SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Introduction to Labor Studies
COURSE NUMBER: ECON-0203
COURSE CREDIT: 3
INSTRUCTORS: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course is an integrated approach to the study of labor and economics and builds on the premise that the labor process, or work in general, can be better understood if it is grounded in the economic system within which it occurs. This course will thoroughly examine the American economic system together with specific issues and problems faced daily by American workers.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Philosophical Foundations of Labor and Economy: Comparative analysis of Mainstream and critical political economy paradigms. (First Weekend)
II. Ethical and Policy Implications of the Competing Paradigms: Class, race, gender, and power inequalities. (Second Weekend)

III. Power, Ideology, Alienation, and Social Institutions. (Third Weekend)

IV. Global and Nation Reactions to Capitalist Contradictions. (Last Weekend)

EXPECTED LEARNER OUTCOMES:
A. The student will be able to develop logical and critical thinking skills and apply them to the study of the role and the position of labor in the U.S.A.
B. The student will be able to develop a familiarity with the mainstream and critical political economy paradigms and issues related to these paradigms.
C. The student will be to develop a basic knowledge of the structures of class, race, and gender inequalities.
D. The student will be able to develop an understanding of labor’s position through the Listening to Labor Project.

COURSE COMPETENCIES:

The student will be able to develop logical and critical thinking skills and apply them to the study of the role and the position of labor in the U.S.A.

1. The student will be able to recall the philosophical foundations of the social sciences.
2. The student will be able to define the role of theory and theorization in the social sciences.
3. The student will be able to memorize and explain the components of the critical political economy paradigm.
4. The student will be able to apply the critical political economy paradigm to various economic issues.
5. The student will be able to memorize and explain the components of the mainstream paradigm.
6. The student will be able to compare and contrast the two paradigms.

The student will be able to develop a familiarity with the mainstream and critical political economy paradigms and issues related to these paradigms.

7. The student will be able to discuss the inequality of class in the U.S.
8. The student will be able to discuss the inequality of race and ethnicity in the U.S.
9. The student will be able to discuss the inequality of gender in the U.S.
10. The student will be able to discuss the Pluralist theory of the state.
11. The student will be able to discuss the Power Elite theory of the State.
12. The student will be able to discuss the Marxist theory of the State.
13. The student will be able to compare and contrast the three theories of the state.
14. The student will be able to discuss the social policies from the macroeconomic perspective.
15. The student will be able to discuss social policies from the critical political economy perspective.
16. The student will be able to discuss poverty, unemployment, and underemployment from the critical political economy perspective.
17. The student will be able to discuss will be able to discuss the distribution of income and wealth from mainstream perspective.
18. The student will be able to discuss the distribution of income and wealth from the critical political economy perspective.
19. The student will be able to discuss the Labor Theory of Value.
20. The student will be able to discuss the American core political and economic values from the perspective of the mainstream paradigm.
21. The student will be able to discuss the American core political and economic values from the perspective of the critical political economic paradigm.

The student will be to develop a basic knowledge of the structures of class, race, and gender inequalities.

22. The student will be able to discuss the nature of alienation in American society.
23. The student will be able to discuss the various types of alienation.
24. The student will be able to discuss the conditions under which alienation could be eliminated.
25. The student will be able to define and discuss the nature of ideology.
26. The student will be able to discuss the ideological dimension of the American family.
27. The student will be able to discuss the ideological dimension of the American education.
28. The student will be able to discuss the ideological dimension of the American economic institution.
29. The student will be able to discuss the ideological dimension of the American political institution.
30. The student will be able to discuss the nature and extent of class, race, and gender inequalities in the American economy.
31. The student will be able to discuss the nature and extent of the class, race, and gender inequalities in the American politics.
32. The student will be able to discuss the nature and extent of class, race, and gender inequalities in the American education.
33. The student will be able to discuss the role of class, race, and gender in the American family.

The student will be able to develop an understanding of labor’s position through the Listening to Labor Project.

34. The student will be able to discuss the nature of global capitalism.
35. The student will be able to discuss the labor policies of the Western European societies.
36. The student will be able to discuss the nature of global inequalities with regard to food.
37. The student will be able to conduct a structured interview with American workers on their attitudes towards work in America and related issues.
ASSESSMENT OF LEARNER OUTCOMES:

Assessment methods may include, but are not limited to, the following: Quizzes. Class discussion, position papers, listening to labor project, and exams.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.