



Askew School  
PAD 5935-02/4932-02  
**Labor and International Human Rights**  
Fall, 2003  
Mondays 5:15, 632 BEL

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## Course Description

This seminar on international employment issues examines global trends, the meaning of work, the American heritage of labor-management relations, ethical development and decision making, policy analysis tools, and case studies of selected political actors, worker categories, cross-industry issues, and country-specific problems. It concludes with a discussion of reform proposals and future visions.

## Objectives

Economic labor rights are inextricably linked to political human rights; indeed, the two sets of rights can be seen as reciprocal. Globalization affects these rights in all nations. Employee rights concerning wages, hours, working conditions, and freedom of association are pivotal to achieve or maintain an adequate standard of living, social equity and stability, conflict resolution, and economic development.

Among the challenges confronting the world economy today are:

- New forms of organization (e.g., hollow corporations) and work (virtual tasks),
- Rapid capital and labor shifts,
- Fragmentation of labor markets (contingent staff, pseudo self-employment, under- and unemployment, clandestine workers),
- Changes in working hours, employer-employee relations and working conditions,
- Marginalization of employee protection, and
- Confusion of technical means (e.g., privatization and deregulation) with substantive ends (e.g., social and economic development).

The vision embodied in the 1948 Universal Declaration of Human Rights, as well as the 1998 International Labor Organization Declaration on Fundamental Principles and Rights at Work, provide benchmarks for addressing these issues.

Upon course completion, the student will be able to:

- Articulate relevant global trends,
- Acknowledge the historic role of work in human civilization,
- Draw parallels between American history and worldwide contemporary labor-management relations,
- Understand and apply moral development theory at the individual and organizational levels of investigation,
- Use analytical tools to examine cases,
- Elucidate reform proposals, and
- Speculate about competing future visions of world employee relations.

**Required Readings** "Books are carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation still. They are engines of change, windows on work, lighthouses erected in the sea of time." Barbara Tuchman

Hertsgaard, *The Eagle's Shadow: Why America Fascinates and Infuriates the World* (New York: Farrar, Straus, Giroux, 2002)

Santoro, *Profits and Principles: Global Capitalism and Human Rights in China* (Ithaca, NY: Cornell University Press, 2000)

Kernaghan, *Made in China: The Role of United States Companies in Denying Human and Worker Rights* (New York: National Labor Committee, 2000; may be available at [www.nlcnet.org](http://www.nlcnet.org))

Course *Handbook* (University Bookstore)

Moran, *Beyond Sweatshops: Foreign Direct Investment and Globalization in Developing Countries* (Washington, DC: Brookings, 2002); for graduate students

**Websites** There are *numerous*, and robust, relevant internet sources (see, especially, <http://www1.umn.edu/humanrts/>). The sites below are among those that are core to this course; all contain links and some have newsletters.

<http://ilo.org>

[www.laborrights.org](http://www.laborrights.org)

[www.business-humanrights.org](http://www.business-humanrights.org)

[www.bsr.org](http://www.bsr.org)

[www.senser.org](http://www.senser.org)

**Recommended Readings** A limited number of copies are available at the bookstore; they may be also be obtained from the publishers, various on-line vendors, or the library (or interlibrary loan). The titles may be helpful in suggesting possible research topics.

Varley, ed., *The Sweatshop Quandary. Corporate Responsibility in the Global Frontier* (New York: Investor Responsibility Research Center, 1998)

Singer, *One World: The Ethics of Globalization* (New Haven, CT: Yale, 2002)

Morris, *If Aristotle Ran General Motors: The New Soul of Business* (NY: Holt, 1997)

Gross (ed.), *Workers' Rights as Human Rights* (Ithaca, NY: Cornell, 2003)

Campa, *Unfair Advantage: Workers Freedom of Association in the United States under International Human Rights Standards* (New York: Human Rights Watch, 2000)

Giroux, *The Mouse that Roared: Disney and the End of Innocence* (Lanham, MD: Rowman and Littlefield, 2001)

Kelly, *The Devine Right of Capital: Dethroning the Corporate Aristocracy* (San Francisco: Berrett-Koehler, 2002)

Report of the ILO Director-General, *Reducing the Decent Work Deficit* (Geneva: ILO, 1999)

Report of the ILO Director-General, *Stopping Forced Labor* (Geneva: ILO, 2001)

Hapsels and Jankanish (eds.), *Action Against Child Labor* (Geneva: ILO, 2000)

Loutfi (ed.), *Women, Gender, and Work* (Geneva: ILO, 2001)

Kempadoo and Doezema (eds.), *Global Sex Workers: Rights, Resistance, and Redefinition* (London: Routledge, 1998)

Sethi, *Setting Global Standards: Guidelines for Creating Codes of Conduct in Multinational Corporations* (New York: Wiley, 2003).

## Topic Outline

The cognitive map which we will jointly explore includes: (1) pertinent global, work, and American trends, (2) moral development and corruption, (3) policy analysis tools, (4) topical issues, and (5) reform and the future. Accordingly, we initially address contextual concerns such as contemporary progress, the meaning of work, and the U.S./Chinese experience. Next, theories of moral development and tools of ethical decision making will be examined followed by an analysis of professionalism and corruption. Third, and fourth, is a discussion of policy analysis with subsequent student policy presentations on selected issues. Finally, reform proposals and the future of international labor and human rights will be probed.

### Part One

- I. *Introduction* (Aug. 25; Sept. 1 is Labor Day)  
Hertsgaard, Chapter 1  
Santoro, Chapters 1,7  
Moran, Chapter 1 (graduate students)
- II. *Meaning of Work* (Sept. 8; no class Sept. 15)  
Hertsgaard, Chapter 2  
Moran, Chapter 4
- III. *American and Chinese Context* (Sept. 22)  
Hertsgaard, Chapters 3,7  
Santoro, Chapters 2,5  
Kernaghan, entire

### Part Two

- IV. *Moral Development and Ethical Decisionmaking* (Sept. 29, Oct. 6)  
Hertsgaard, Chapters 3,4,8
- V. *Professionalism and Corruption* (Oct. 13, 20)

### Part Three

- VI. *Policy Analysis Methods* (Oct. 27, Nov. 3)
- VII. *Selected Issues: Student Presentations* (Nov. 10, 17, 24)  
Hertsgaard, Chapters 5,9  
Santoro, Chapters 5,3,4,8,9  
Moran, Chapters 2,3

### Part Four

- VIII. *The Future* (Nov. 24, Dec. 1)  
Hertsgaard, Chapters 6,10  
Santoro, Chapters 6,10  
Moran, Chapters 5-9

## Classroom Format

This seminar consists of :

- informal (but outlined) lectures and unique class discussion techniques,
- credit for on-time attendance,
- Carribean cruises,

- individual and group projects
- leadership opportunities,
- videos, and
- guests.

Class work is cumulative throughout the term and cannot be learned *in absentia*; accordingly, on-time, active attendance is expected as stated in the University *Bulletin*. Attendance is defined as initialing the roster *before* class begins and staying the entire period. A plus (+) will be added to the student's grade for those with zero absences as defined above; a plus will be added to the group activity grade for those with one absence. Regarding tardiness, students are asked to show courtesy to their colleagues by arriving promptly.

Stated differently, consider the class sessions to be the campus equivalent of a senior staff meeting. In this environment it is not *chic* to be late or absent--it is just not done. Students should bring a 5x7 name card to each session. Please understand that your contribution has a bearing on the value of the course, both to yourself and to others; if you believe that your contribution is not important, then please take another course. The following opportunities are available for increased participation in the class: *ad hoc* dutch treat lunches, scheduled afternoon appointments, and student groups.

## Evaluation

The achievement of human rights cannot be successful unless all practice excellence at a personal level; such a commitment to excellence is a privilege and an obligation. Accordingly, this topic is not only an academic subject to be studied, but also a way to enrich your own actions. Thus, personal effectiveness will be enhanced by such conduct as: being *early* for class, keeping up with the readings, reviewing notes before and after sessions, responding promptly to e-mail from teammates, meeting and exceeding assignment standards, and devoting sufficient effort to the course to ensure excellence. In short, respect for human rights as practiced by the individual is the foundation upon which class quality is built.

Final grades are likely to be similar to those for other courses. However, this should not be interpreted as a guaranteed minimum grade. Neither the mere completion of various requirements nor the time spent on them determines the granting of credit. Simple familiarity with the material is not to be mistaken for either understanding or mastery.

Collaborative learning, essential in collegiate work, emphasizes that both faculty and students are learners. It dispels the notion that the former are there just to talk and the latter only to listen. The problem-based learning activities below share these features: they serve as a catalyst for learning, they are student-centered (students play a role in determining what will be learned and how), and the instructor functions as an observer-facilitator, not only as an information disseminator-evaluator.

Group Activities (25% of grade with emphasis on nos. 2+3; since these assignments are shared, the entire team is responsible for the assigned work)

1. *Class Openings*. As a segue to other activities, one group each session will do a short class opening (see *Handbook*, p. 12).
2. *Journal Article Synopses*. During September and October sessions (after the break), one team will distribute a one-paragraph synopsis of three full-length (10+pp.)

articles (shorter articles or book chapters may be used for supplemental purposes). The synopses may be directly from the article or an abstracting service, but must include: the full citation, a clear thesis statement, identification of subthemes, specification of the methodology employed to explore the topics, and the conclusion.

The host team should lead the 10-15 minute discussion (with questions & answers) on the three articles that emphasizes a critical analysis of the material and links it to labor and human rights. The articles selected may be related to the team's guest case and/or team members' individual projects (see below).

3. *Guest Case* (50 minutes, *Handbook*, pp. 13ff.): Team One (Sept. 29); Team Two (October 6); Team Three (October 20); Team Four (October 27). Some class time will be available for preparation. All students are to read pertinent materials prior to other teams' presentations.

Individual Activities (75% of grade with 1+2 weighted about equally)

1. *Policy Option Paper*. Paralleling the problem-solving structure of the Guest Case assignment, the thoroughly-documented study should: (a) clearly define the issue, (b) briefly examine its background, (c) emphasize alternative policy solutions, and (d) make a recommendation based on clearly identified criteria.

Possible topics could focus on one:

- *polymaking actor* (e.g., a specific local, state, national or international governmental agency, non-profit organization, university, religious group, union, corporation; student group; exemplary person, whistleblower; the press),
- *product* (e.g., tobacco, diamonds, coffee, potatoes, wood, gold, seafood, chocolate, water),
- *cross-industry issue* (e.g., corruption, employment doctrines, sweatshops, responsible investment, social responsibility codes, quality management, corporate charters, labor-management relations),
- *employee category* (e.g., children, migrant workers, student workers, boy soldiers, prisoners, forced labor, women, slaves, the disabled),
- *human resource management function/issue* (e.g., selection/genetic testing, compensation-benefits/pay equity-health insurance, training/ergonomics, unionization, sexual harassment, workplace violence), and/or
- *country-specific problem*.

Steps to completion include:

- a one-paragraph problem statement (that includes a working title *and* subtitle, specification of the topic and its importance in labor rights, plus a statement that reads, "The purpose of this project is...") is due via email Friday, Sept. 26
- an outline of the project with references, using the format on *Handbook* p. 25, is due via email Friday, Oct. 11
- a draft submitted to a teammate on Oct. 27 to check it vis-a-vis assignment requirements
- a 30-minute presentation (including Q&A) in November
- a final, fat-free project (15 double-spaced pages in 12 point font for undergraduates, 20+pp. for graduates) with original instructor -corrected outline, partner copy/partner checklist (p. 31), and assignment checklist (p. 33) is due on Dec. 1.

2. *Examination.* This take-home test (batteries not included) will consist of approximately five questions based all class activities. Since these are integrative, "thought" questions, each one requires a carefully organized, critical, documented eight-ten paragraph answer. The examination will be distributed the last day of class and be due one week from then. Preparation should be completed well before this time so that the examination period is devoted to mastering the material, not grasping basic concepts (pppppp=prior proper planning prevents poor performance). An optional midterm or a sample essay may be available depending upon desires of students.

*Note:* "Plan your work and work your plan" so as to meet the deadlines specified. Deadline extensions and/or course incompletes will not be considered except for highly unusual circumstances reported in a timely manner and subject to peer review. Likewise, grade appeals must be submitted in writing prior to a conference.

To summarize, this evaluation system encourages students to take responsibility for their own learning by:

- nurturing student activities (e.g., team assignments, individual selection of paper topics, choice of examination questions) not "enrollee" behavior (e.g., passively attending class);
- urging effective participation that shows familiarity of readings, ability to understand others' comments, and skill in synthesizing previous contributions and sharing relevant materials;
- highlighting theory vs. practice comparisons in each course topic and in guest cases exercises;
- focusing on problem-solving abilities in group exercises, the term paper, and the examination;
- utilizing instructor feedback (from discussions, guest cases exercises, preliminary paper outlines) to ensure effective performance; and
- emphasizing bibliographic, analytical, and evaluative skills through written work.

### **Honor Code**

The Academic Honor System of the University is based on the premise that each person has the responsibility to uphold the highest standards of academic integrity in the student's own work, refuse to tolerate violations of academic integrity in the University community, and foster a high sense of integrity and social responsibility on the part of the University community. Students who have read this far in the syllabus will receive extra credit if they email the word "bonus" to the instructor no later than two days after the first class.

### **ADA Requirements**

Students needing academic accommodations should provide documentation to the Student Disability Resource Center ([sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu), Disabled Student Services, 08 Kellum Hall (850) 644-9566); bring a letter the first week to the instructor from the SDRC.

Note: Course procedures and presentation deadlines are subject to change, in consultation with the class, in the event of extenuating circumstances.

**About the Professor:** James S. Bowman, Ph.D. (which he did not earn from Harvard), is Professor of Public Administration at the Askew School. A former military officer and civil servant, he has been on the FSU faculty for over 20 years, and mentored hundreds of students--many of whom unfortunately are currently either in prison or on parole.

Bowman has admittedly contributed to the destruction of dozens of trees by publishing nearly 100 journal articles and chapters on human resource management, quality, and ethics. He is co-author of *Human Resource Management in Public Service: Paradoxes, Problems, and Processes* (Sage, 2001) and *The Professional Edge: Competencies in Public Service* (Sharpe, in press). Bowman has edited five books and is editor of *Public Integrity*, a journal sponsored by the American Society for Public Administration and four other professional associations. His selection to this position totally shocked friends and family who expected him to be a male nun or exotic dancer by now.

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“An injustice anywhere is an injustice everywhere.” Martin Luther King

“One of the most important duties of government is to put rings in the noses of hogs.” William Jennings Bryan

“Without a struggle, there can be no progress.” Frederick Douglass

“No one ever regretted doing his/her best.” George Halas