

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

Fall 2015
Tuesday/Thursday 12:30-1:45
Room: New West 103
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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 (10 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. Plan to facilitate the full class session (up to a max. of 60 mins) allowing time at end or beginning 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; structured class discussion (two formats at most). Handouts or visual aids encouraged (PowerPoint if necessary).

Due date: Various class sessions in September

Career Journal..... (15 percent)

This is an opportunity to conduct independent research on your future career in planning, economic

development or other post-graduation profession. Write 3 journal entries (2-3 double-spaced pages each). One journal entry should be based on an informational interview with a planning professional conducted this semester (a follow up interview with someone you previously spoke with is also acceptable). The other two entries can be on a topic of your choice and using data of your choice. Examples include a review of planning career opportunities within a city or town (including within a different country) of your choosing; a review of career pathways within your ideal field of planning; a reflection on future employment challenges or trends that might constrain opportunities for advancement or stable employment; a comparison of sources for identifying planning-related job openings; analysis of labor market data on the planning profession.

Due date: MSWord double-spaced format, Tuesday, November 17th (review in class)

Workforce Development Presentation..... (25 percent)

2-3 students will be paired together to outline a course of action taken by an existing labor market intermediary, workforce development organization or community development organization for analyzing and attempting to resolve a labor market-related problem or challenge. Students that have recently worked with organizations of this type might consider this an opportunity to review and critically examine that organizations workforce development strategy or action plan.

Each student must present some material from the case as part of your grade will be based on individual performance. If three students are presenting one case, one might frame the labor market problem, another might provide an overview of the program and solution it offers and a third might reflect on what works well and why and provide some transferable lessons. Presentations should be approximately 20 minutes in length, followed by 10 minutes max. for Q&A. You will 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.

Research or policy position paper (40 percent)

Prepare a research-based term paper or policy position paper that explores a topic of your choice that is related to the course. **You are encouraged to propose a client-based research project that is employment or labor-market related (I can provide a list of suggested clients/topics).** For those completing an MP or thesis-like project that addresses a workforce development challenge or problem, feel free to use this assignment to work through some of your analysis. Equally, for students in the MPA or social work programs, you can use this writing exercise to develop a policy position or white paper. As one example, you might reflect on the core features and transferable lessons of a workforce development program or strategy area and make a case for replication or diffusion.

Research topics, question and design must be pre-approved by **mid-October**. The final paper should be 12-15 pages, double-spaced (co-authored papers will be considered, 2 authors max. 18-22 pages). Due date: **Tuesday, November 24th** (please email me a copy in MS Word by the start of the class period).

Class Participation..... (10 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 will be used to encourage participation.

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 20/21) [NOTE: FIRST CLASS IS THURSDAY 20th & FRIDAY CLASS]**

(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 25/27)**

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 25th)

(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

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

PART 2. TRANSFORMATIVE TRENDS AND DEBATES (*STUDENT LED)

5 **What is inequality and why does it matter? (Sept 1)***

6 **The State of Work in North Carolina (Sept 3): John Quintero**

Sirota, Alexandra, Tazra Mitchell, Allan Freyer. 2014. *State of Working North Carolina 2014: North Carolina's Tomorrow - Seeking Good, Quality Jobs to Build an Economy that Works for All*. NC Justice Center.
<http://www.ncjustice.org/sites/default/files/State%20of%20Working%20NC%202014.pdf>

7/8 **Is Education the Solution? (Sept 8/10)**

Activity (7): 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?

(8) Davidson, Adam. 2012. Making it in America. Atlantic Monthly.
<http://www.theatlantic.com/magazine/print/2012/01/making-it-in-america/8844/>

(8) 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>

(8) Howell, David. 2001. The Skills Myth. The American Prospect.
<http://prospect.org/article/skills-myth>

(8) 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>

(8) Cappelli, Peter. 2011. Why Companies Aren't Getting the Employees They Need. Wall Street Journal. October 24.
<http://online.wsj.com/article/SB10001424052970204422404576596630897409182.html>

9 **Will Technology Replace Work ? (Sept 15)***

10 **Do Workers Share in the Sharing Economy ? (Sept 17)***

11 **Will Reshoring Save the Middle Class ? (Sept 22)***

12 **Is Wal-Mart (now) good for America (Sept 24)***

PART 3. LOCAL RESPONSES

Reminder: send in research or policy position paper topics for approval.
If you have not yet turned in a reflection statement, you should start now as there are only 8 substantive classes remaining

13 **High Performance Work Organizations (Sept 29)**

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".

Hitachi Pioneer Employers: case studies (ask Anne Claire to come in and speak about these)

14 **Guest Speaker: Anne Claire Broughton (Oct 1)**

Hitachi Pioneer Employers: various case studies (TBA)

15 **Workforce Intermediation (Oct 6)**

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.

16 **Factory Tour: FRIDAY 9th (REPLACES CLASSES ON OCTOBER 8th)**

17 **WI: The Case of Garments (Oct 13)**

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.

FALL BREAK: NO CLASS (Oct 15)

18 **Student Presentations: Group 1/2 (Oct 20)**

REMINDER RESEARCH/POLICY POSITION PAPERS DUE NOVEMBER 24th

19 **Guest Speaker (Oct 22): [Community College System?]**

20 **Living Wage Campaigns (Oct 27)**

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. Wiliam. 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>

21 **Community Benefits and Community Workforce Agreement (Oct 29):**

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)

Community Workforce Agreement. Jobs for the Future. 2013. http://www.jff.org/sites/default/files/publications/CommunityWorkforceAgreements_030413.pdf

22 **Student Presentations: Groups 3/4 (Nov 3):**

23 **Term paper check in (Nov 5)**

24 **Next Generation Apprenticeship (Nov 10)**

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 12)**

PART 4. FEDERAL/NATIONAL POLICY AND STRATEGY

26 **A New Union Model (Nov 17)**

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#>

27 **Career Journal debrief (Nov 19)**

28 **Federal Workforce Policy (Nov 24)**

Burt Barnow and Demetra Smith Nightingale. 2007. "An Overview of U.S. Workforce Development Policy in 2005" in Reshaping the American Workforce in a Changing Economy. Harry J. Holzer and Demetra Smith Nightingale, Editors. Washington, DC: The Urban Institute Press, 2007.

Bernhardt, Annette and Christine Owens. 2009. Rebuilding a Good Jobs Economy. The Nation. March 12. http://nelp.3cdn.net/2349a3952a76866be9_rhm6bxger.pdf

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

30 **Class Wrap-Up (Dec 1)**