

PLAN 774 Planning for Jobs: Labor Market Transformations and Employment Policy in the 21st Century

Fall 2016
Tuesday/Thursday 12:30-1:45
Room: New East 301
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COURSE DESCRIPTION

This course examines changing labor market conditions and their impact on workers, especially middle and low income earners. The course will start with an overview of recent writings that look at transformative forces related to international trade, corporate restructuring, new skill demands, and weakening labor bargaining power. We will consider how these forces are experienced differently across industries and across socio-economic groups, as well as some of the institutional factors that help to explain widening wage and income disparities in the United States. The second half of the course will focus on some of the policy and planning implications of these transformative forces and specifically the role that local practitioners and policy makers can play in addressing sources of socio-economic disparity. Four areas of policy will be considered, including: efforts to link competitiveness-enhancing retraining and industrial/sectoral upgrading initiatives; the creation of innovative new partnerships between employers and labor market intermediaries, such as staffing agencies, labor unions and non-profits; strategies that connect smart-growth and social equity goals; and finally, new forms of labor and community organizing designed to improve workplace justice (e.g., community benefits and living wage movements). This course is open to graduate students from all disciplines. Although required readings for this class draw primarily on the U.S. experience, international case comparisons will be incorporated into class discussions and select assignments.

ASSIGNMENTS AND GRADING

Transformative Trends and Debates (20 percent)

A small group of students (3-4) will pair up to facilitate discussion of one key debate or transformative trend that could shape labor market dynamics for years/decades to come (see list below). Each group will assign 2-4 readings related to this debate (post assigned readings to Sakai at least 1 week in advance of your session—I have suggested readings I can share in advance). Required readings should not total more than 45 pages. The groups should plan to facilitate the full class session (a max. of 60 mins) allowing time at the beginning or end for general announcements and updates. The last 15 minutes of your facilitated session should be dedicated to a group discussion that draws out this theme/debate in relation to planning practice: the goal is to develop 3-4 talking points that planning practitioners might use to help clients and stakeholders understand the nuances of this particular debate and how it relates to their own circumstances or professional practice. Be creative with the format. Possibilities include: a mock debate, use of an introductory video, radio or podcast segment to set the stage (15 minutes at most), small-group breakout or activity, or structured class discussion (two formats at most). Handouts and/or visual aids are encouraged (PowerPoint if necessary).

Due date: Various class sessions in September

Career Journal..... (45 percent)

This is an opportunity to conduct independent research on your future career in planning, economic development or other post-graduation profession. Write 4 journal entries. The **first entry** should be based on an informational interview conducted this semester with two planning professionals in jobs you might like to have yourself in a few years. One of these can be a follow up interview with someone you have previously spoken with. (3 double spaced pages). A **second entry** will involve a comparison of 5 organizations you might want to work at post-graduation using at least four criteria you define (that matter most to you. For example-starting wage, advancement opportunities, work-based learning, work that challenges you, career-life balance, location etc. Write brief summaries of each organization and create a one page matrix/table for comparison that can be shared with your classmates. For a **third entry** you will write two sample letters for a post-graduation job. One must be unsolicited and the other responding to an actual job positing. In addition to the letters, you should provide some background on why you chose to target this job or organization and what skill sets or experiences you think you have that make this a good fit. For your **final entry**, you will need to attend an in-person session that helps you develop your resume or your job search strategy. You will write a 2 page reflection on the session and briefly describe the purpose of the session, what you learned from it, what changes you might make to your resume or job search strategy as a result of that learning, and a brief statement on whether you would recommend this session to others in the future. All entries must be in MSWord, double-spaced, and Times New Roman size 12 font

Due Date: Tues, October 4th (Entries 1 and 2) Tues, November 15th (Entries 3 and 4)

Workforce Development Solution: Handout and Presentation..... (20 percent)

2-3 students will be paired together to present on an intervention designed to improve working conditions or worker rights. An “intervention” is a course of action that analyzes or attempts to resolve a labor market-related problem or challenge. This can be an action taken by an existing labor market intermediary, workforce development organization, community development organization, new federal or state law or policy, labor union campaign, or proposed policy initiative (including proposals by political candidates). Each student must present some of the material as part of your grade will be based on individual performance. If three students are presenting on one action or intervention, one might frame the labor market problem, another might provide an overview of the program/policy and solution it offers and a third might reflect on what works well and why and provide some transferable lessons on what might be needed to implement the policy. Presentations should be approximately 20 minutes in length, followed by 10 minutes max. of Q&A. You might be asked to share a 60 minute presentation slot with another team—therefore, your final grade will also reflect good time management! Your team **must prepare a two page detailed handout** for the presentation (10 percent of your grade will be based on this handout). Sample copies of handouts are posted to Sakai.

Due Date: Thurs, October 27th (Groups 1 & 2) Tues, November 8th (Groups 3 & 4) Thurs, November 17th (Groups 5 & 6)

Class Participation..... (15 percent)

Each session is more effective as a dialogue rather than lecture format. Please complete all assigned readings before class and be prepared to contribute! In-class activities, including some reflective writings, will be used to encourage participation.

Due Date: Cumulative throughout the semester

POLICY FOR LATE ASSIGNMENTS: Please note that I will downgrade assignments a half letter grade for each late day. Exceptions will be made in the case of a medical or family emergency.

PLAN 774 COURSE TOPICS AND REQUIRED READING

PART 1. WORK TRANSFORMED

1/2 **Course Overview (Aug 23/25)**

(2) C. Tilly and C. Tilly. "Capitalist Work and Labor Markets," Smelser and Swedberg, eds., *The Handbook of Economic Sociology* (Princeton and New York: Princeton Univ. Press, 1994).

3/4 **Work, Transformed (Aug 30/Sept 1)**

Activities: Class discussion of pre- and post-WWII labor market structure. Conduct an interview to capture pre-1980 work experience of a grandparent or more senior family member (be prepared to discuss August 30th)

(3) Uchitelle, Louis. 2006. "The Rise of Steady Work." In, *the Disposable American: Layoffs and Their Consequences*. New York: Knopf.

(3) Weil, David. *The Fissured Workplace*. Chapter 2. Employment in a Pre-fissured World. Harvard University Press.

(4) Osterman, Paul. 1999. "The Changing Structure of the American Labor Market." In, *Securing Prosperity*. Princeton: Princeton University Press.

(4) Weil, David. *The Fissured Workplace*. Chapter 6. Fissuring and Franchising. Harvard University Press.

(4) Gross, Neil. 2016. *The Decline of Unions and the Rise of Trump*. *New York Times*. August 12th. <http://www.nytimes.com/2016/08/14/opinion/sunday/the-decline-of-unions-and-the-rise-of-trump.html>

5 **The State of Work in North Carolina (Sept 6): John Quintero**

Quintero, John. Few Signs of a Carolina Comeback (read all four reports linked at end of this press release) <http://www.thinkncfirst.org/news/few-signs-of-a-carolina-comeback>

6 **Labor Market Segmentation, through Lens of Race and Gender (Sept 8)**

MacClean, Nancy. 2006. *Freedom is Not Enough: The Opening of the American Workplace. The Rightness of Whiteness and Civil Rights at Work*. Russell Sage Foundation & Harvard University Press.

Milkman, Ruth. 1987. *Gender at Work: The Dynamics of Job Segregation by Sex during WWII. Demobilization and the Reconstruction of "Women's Place" in Industry*. University of Illinois Press.

PART 2. FUTURE OF WORK: THE BIG DEBATES (*STUDENT LED)

- 7 **Do Workers Share in the Sharing Economy ? (Sept 13)***
- 8 **Is Manufacturing Still a Path to the Middle Class? (Sept 15)***
- 9 **Is Wal-Mart (now) good for America (Sept 20)***
- 10 **Is this the End of Work as We Know it ? (Sept 22)***
- 11/12 **Is Education Policy Enough ? (Sept 27/29)**

Activity (11): Half class will focus on service work; other half on manual tasks/trade. Come prepared to talk about the skills of a worker you interviewed over the weekend. How did they develop their skill? Was it through the classroom? On-the-job? Through formal or informal training? Was there a social dimension to their learning process? Are these transferable skills? Are these hidden or tacit skills? If so, how do they demonstrate them?

(11) Crawford, Matthew. 2009. The Case for Working With Your Hands. New York Times Magazine. May 21st.

<http://www.nytimes.com/2009/05/24/magazine/24labor-t.html?pagewanted=all>

(12) Davidson, Adam. 2012. Making it in America. Atlantic Monthly.

<http://www.theatlantic.com/magazine/print/2012/01/making-it-in-america/8844/>

(12) Howell, David. 2001. The Skills Myth. The American Prospect.

<http://prospect.org/article/skills-myth>

(12) Osterman, Paul and Andrew Weaver. 2014. Why Claims of Skill Shortages in Manufacturing are Overblown. EPI Issue Brief #376. <http://s1.epi.org/files/2014/claims-of-manufacturing-skills-shortages.pdf>

(12) Cappelli, Peter. 2011. Why Companies Aren't Getting the Employees They Need. Wall Street Journal. October 24.

<http://online.wsj.com/article/SB10001424052970204422404576596630897409182.html>

PART 3. LABOR MARKET SOLUTIONS

- 13 **Living Wage Campaigns (Oct 4)**

Bernstein, Jared. 2004. "The Living Wage Movement: What Is It, Why Is It and What's Known about Its Impact?" Emerging Labor Market Institutions for the Twenty-First Century. Ed. Richard B. Freeman, Joni Hersch and Lawrence Mishel. Chicago: University of Chicago Press.

Lester, T. William. 2012. Labor Standards and Local Economic Development : Do Living

Wage Provisions Harm Economic Growth? Journal of Planning Education and Research. On-line publication.

Dawson, Steven and Maureen Conway. 2014. Building Ladders and Raising the Floor. Aspen Institute Brief. <http://www.aspenwsi.org/wordpress/wp-content/uploads/Build-Ladders-and-Raise-Floor-concept-brief.pdf>

14 **High Performance Work Organizations (Oct 6)**

Osterman, Paul. 1999. "Restructuring within Firms: The Shifting Employment Contract." In *Securing Prosperity*. Princeton: Princeton University Press.

Bailey, Thomas S. and Annette D. Bernhardt. 1997. "In Search of the High Road in a Low-Wage Industry." *Politics and Society*. 25 (2) 179-201.

Greenhouse, Steven. 2009. *The Big Squeeze: Tough Times for the American Worker*. Chapter 9. "Taking the High Road".

15 **Guest Speaker: Anne Claire Broughton (Oct 11)**

Hitachi Pioneer Employers: various case studies (TBA)

Zeynep Ton. 2012. Why "Good Jobs" are Good for Retailers. *Harvard Business Review*. <https://hbr.org/2012/01/why-good-jobs-are-good-for-retailers>

16 **HR @ Carolina Inn: (Oct 13)**

17 **Workforce Intermediation (Oct 18)**

Giloth, Robert P. 1998. "Introduction: A Case for Workforce Intermediaries." In, *Jobs and Economic Development*. Robert Giloth (ed.). Thousand Oaks: Sage Publications.

Conway, Maureen. 2014. "A Brief History of Sector Strategies". In *Connecting People to Work: Workforce Intermediaries and Sector Strategies*, Maureen Conway and Robert Giloth (ed.)

Fitzgerald, Joan. 2004. Moving the Workforce Intermediary Agenda Forward. *Economic Development Quarterly*, 18 (1).

Lowe, Nichola. 2013. What is the Skills Problem in Manufacturing. *Progressive Planning Magazine*.

Lautsch, Brenda and Paul Osterman. 1998. "Changing the Constraints: A Successful Employment and Training Strategy." In, *Jobs and Economic Development*. Robert Giloth (ed.). Thousand Oaks: Sage Publications.

FALL BREAK: NO CLASS (Oct 20)

18 **WI: The Case of Garments (Oct 25)**

Conway, Maureen and Suzanne Loker. 1999. "The Garment Industry Development Corporation: A Case Study of a Sectoral Employment Development Approach." Washington D.C.: The Aspen Institute. <http://www.aspenwsi.org/resource/gidc/>

Hum, Tarry. 2003. "Mapping Global Production in New York City's Garment Industry: The Role of Sunset Park, Brooklyn's Immigrant Economy." *Economic Development Quarterly*. 17 (3), 294-309.

Mead, Rebecca. 2013. *The Garmento King: Can Andrew Rosen of Theory Keep Manhattan Humming with Sewing Machines*. *The New Yorker*.

19 **Student Presentations: Group 1 & 2 (Oct 27)**

20 **Guest Speaker: Community College System (Nov 1)**

21 **Public Sector In-Sourcing and Local Hiring (Nov 3)**

Annie Lowrey. 2016. *Where Did the Government Jobs Go?* *New York Times Magazine*. April 27th.

Clara Turner and Nichola Lowe. 2013. *Please Inquire Within: Local Hiring in Durham, North Carolina*. *Progressive Planning Magazine*. Spring.

Mildred Warner and Amir Hefetz. 2012. *In Sourcing and Outsourcing: The Dynamics of Privatization among US Municipalities 2002-2007*. *Journal of the American Planning Association*.
https://www.maxwell.syr.edu/uploadedFiles/conferences/pmrc/Files/Warner_In sourcing%20and%20Outsourcing.pdf

Joshua Sabatini. 2016. *Local hiring law succeeding despite concerns over skilled-labor supply*. *SF Examiner*. June 7. <http://www.sfexaminer.com/local-hiring-law-succeeding-despite-concerns-skilled-labor-supply/>

David Ranii. *In sourcing installers; Complexity, competition lead Time Warner Cable to use contractors less*. *News and Observer*. April 28.

22 **Student Presentations: Groups 3 & 4 (Nov 8):**

23 **Community Benefits Agreements (Nov 10):**

Harold Meyerson. 2006. *No Justice, No Growth: How Los Angeles is making big-time developers create decent jobs*. *American Prospect*.
http://www.prospect.org/cs/articles?article=no_justice_no_growth

Laura Wolf-Powers. 2010. Community Benefits Agreements and Local Government: A Review of Recent Evidence. *Journal of the American Planning Association*. 76 (2). (who are the stakeholders and who benefits stress this)

Nicholas J. Marantz. 2015. What Do Community Benefits Agreements Deliver? Evidence From Los Angeles. *Journal of the American Planning Association*. 81 (4).

24 **Next Generation Apprenticeship (Nov 15)**

Lerman, Robert. 2010. Expanding Apprenticeship: A Way to Enhance Skills and Careers. Urban Institute. <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/901384-Expanding-Apprenticeship-A-Way-to-Enhance-Skills-and-Careers.PDF>

Wyman, Nicholas. 2015. “The Magic of Apprenticeships.” In, *Job U: How to Find Wealth and Success by Developing the Skills Companies Actually Need*. Crown Business.

Jacoby, Tamara. 2014. Why Germany Is So Much Better at Training Its Workers. *The Atlantic Monthly*, October 6. <http://www.theatlantic.com/business/archive/2014/10/why-germany-is-so-much-better-at-training-its-workers/381550/>

Halpern, Robert. 2009. “The Limits and Limitations of Youth Apprenticeship.” In, *The means to grow up: reinventing apprenticeship as a developmental support in adolescence*. Routledge.

25 **Student Presentations: Groups 5/6 (Nov 17)**

PART 4. FEDERAL/NATIONAL POLICY AND STRATEGY

26 **Next Generation Unionism (Nov 22)**

Meyerson, Harold. 2012. If Labor Dies What’s Next? *The American Prospect*. <http://prospect.org/article/if-labor-dies-whats-next>

Osterman, Paul et. Al. 2001. *Working in America*. Chapter 4. Extended Networks: A vision for Next-Generation Unionism

Janice Fine. 2005. *Community Unions and the Revival of the American Labor Movement*. Politics and Society.

Joel Roger and Richard Freeman. 2002. *A Proposal to American Labor*. Let’s create Open Source Unionism. <http://www.thenation.com/article/proposal-american-labor#>

THANKSGIVING BREAK: NO CLASS (Nov 24)

27 **Career Journal debrief (Nov 29)**

28 **Federal Workforce Policy (Dec 1)**

Holzer, Harry. Workforce Development and the Disadvantaged: New Directions for 2009 and Beyond. http://www.urban.org/UploadedPDF/411761_workforce_development.pdf

National Skills Coalition. 2015. Realizing Innovation and Opportunity in WIOA. http://www.nationalskillscoalition.org/resources/publications/file/2015-04-22-WIOA-playbook_updated-4.pdf

National Skills Coalition. 2015 (August). Skills in the States: Sector Partnership Policy, <http://www.nationalskillscoalition.org/documents/2015-08-Skills-in-the-States-Sector-Partnership-Policy.pdf>

Holland, Brian. 2016. Both sides now: Toward the dual customer approach under the Workforce Innovation and Opportunity Act in the United States. *Local Economy*. Vol. 31(3) 424–441

30 **Class Wrap-Up (Dec 6)**