requesting an accommodation, please contact Sara Henry, Director of Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Accessibility: Upon request, larger print documents and text script of all audio material will be available to students. We endeavor to make this course fully accessible to all students. Each text box after page ten of this syllabus represents a weekly unit of this course, the first box being unit 1.

This course expects that all participants will respect norms of basic classroom respect and civility, as well as respecting the use of inclusive and non-sexist language. The University of Maine's non-sexist language policy may be viewed at https://umaine.edu/studentlife/student-handbook/ (see page 55 in the PDF of the Student Handbook, downloadable at this site). Other campus resources for respectful and safe classroom environments also include the Office of Multicultural Student Life and Multicultural Center, the LGBTQ Allies Council, and Native American Programs/Wabanaki Center, among others. See "Diversity at UMaine" at https://umaine.edu/multicultural/student-resources/.

SUGGESTION: Online courses such as LST 101 are less overwhelming if you primarily concentrate on doing ONE UNIT AT A TIME (while keeping track of upcoming deadlines, exam dates, and projects). DO NOT GET BEHIND.

Online students need to KEEP UP with weekly readings and assignments, as well as using good time management skills. You will lose points for late assignments. If you get really behind, as in any class, it will be difficult to catch up, and assignments that are more than a few days late may not have any credit awarded to them.

Significant extra credit will be available.

PLEASE NOTE! Scheduled readings and assignments may be scaled back over the semester, as necessary to keep things reasonable and address unforeseen problems!

All assignments must be completed for the Unit in which they are assigned. Late assignments lose points for each day late.

WEEKLY TIME FRAME generally each unit starts on Monday and ends the following Sunday.

Lecture Notes, Other Content, Activities & Assignments are POSTED by Monday.

- **Student Discussion Postings & Activities** normally DUE by Thursday midnight.
- **Discussion Posting Responses & short paper assignments** normally DUE by Saturday at Midnight.
- **By the last day of a unit, usually a Sunday at midnight, EVERYTHING MUST BE IN for that unit!**

TENTATIVE SCHEDULE OF TOPICS & EXAMS

UNIT 1: Aug. 28- Sept. 3

Work, Labor, Social Class and unions in the U.S.

Topics
a) Introduction & overview of course objectives, themes, and structure
b) Personal introductions, work histories & familiarity with unions, if any
c) Introductory discussion of readings: unions, the economy, and social class

Readings
REQ: Syllabus
REQ: Changing Contours of Work (CCW), **"**Preface".
REQ: "They're Bankrupting Us!" (Fletcher), "Introduction", and "What is a Union
REQ: The Legal Rights of stewards (Schwartz), "Author's Note" and "Preface" pp. 9-12.
REQ: Turning the Tables: Participation & Power in Negotiations (PPN), "Preface" & "Glossary".

Labor Day: Monday, September 4

UNIT 2: Sept. 5 – 10 — **Mapping the Contours of Work: Class, Work, Poverty & Free riders**

Topics
a) The National Labor Relations Act
b) Union organizing as it was in 2003 and mostly still is
c) The State of Working Maine
d) Closed shops, service fees, dues, "right to work" laws and free riders
e) Social Structure & bad jobs (meatpacking)

UNIT 3: Sept. 11 - 17 — **New and Old Economies, Union Officers & Power on the Job**

Topics
a) New and old economies
b) Status of stewards and union officers
c) The price of those (uppity) unionized workers
d) Is the labor movement making gains or right where it was in 2009?

September 11 is the last day to drop a class and still get your money back.

UNIT 4: Sept. 18 - 24 — **Work and Social Class in the U.S. As Lived Realities**

Topics
a) Grievances at work
b) Personal stories of class and race (bell hooks)
c) Cumulative and marginal effects of race and gender on wealth and inequality

UNIT 5: Sept. 25- Oct. 1 — **Insecurity, Class, and Power**

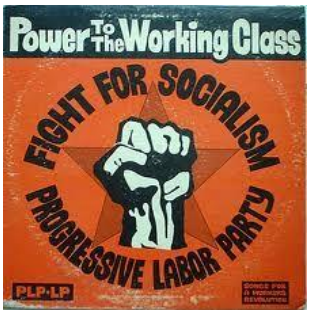
This unit has a heavier than usual reading assignment.

Topics
a) Peppering bosses, corporations and public entities with requests for information
b) A cultural view of the rural working class
c) Unions are either unreasonably demanding or unnecessary
d) Indicators of social class

Classes dropped on or before September 29 will not appear on transcripts.

UNIT 6: October 2 - 8

Theories of Class and Inequality



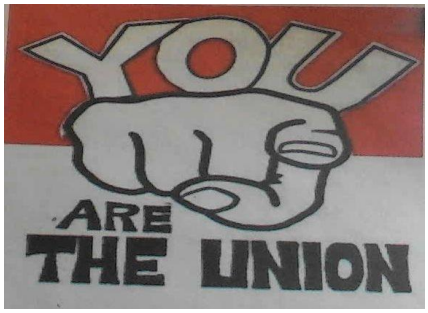
Topics
a) Basic concepts, trends and theories in studying work and social class
b) Overview of major perspectives on class and inequality
c) The historical left with a focus on Marxism
d) Labor unions and the duty of fair representation

Indigenous People's Day October 9
Fall Break Oct. 9-10

UNIT 7: October 11 – 15

Organizing workplaces, Analyzing Unions, Work, Occupations & Labor Markets: Concepts and Methods

This unit has a heavier than usual workload with an opportunity to gain significant extra credit all packed in a shorter week.



Topics
a) Presentation on basic tools in studying work and unions: industries and occupations; How to find and understand information on employment and work.
b) The climate for union organizing in 2003; how modern organizing really works
c) A new organizing model from the 1930s
d) Case study on complex grievances

UNIT 8: Oct. 16– 22 **MIDTERM EXAM + Disciplining Wayward Workers + More on Organizing**

Topics
a) Weingarten Rights and worker discipline cases
b) Organizing best practices circa 2003

Midterm DUE DATE: Sunday, October 22 at Midnight.

UNIT 9: Oct. 23 – 29 **Unions, Politics & Corruption**

Topics
a) Union corruption b) Police unions c) Union organizing at the Los Angeles Times

UNIT 10: Oct. 30 – Nov. 5 **Historical Overview of U.S. Unions & the Labor Movement**

Topic: Overview of Labor History and Union Formation, 1600's to Present.

UNIT 11: Nov. 6 – 9 **Employment Law: Rights, Protections and Collective Bargaining**

Another short week assignments are due on Sunday, November 12 at midnight.

Topic: Overview of employment law in the U.S and its limitations; overview of statutes dealing with employment discrimination. Case scenario how to use law in your contractual grievances

Veteran's Day: NOVEMBER 11
Observed on November 10
November 13 at 4:30 p.m. is the last day to withdraw and receive a "W"

UNIT 12: November 13 – 19 **Unions on Race, Ethnicity and Immigration + an Introduction to ADR**

Topics
a) Unions and racism past and present b) Unions and immigration
c) Thumbnail intro to arbitration, mediation and alternative dispute resolution

UNIT 13: Nov. 20-22 & 27–30

Gender, Family and Work in the New Economy

Topics
a) Effects of gender on work, employment and compensation.
b) Unions and sexism. c) Review of past topics

THANKSGIVING BREAK: NOVEMBER 22 – November 26

UNIT 14: Dec. 1 -8

The future of organized labor
FINAL COURSE WRAP-UP

Topics
a) Review of topics on final exam b) The future of the labor movement

FINAL EXAM TO BE COMPLETED DURING FINALS WEEK

Final Exam Due December 15 at Midnight
All past due work and extra credit, if any, is due on December 11 at Midnight.

Course Policy Reminders: Online assignments, discussion postings, exams and paper assignments not turned in by the Due Dates will lose points, unless there is a legitimate reason. Regular weekly participation and completion of weekly assignments are required.

MORE RECOMMENDED ONLINE RESOURCES

Statistics and updated analysis of economic inequality: http://inequality.org/

Economic Policy Institute: https://www.epi.org/research/state-of-working-america/

AFL-CIO: **www.aflcio.org**
ME AFL-CIO: **www.maineaflcio.org**
UALE: **www.uale.org**
UMaine Writing resources: https://umaine.edu/wcenter/resources/

Overview of Introductory Sociology: Lecture Notes, Dr. Nestor Rodriguez
https://www.uh.edu/~nestor/lecturenotes.html

Concept of social class:

More on social class from Wikipedia: **http://en.wikipedia.org/wiki/Social_class**
U.S. Social Structure: **http://en.wikipedia.org/wiki/Social_structure_of_the_United_States**
UE Labor Resources: **http://www.ranknfile-ue.org/uelinks8.html**
Cornell ILR Library Subject Guides: **http://www.ilr.cornell.edu/library/research/subjectGuides/laborUnions**

ONE LAST NOTE: In a syllabus with so much information, there is likely to be an error or two (or more) somewhere, and/or outdated links. Please let us know if you discover anything that needs correcting or updating!