A Primer
on Teaching Labor Studies in the Los Angeles Community College District

2008 Edition

John Delloro and Kenadi Le

A Dolores Huerta Labor Institute Publication
Los Angeles Community College District
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INTRODUCTION

My body?—Oh!—, if I could choose,
I would to ashes it reduce,
And let the merry breezes blow
My dust to where some fading flowers grow.

Perhaps some fading flowers then
Would come to life and bloom again.
This is my last and final will.
Good luck to you. ¹

Joe Hill, November 19, 1915, afternoon before his death

Few people today would know about Joe Hill, the “troubadour of discontent,” who from the docks of San Pedro, California traveled the trail of migratory laborers and captured their struggles and aspirations in song until his death by execution by the state of Utah. The news of his trial and death crossed the globe at the time yet it barely penetrates the current consciousness of the nation. The forgetting of this shooting star is not as tragic as the absence of his songs that encouraged those who would question their world.

The main objective of this primer is to be the stardust that brings fading pastures to life and helps community college faculty to encourage students to question their world.

This primer finds its genesis in separate initial meetings with MacArthur Genius award recipient Mike Davis and esteemed labor scholar Nelson Lichtenstein. Both conversations reconfirmed the shared imperative of bringing Labor Studies to community college students. Mike suggested bringing labor scholars across the California State University, University of California and private college system together with Los Angeles Community College faculty to develop curriculum. Nelson added that a retreat format would allow for deeper discussions to take place. On October 20, 2007, labor educators and scholars gathered for a historic retreat to generate ideas and guidelines for Labor Studies classes for the Los Angeles Community College District. Kent Wong, director of the UCLA Labor Center, called it “the largest gathering of labor educators in Los Angeles history.”

This primer outlines the collective knowledge farmed from the deliberations that took place at the retreat. Additional material was collated from responses to a questionnaire sent to a number of labor scholars and instructors across the nation. Individual conferences and surveys conducted with Los Angeles community college faculty interested in teaching labor-themed curriculum yielded the needed
parameters to frame these questions. Generally speaking, community college faculty indicated the following:

- Concern on how to effectively engage and interest students
- Desire for recommended resources on labor material

This is not meant to be a comprehensive step-by-step guide but a brief list of general concepts, best practices and materials that can assist faculty in the construction of efficacious lesson plans. We focus on the Los Angeles Community College District. However, like the minute details rendered in a poem, we hope it touches upon general transferable concepts that become clearer because of its specificity. This is an ongoing project and a first step in a continual process to develop labor studies pedagogy for community college students. It is our version of a song in the Joe Hill tradition.

John Delloro, Executive Director
ABOUT THE DOLORES HUERTA LABOR INSTITUTE

“We’re taught about the Carnegies and the Fords, and all those millionaires, but not what working people do,” said Dolores Huerta who unionized farmworkers with Cesar Chavez in the 1960s.

Why DHLI? Because It's Your Job, Your Life

Most adults spend at least half their waking hours engaged in some form of work activity. During the last century, deindustrialization, deregulation, casualization, and information technology radically altered the ways in which work is done. These changes affect many aspects of the human condition. As a result, uneven opportunities emerged for different segments of the United States workforce. The numbers of men and women who work full-time year round and continue to remain below the poverty threshold increased significantly. These changes even negatively impact the quality of life of professionals and technical employees. Consequently, social justice and self-determination is intimately connected to the workplace. In order to be prepared to face the challenges of the workplace, community college students need the educational resources necessary to tackle the changing world of work. DHLI helps students face these challenges.

What We Do

Working people, unions and the labor movement play an important role in improving the lives of working individuals and families in Los Angeles County. DHLI is the first institute of its kind created to educate community college students about labor issues and history. We develop learning opportunities that allow many of the 130,000 students attending the nine campuses of the LACCD to learn about the political, social and cultural impact of work, the public and private policies that govern employment, the practice of democracy in the workplace and society and the significance of the labor movement.

DHLI develops educational tools that inform and better prepare students for the workforce and social justice efforts. We do this by offering teaching resources for faculty, classes, special lectures, film series, workshops and seminars, and internships for students. With these educational resources, students will leave the LACCD colleges well-informed and better prepared for the workforce.

Our innovative program draws on the expertise of the directors of both of L.A.’s Labor Centers—John McDowell of Los Angeles Trade-Technical College and Kent Wong of UCLA as well as Carl Friedlander, President of the Los Angeles College Faculty Guild, AFT Local 1521. Additionally, several of the leading
scholars in the field sit on our Labor Scholars Advisory Board and ensure the academic integrity and real world relevance of our resources.

Educational Opportunities

Academic Enrichment Initiative

We assist faculty to develop CSU and UC transferable classes on labor topics such as History of Labor, Sociology of Labor, and Labor Literature and others. We also provide resource tools so faculty can teach components about working people and issues related to work in their current courses.

Voices and Images Initiative

We bring academic and labor experts, practitioners and leaders in the field together with community college students, faculty, and staff through a lecture and film series, campus workshops and special events. We offer readings and instructional materials for complementary use in the classroom with these events. DHLI also offers a DVD version of past speaker events. Podcasts and web media also available.

Work and Life Initiative

We provide hands-on learning opportunities and experiential challenges through paid union internships, credited and non-credited volunteer opportunities with nonprofit community organizations and labor unions in healthcare, communications, education, building trades, the public sector and other industries.

- Student Leadership Academy—In partnership with the UCLA Labor Center, we offer a 3-day intensive leadership training for students interested in nonprofit careers serving working families. Many students who go through this program receive job offers in the field.
- Summer Union Internship Program—Selected students participate in a paid summer internship at local unions.

Labor On-Line Initiative

Our webpage, www.dhli.org, brings the world of work and labor into cyberspace for easier accessibility for instructors and students. On our page you will find

- Information and updates about labor issues and events in the community.
• Information about internship, volunteer and job opportunities.
• Instructional materials and other labor studies-related resources.
• Discussion forums.
• An online social networking community for those who are interested in labor studies.
DHLI STAFF

John Delloro is the Executive Director of DHLI. He is also a visiting lecturer at UCLA, where he teaches a regular course on theories of leadership development and strategy in Asian American/Pacific Islander communities and is a faculty member of the Los Angeles Trade-Technical College Labor Studies Center. He teaches labor studies courses at Los Angeles Trade-Technical College and has taught classes on “Asian Americans and Affirmative Action” and “Asian Americans and the Garment Industry” at UCLA and trainings and seminars on labor history, workplace issues and organizing at various trade unions and community organizations. He writes a regular national blog for the Asian American Action Fund, which has been awarded archival status by the US Library of Congress for its coverage of the Presidential 2008 election, and several other on-line organizational sites. In addition to his academic background, he previously served as a manager of the southwest California area of the 90,000 member SEIU Local 1000, the Union of California State Workers and as a staff director for the acute care hospital division of SEIU Local 399, the Healthcare Employees union. He has also worked as an organizer for the Culinary Union (HERE Local 226) in Las Vegas and AFSCME International organizing Los Angeles Superior Court clerical employees. He was one of the co-founders of the Pilipino Workers Center of Southern California (PWC), and recently served as the president of the Los Angeles Chapter of the Asian Pacific American Labor Alliance, the largest national organization of Asian/Pacific Islander working families. He currently sits on the Legal Advisory Board of the Koreatown Immigrant Workers Alliance (KIWA) and the Board of Directors of PWC and serves as an appointee on the California Assembly Speaker’s Commission on Labor Education. He is a Southern California board representative for the Southwest Labor Studies Association and a delegate member of the Labor in the Schools Committee of the California Federation of Teachers. He completed his Master of Arts degree in Asian American Studies with an interest in Asian Americans and the US labor movement and his Bachelor of Arts degree in Psychology at UCLA and his Associate of Arts in Social Science at College of the Canyons.
Kenadi Le, JD is the Program Coordinator of DHLI. She is a faculty member of the Los Angeles Trade-Technical College Labor Studies Center. Previously, she served a clerkship working as a Research Attorney covering four civil law departments at the Los Angeles Superior Court. She has done legal work in the areas of domestic violence, community development and employment law as a Legal Advocate for Neighborhood Legal Services. Kenadi was a Teaching Assistant for the Asian American Studies Department at UC Davis. She received her Bachelor of Arts degree from UC Berkeley, where she made Dean’s Honors List. She received her Juris Doctor degree from UC Davis School of Law, where she ranked in the top 20% of her graduating class and was a King Hall Grant recipient. She is an active member of the State Bar of California. Kenadi is a Southern California board representative for the Southwest Labor Studies Association. Some of her other professional affiliations include the Faculty Association of California Community Colleges and the Los Angeles Chapter of the Asian Pacific American Labor Alliance.

Lou Siegel is a labor relations consultant based in Los Angeles who works exclusively with unions in communications, government affairs, organizational and strategic development and fundraising. He has assisted various labor organizations in contract negotiations, political action, media relations, membership recruitment and leadership training. An advocate of the American Labor Movement’s role in economic development and democratic progress, Lou works to make union concerns heard in educational, political and journalistic circles. He edits union periodicals and journals, publicizes workplace issues, develops and implements lobbying campaigns and raises money for labor-friendly candidates and causes. He teaches labor relations through the Los Angeles Trade-Technical College Labor Center.

Betzy Ramirez is the Office Manager of DHLI. Previously, she worked as an Educational Advisor for the Educational Talent Search Program at Los Angeles Southwest College. Betzy received her Bachelor of Arts degree in Sociology and Bachelor of Science degree in Health Care Management from California State University Dominguez Hills. Betzy plans to pursue graduate studies in the future.
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles Community Colleges

East Los Angeles College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade Technical College
Los Angeles Valley College
West Los Angeles College

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Sponsoring Unions

United Teachers Los Angeles
Amalgamated Transit Union Local 1277
California Federation of Teachers
CWA - Southern California Council
IATSE Local 800 - Art Directors
IBEW Local 11 – Construction
IBEW Local 18 - DWP Workers
International Longshore and Warehouse Union Local 63
Laborers Local 300
Los Angeles City Firefighters
Los Angeles College Faculty Guild, AFT Local 1521
Los Angeles College Staff Guild, AFT Local 1521A
SEIU Local 721
SEIU - United Healthcare Workers-West
UA Local 250 - Steamfitters, Refrigeration fitters
UA Pipe Trades District Council 16
UFCW Local 770
UFCW Local 1442

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John McDowell, Director, LATTC Labor Center
Kathleen Yasuda, Coordinator, LATTC Labor Center

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The majority of this material came from the participants in the October 2007 Labor Scholars Retreat, respondents to our Labor Scholars questionnaire and planners from the DHLI/Los Angeles Harbor College Program for Accelerated College Education (PACE) committee. We are indebted to their commitment and contributions to building a movement that continues the Highlander Folk School tradition of always questioning and educating for action.

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<tr>
<td>Name</td>
<td>Institution</td>
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<tr>
<td>---------------</td>
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<td>Mona Reddick</td>
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<td>Raahi Reddy</td>
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<td>Paul Rodriguez</td>
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<td>LaVerge Rosow</td>
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<td>Vicki Ruiz</td>
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<td>Eugene Scott</td>
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<td>Linda Tubach</td>
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<td>Zaragosa Vargas</td>
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<td>Angela Vergara</td>
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<td>Brian Walsh</td>
<td>Pierce College</td>
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<td>Henry Walton</td>
<td>KPFK Labor Review</td>
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<td>Andrew Walzer</td>
<td>City College</td>
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<td>Devra Weber</td>
<td>UC Riverside</td>
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<tr>
<td>Scott Weigand</td>
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<td>Carolyn Widener</td>
<td>LA College FacultyGuild</td>
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<td>Goetz Wolff</td>
<td>Harry Bridges Institute</td>
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<tr>
<td>Kent Wong</td>
<td>UCLA</td>
</tr>
<tr>
<td>Kathleen Yasuda</td>
<td>LA Trade Tech College</td>
</tr>
</tbody>
</table>
"My great grandparents were farm workers on the sugar plantations of Hawai‘i. I never gave it a second thought or wondered what it meant to me until I took a labor class. In this one class, I could see the personal and family ties I had to the struggles of all workers. This one class made a difference in my life. I want to see these classes not just at UCLA but at all colleges."

Jennifer Ward, DHLI Intern (Spring 2007)

“My mother is a janitor. Her boss immediately fired her when she dislocated her shoulder on the job. I learned that her situation was not isolated and that many working people faced these conditions throughout history and still do today. I want to protect myself and my family and learn to change things for the better. At the Dolores Huerta Labor Institute, I began to learn how."

Annette Torres, DHLI Intern (Summer 2007)
“Educate to Organize:” Reflections on Building the Dolores Huerta Labor Institute

by John Delloro

“We educate to organize, not organize to educate!” Fred Ross Sr.

A friend of mine who had worked with United Farm Workers organizer Fred Ross Sr. told me that Ross would repeat these words as he pounded on a table out of frustration when organizers suggested spending more time bringing workers together to educate them instead of directly organizing them. Ross did not dismiss education, but advocated knowledge connected to directed practice. I believe that his words go directly to the core purpose and process of learning and knowledge creation. His words would also help me reflect on how my experiences as a union organizer would come to inform my pedagogical methods and approach in building the DHLI, the Labor Studies program for the Los Angeles Community College District.

Educator as Organizer

My past dozen years organizing workers in the field taught me more about the nature of knowledge and learning than my years teaching in the community college and university classrooms. On my first union campaign, I met Ray, a white man in his forties who worked the graveyard shift at a Las Vegas hotel as a porter, sweeping the debris left by tourists who frequented the casino. Each night during his lunch break, he would sit with me and lecture about the failures of capitalism, the history of U.S. Labor and the necessity of working people to organize for power. He understood the loss of dignity in a workplace in which he had no voice and how he and his co-workers needed to form a union. However, Ray spent more time talking than doing and, despite knowing his legal right to speak to me during his lunch break, he always scurried to another table in some random corner each time his supervisor came through the door. Despite the adage that “knowledge is power,” why did it not give him agency or courage? What use was his learning if he continued to retreat to corners with his broom?

These questions remained with me as I continued to meet more people like Ray and just as many who decided to take a risk to stand up. Claudia, an immigrant from El Salvador in her twenties with a two-year old daughter, also worked as a porter on the graveyard shift. She had faced down her husband who had ordered her to stay home instead of accompanying me to a union meeting. Despite her undocumented immigrant status and a reputation of being quiet and meek, she eventually ended up
across the table from management as part of the negotiating team. Unlike Ray, she didn’t initially possess much knowledge about unions. In the process of struggle, her learning deepened in a way that escaped Ray.

As I continued to organize in other industries, I glimpsed the emotional basis to learning. Søren Kierkegaard, in response to the question “Is knowledge changed when it is applied?” describes the rollercoaster of terror and excitement of a pilot guiding a ship for the first time and how no written examination could have prepared him for the “change that takes place in the knower when he has to apply his knowledge.” Organizers tap into the emotional resources required to overcome fear by soliciting the personal story of the worker being recruited and reweaving it into the larger narrative of crisis and agency that questions the status quo. Good organizers do not engage in propaganda, but challenge people to objectively evaluate their surroundings, ask themselves whether they accept the world as it is, and measure the meaning of their response according to their personal values. As an educator today, I realize that we must do the same because transformative education only occurs when students locate their story within a larger framework, engage in the dialectical process of action and reflection, and responsibly act on their experiences.

The mandate for the educator should be to nurture more Claudias than Rays. This perspective would influence the initial steps in building the Dolores Huerta Labor Institute.

**Building Movement, Building the Dolores Huerta Labor Institute**

When the late Miguel Contreras, one of the chief architects behind the renascent Los Angeles Labor Movement and former head of the Los Angeles County Federation of Labor, asked a roomful of union delegates and elected leaders how many of them had attended community college, every single hand went up. With several political and organizing victories under their belt, Los Angeles unions entered into an educational partnership with the Los Angeles Community College District to create the largest expansion of Labor Studies in the nation in the last fifteen years. This new collaboration—the Dolores Huerta Labor Institute—broke ground in 2007 at a time when Los Angeles has become the low wage capital of the nation, where more than 3.7 million people live in poverty and union jobs have come to represent the “vanishing middle.” It is hoped that this institute will be the Archimedean lever that, in the long run, moves hundreds of thousands of working people onto a higher plateau of consciousness of their situation and potential power.

In a hall on East Los Angeles College campus on March 21, 2007, overflowing with over six hundred students, Dolores Huerta, co-founder of the United Farm Workers (UFW) with Cesar Chavez, officially
opened the new institute on Labor Studies. Afterwards, a student approached Huerta and asked her what unions have to do with workers. Another student commented that she knew that her mother worked long hard hours but after hearing Huerta speak, she was fired up and wanted to do something about it. These two incidents illustrate the importance of Labor Studies in the community college system. A dearth of knowledge of the contributions and heritage of working people as a whole and the lack of tools to help students analyze and understand their experiences in the workplace pervade the campuses. An even deeper hole exists in the curricula of classes that directly pushes students to question the dominant society and work towards changing it for the benefit of all.

This gathering of students may have shed light on the necessity of Labor Studies, but more irksome issues came out of the shadows at a more august assemblage. In October 2007, over more than eighty labor educators from every institutional level of higher education came together to develop curriculum ideas for the community colleges. In between breakout sessions, different organizers and activists presented some of the more cutting-edge socio-economic justice campaigns to date. I was taken aback when a few community college faculty members expressed that they would like to have heard from the university scholars rather than the campaigns, while a few others felt intimidated by the more published scholars in the room. Initially, I did not understand since many of the university academics voiced gratitude and excitement about listening to these campaigns and these same scholars seemed very approachable to me. On further reflection, I know the feelings expressed did not come out from a lack of appreciation or from personal insecurity but emerged from deference to an unstated pecking order in higher education.

An unspoken hierarchy exists in academia, where those whose duties center on teaching generally rank below those whose charge it is to research and publish. Metaphorically, community college instructors can be the servants carrying out the dishes prepared by the university top chef. The university scholar creates the knowledge and the community college instructor passes it on to the student. This relationship assumes that learning is a one-way process, rather than an interactive multiple relationship between the university scholar, the instructor and the student that creates new information and understandings. Separating knowledge production from student learning is the de-facto acceptance of this order of conveyer belt Taylorism of education. As a consequence, the instructor dismisses the personal experiences of students and distances the classroom from current socio-economic justice struggles.

I found that encouraging students to draw from their experiences and to create knowledge is essential in nurturing critical thinking. In one of my community college classrooms, I listed various US economic statistics and asked the students to explain the significance and meaning of these numbers. One of
them, Betty, immediately noted the dominance of consumerism. This led to students discussing its dampening effect on their power as working people and the need for organizations that nurture them as active agents, not consumers, in their lives. This became the basis for their group project to develop a strategic plan to build real power for working people through an organizational program. In the process, despite having full-time jobs, they actively met outside the classroom to work together and struggle with the ideas in the course. One of the students commented to me that this was the first time that he had taken the initiative to keep a notebook for a class. The success of the course strongly depended on the students’ ability to draw from their own lives.

However, I have found students’ learning is limited if their experiences are not connected to collective attempts to change society for the better. By excluding current socio-economic campaigns from the classroom, instructors lose crucial opportunities to situate complex ideas and lessons within a relevant context. Like Kierkegaard’s pilot cadet overwhelmed by the reality of guiding a ship with no prior experience, the student gains little if he or she does not get his or her hands dirty as he or she unearths different concepts. For example, learning about the Lowell Mills women toiling in the nineteenth century factories becomes much more relevant after students talk with Los Angeles seamstresses today who are struggling in working conditions that resemble those in the nineteenth century. Instructors do not need to agree with or require their class to support the position of a particular campaign. The longtime labor activist and educator Bill Fletcher once told me that the ultimate goal of Labor Studies should be to get students to question. Questions that challenge the status quo are embedded in such campaigns.

I know that the proclivity to shun anything remotely linked to “labor organizing” comes from the prevailing contention that good instructors maintain neutrality and do not organize. Consequently, many faculty members confuse neutrality with remaining silent, rather than spurring students to interrogate the present state of affairs. There is a danger to unhitching education from the political project that has its origins in the early years of Labor Studies. Scholar Nelson Lichtenstein traced Labor Studies back to the Reconstruction period when W.E.B. DuBois argued that the mission of education is to change the world while Booker T. Washington urged newly freed African slaves to gain the skills needed to mainstream into the industrial system. It has been noted that Washington ignored the deliberate systematic effort to exclude African Americans from these trades, leaving African Americans ill equipped to deal with a harsh reality. Questioning our world inevitably directs us towards our blind spots and our shared values. What is revealed about our educational system when barely an eyebrow is raised if an instructor teaches about the value of democracy as a political system and encourages students to register to vote—while many who would be rankled by a faculty member who discusses the value of democracy in the workplace and encourages students to actively address issues at their jobs?
I found hope in the words uttered by Dr. Ellen Reese, sociologist and chair of the Labor Studies minor at University of California, Riverside, who attended the October labor scholars retreat. Her words summed up the essence of the Dolores Huerta Labor Institute: “I felt like I was part of a movement.” Labor Studies and the DHLI emerged from the efforts to transform society. This can only be accomplished if current socio-economic struggles connect with the classroom curricula in real ways and instructors have the courage to be organizers of students.
Economics
For
Working Families
Fact Sheets

Brief overview of the impact of the US economy on the living standards of working people residing in the United States, especially Los Angeles County. Data has been organized with the intent to stir discussion and not meant to be a comprehensive resource.
RECOMMENDED USES

These one-page fact sheets have been designed to stir discussion. Students can be broken into small groups to engage collectively with the information on specific sheets. The instructor can assign questions to guide the discussions and require each group to report back to the larger class. Some students may need the instructor to walk them through the different graphs and charts. Also, these can be creatively used to supplement existing lectures and assignments in various disciplines from the social sciences to mathematics to English composition. Sources for data presented are listed on the bottom of each page and all are available on-line. (See “Recommended Resources” for this section to obtain list of web addresses).
RECOMMENDED RESOURCES:

Los Angeles County


California

“Failing California’s Communities: How the University of California’s Low Wages Affect Surrounding


United States


The White House Jobs and Economic Growth website [http://www.whitehouse.gov/infocus/economy/].

Databases


Employment Development Department Labor Market Info website.  
http://www.labormarketinfo.edd.ca.gov/.


“World Income Inequality Database V 2.0b May 2007.”  United Nations University—World Institute  

LOS ANGELES COUNTY: “MAJORITY MINORITY” REGION

LA County Statistics (2006)

- 51% Women
- 35% Foreign born (Total is 3,516,970 with 57% who are not US citizens and 31% are Asian and 59% are Latino/a)
- Largest U.S. County with 88 cities
- Total Population: 9,948,081 with an additional 1,092,908 in unincorporated area
- 27% of Total CA Population
- Equivalent to 8th largest state in nation
- 424 billion GDP is equivalent to 17th largest country in the world

LOS ANGELES COMMUNITY COLLEGE DISTRICT

LA Community College District (Fall 2007)

- 60% Women
- 21% Not US Citizens
- 40% Below Poverty Line
- Largest Community College District in the nation with 9 colleges throughout region
  ⇒ East LA, LA City, LA Harbor, LA Mission, Pierce, LA Southwest, LA Trade Tech, LA Valley, & West LA
- Total Population: 120,373

HOW MUCH DOES IT COST TO LIVE IN LOS ANGELES COUNTY?

<table>
<thead>
<tr>
<th>Category</th>
<th>Single Adult</th>
<th>Single Parent</th>
<th>Two Parents With One Parent Employed</th>
<th>Two Parents With Both Parents Employed</th>
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<tbody>
<tr>
<td>Housing/Utilities</td>
<td>$843</td>
<td>$1,269</td>
<td>$1,269</td>
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<td>Child Care</td>
<td>$0</td>
<td>$1,163</td>
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<tr>
<td>Transportation</td>
<td>$211</td>
<td>$400</td>
<td>$723</td>
<td>$723</td>
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<tr>
<td>Food</td>
<td>$211</td>
<td>$507</td>
<td>$731</td>
<td>$731</td>
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<tr>
<td>Health Care</td>
<td>$233</td>
<td>$654</td>
<td>$861</td>
<td>$861</td>
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<tr>
<td>Miscellaneous</td>
<td>$206</td>
<td>$437</td>
<td>$506</td>
<td>$506</td>
</tr>
<tr>
<td>Taxes</td>
<td>$451</td>
<td>$770</td>
<td>$917</td>
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<tr>
<td>Monthly Total</td>
<td>$2,344</td>
<td>$5,199</td>
<td>$4,253</td>
<td>$6,170</td>
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<tr>
<td>Annual Total</td>
<td>$28,126</td>
<td>$62,393</td>
<td>$51,035</td>
<td>$74,044</td>
</tr>
</tbody>
</table>

Need to earn $28,126 a year ($13.52 per hour)

Need to earn $62,393 a year ($30 per hour)

Need to earn $51,035 a year ($24.54 per hour)

Need to earn $74,044 a year (Each work $17.80 per hour)

• Hourly wage assumes 40 hours/week, 52 weeks/year with no unpaid days off during year.
• Assumes families use less expensive home-based childcare
• Assumes two children in family

You Need to Earn More to Afford a Lower Down Payment

Median Home Price: $549,000
Income Needed to Purchase at
20% Down: $112,109
5% Down: $133,605

DO WORKING FAMILIES EARN ENOUGH TO LIVE IN LOS ANGELES COUNTY?

3.7 million people (38%) live below 200% of the Federal Poverty Line (FPL), which was $40,000 per year for a family of four in 2006. For the city of Los Angeles, it was 44%.

2 out of 5 residents do not meet their basic needs

Families headed by single mothers account for 40.2% of poor families.

60% of poor families (below 100% of FPL) are adults who worked during the year.

Note: Federal Poverty Line (FPL) does not account for geographic differences in cost of living. The number of residents who do not meet their basic needs will most likely be higher.

Los Angeles is the low wage capital of the nation.

Los Angeles County residents are poorer and earn less than residents of California and nation. Many are working poor.

Workers in Los Angeles County:

- Median Earnings: $26,520 a year
- Median Household income: $51,315
- Women earn 76% of what men earn: $22,933
- 32% of full-time workers earn less than $25,000
- 35% of households have incomes less than $35,000
- 20% of children live below 200% of FPL

Source: “Poverty, Jobs and the Los Angeles Economy: An Analysis of U.S. Census Data and the Challenges Facing Our Region” (Los Angeles Alliance for a New Economy, August 28, 2007).
POVERTY AND RACE IN LOS ANGELES COUNTY

**Almost Twice as Many African Americans and Latina/os Cannot Afford to Meet Their Basic Needs Compared to Whites**

<table>
<thead>
<tr>
<th>Race</th>
<th>Below 100% of Federal Poverty Level</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>8.1%</td>
</tr>
<tr>
<td>Latina/o</td>
<td>20.4%</td>
</tr>
<tr>
<td>African American</td>
<td>21.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

**Source:**  “Poverty, Jobs and the Los Angeles Economy: An Analysis of U.S. Census Data and the Challenges Facing Our Region” (Los Angeles Alliance for a New Economy, August 28, 2007). U.S. Census Bureau (2000).

**When Asians Broken Up By Ethnicity, Specific Asian Ethnic Groups Live In Higher Rates of Poverty**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Below 100% of Federal Poverty Level</th>
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</thead>
<tbody>
<tr>
<td>Hmong</td>
<td>71%</td>
</tr>
<tr>
<td>Cambodian</td>
<td>68%</td>
</tr>
<tr>
<td>Samoans</td>
<td>54%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>44%</td>
</tr>
<tr>
<td>Korean</td>
<td>36%</td>
</tr>
<tr>
<td>Thai</td>
<td>34%</td>
</tr>
</tbody>
</table>

Homework Question: Which racial group has the greatest economic divide? (Hint: Which group has a median income above the median while having a significant percentage of working poor?)
DO WORKING FAMILIES EARN ENOUGH TO LIVE IN LOS ANGELES COUNTY?

Mathematics of Labor

Former Prime Minister of England Benjamin Disraeli’s utterance “There are three kinds of lies: lies, damned lies and statistics” poignantly and succinctly describes both the power of numbers and the frustrating prevalence of its use or misuse in politics. It is no wonder that mathematics has flourished, if not originated, as a discipline in commerce and government. The truth of numbers can only be determined by knowing the position of the mathematician. After all, mathematics, at its core, is the search for patterns. The numbers involved in calculating poverty, profit and work can discern the logic of capital in the lives of working people. A Mathematics of Labor attempts to discern the repeating combinations and sequencings that accurately reveal the quality of life of working people.

In other words—“How much does it cost?”, “Do I make enough?” and “Am I alone?”

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<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Median Wage = $26,520</td>
<td>26,520 – 28,126 = -$1,606 deficit a yr</td>
<td>26,520–62,393 = -$35,873 deficit a yr</td>
<td>26,520–51,035 = -$24,515 deficit a yr</td>
<td>(26,520+22,933) – 74,044 = -$24,591 deficit a yr</td>
</tr>
<tr>
<td>Women = $22,933 (76%) ($11.02 hourly)</td>
<td>22,933-28,126= -$5,193 deficit a yr</td>
<td>22,933-62,393= -$39,460 deficit a yr</td>
<td>22,933-51,035= -$28,102 deficit a yr</td>
<td>(22,933+22,933) – 74,044 = -$28,178 deficit a yr</td>
</tr>
</tbody>
</table>

Note: Assumes working full-time 40 hours a week for 52 weeks with no unpaid holidays and vacations.

STATE OF LOS ANGELES HEALTHCARE (2005)

Los Angeles County has one of the Highest Populations of Uninsured in California = 23.5% of Total LA Population (Ages 0-64)

- California Uninsured: 6,530,000
- Los Angeles Uninsured: 2,127,455

Majority of Uninsured in Los Angeles County are US Citizens
- US Citizens, 56.4%
- Noncitizens with Green Card, 18.2%
- Noncitizens w/no green card (includes documented temporary workers & students), 25.4%

8 out of 10 (78.1%) with Family Incomes of Less than 300% of Federal Poverty Level Have No Health Insurance for All or Part of the Year (Los Angeles County)

- No Insurance: 23.5%
- Public Health Insurance: 19.4%
- Employment Based: 48.8%
- Privately Purchased: 8.3%

Los Angeles County has one of the Highest Populations of Uninsured in California = 23.5% of Total LA Population (Ages 0-64)

- Los Angeles Uninsured: 2,127,455
- California Uninsured: 6,530,000

300% of Federal Poverty Level is $9,973 for single adult, $12,755 for 2-person family and $15,577 for 3-person family (2005)

## STATE OF CALIFORNIA HEALTHCARE (2005)

California Health Coverage by Racial/Ethnic Group Ages 0-64
Total Population: 32,274,000
Note: Total Uninsured All Year - 3,587,000 & Part Year – 2,942,000

<table>
<thead>
<tr>
<th></th>
<th>Uninsured All &amp; Part Year %</th>
<th>Employment Based All Year %</th>
<th>Medi-Cal or Healthy Families All Year %</th>
<th>Privately Purchased All Year %</th>
<th>Other All Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20.2</td>
<td>54.3</td>
<td>15.8</td>
<td>5.5</td>
<td>4.1</td>
</tr>
<tr>
<td>White</td>
<td>12.5</td>
<td>66.8</td>
<td>7.9</td>
<td>8.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Latina/o</td>
<td>33.8</td>
<td>35.3</td>
<td>25.7</td>
<td>1.9</td>
<td>3.4</td>
</tr>
<tr>
<td>Asian American / Pacific Islander</td>
<td>17.7</td>
<td>59.3</td>
<td>12.1</td>
<td>6.7</td>
<td>4.3</td>
</tr>
<tr>
<td>African American</td>
<td>15.3</td>
<td>50.3</td>
<td>26.9</td>
<td>2.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Native American</td>
<td>22.0</td>
<td>41.2</td>
<td>28.4</td>
<td>3.3</td>
<td>5.1</td>
</tr>
</tbody>
</table>

### 6,530,000 Uninsured in California (Ages 0-64)

- Full-Time: 66%
- Part-Time: 4.9%
- Self-Employed: 13.5%
- Not Working: 15.7%

### Declining Employment-Based Health Insurance Continues to Be the Backbone for California’s Health Coverage

- 8 in 10 uninsured are workers and their families (employer did not offer or had stricter eligibility requirements). 50.3% of children were covered by parent’s employer-based healthcare.
- Employment-Based insurance dropped from 56.4% (2001) to 54.3% (2005). If rate did not drop, 678,000 adults would have had insurance all year in 2005.
- Employment-Based insurance dropped most for families at 100%-199% Federal Poverty Line from 41% in 2001 to 26.1% in 2005.
- Workers, on average, paid 66% more for their share of family coverage in 2005 than in 2001.


**Formal Economy Stagnant**

Not Enough Growth
1990: 4,149,500 jobs
2006: 4,100,200 jobs

Job change 1990 to 2005:
- LA -3%
- US +22%

**Jobs Lost**

1989
Aerospace collapses and residents begin leaving

1990 to 1994:
429,000 jobs lost or 10% of jobs in LA County

1996 to 2006:
More than 170,000 Manufacturing Jobs Lost ($48,724)

**Polarized Growth of High-Skill High-Pay & Low-Skill Low-Pay Service Sector Jobs**

1996 to 2006: Two of the top growing industries pay less than $30,000:
- 70,000 Leisure & Hospitality ($26,676)
- 57,000 Retail ($29,224)

**Underground Economy is Major Growth Engine**

aka Informal Economy:
employment operating outside of local, state and federal regulations and oversight

2000 to 2004:
14% to 15% (647,000 to 679,000) of total workforce

Undocumented immigrants: 61% of informal economy workforce

LOS ANGELES ECONOMY: CHANGING OF THE GUARD

Loss of Manufacturing Jobs and Growth of Service Sector (1996 to 2006)

- Professional & Business sector includes several high-skill high-pay jobs but also several low-skill low-pay jobs such as janitorial and security.
- Healthcare also has high-pay jobs but it also includes low-pay employment like childcare and nursing homes.
- Despite jobs lost, LA remains the largest manufacturing center in US with 462,300 workers.

Informal Economy (679,000 workers)

Top 5 Employers of Undocumented Workers in Informal Economy

LOS ANGELES AREA ECONOMY: THE GLOBAL CITY

International Trade is a Significant Component of LA Economy and Leading Growth Industry for Southern California

2006: 35,000 new jobs for LA 5-County Area (Annual Average Employment of 485,100 Workers)

Los Angeles Customs District, which includes Los Angeles and Long Beach Ports, Port Hueneme, and Los Angeles International Airport, is the largest in the nation in value and numbers of containers handled.

Value of International Trade at Nation’s Largest Custom Districts

<table>
<thead>
<tr>
<th>Year</th>
<th>Import in US$ Billion</th>
<th>Export in US$ Billion</th>
<th>Total in US$ Billion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>73.3</td>
<td>79</td>
<td>152.3</td>
</tr>
<tr>
<td>1992</td>
<td>127.2</td>
<td>119.4</td>
<td>246.6</td>
</tr>
<tr>
<td>1994</td>
<td>139.7</td>
<td>145.9</td>
<td>285.6</td>
</tr>
<tr>
<td>1996</td>
<td>145.9</td>
<td>153.8</td>
<td>300.7</td>
</tr>
<tr>
<td>1998</td>
<td>145.7</td>
<td>180.3</td>
<td>326.0</td>
</tr>
<tr>
<td>2000</td>
<td>176.9</td>
<td>209.8</td>
<td>486.7</td>
</tr>
<tr>
<td>2002</td>
<td>214.8</td>
<td>225.6</td>
<td>440.4</td>
</tr>
<tr>
<td>2004</td>
<td>264.2</td>
<td>295</td>
<td>559.2</td>
</tr>
<tr>
<td>2006</td>
<td>329.4</td>
<td>295</td>
<td>624.8</td>
</tr>
</tbody>
</table>

Source: "International Trade Trends and Impacts: The Southern California Region (World Trade Center Association Los Angeles – Long Beach & Los Angeles County Economic Development Corporation, May 2007)."

LA/LB is the Fifth Largest World Port (TEUs)

<table>
<thead>
<tr>
<th>Port</th>
<th>TEUs in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>24.8 million</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>23.2 million</td>
</tr>
<tr>
<td>Shanghai</td>
<td>21.7 million</td>
</tr>
<tr>
<td>Shenzhen</td>
<td>18.5 million</td>
</tr>
<tr>
<td>Los Angeles/Long Beach</td>
<td>15.8 million</td>
</tr>
</tbody>
</table>

Numbers of Containers Handled Measured by TEUs or Twenty-Foot Equivalent Units (2006)

Twin Ports of Los Angeles and Long Beach Are the Nation’s Main Entry Point for Goods From Pacific Rim

42% of US waterborne goods with 70% coming from Asia (2006)

<table>
<thead>
<tr>
<th>Country</th>
<th>Import</th>
<th>Export</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>$104.7 billion</td>
<td>$21.3 billion</td>
<td>$126 billion</td>
</tr>
<tr>
<td>Japan</td>
<td>$37.5 billion</td>
<td>$13.1 billion</td>
<td>$50.7 billion</td>
</tr>
<tr>
<td>S. Korea</td>
<td>$12.1 billion</td>
<td>$8.7 billion</td>
<td>$20.7 billion</td>
</tr>
<tr>
<td>Taiwan</td>
<td>$11 billion</td>
<td>$5.7 billion</td>
<td>$16.7 billion</td>
</tr>
</tbody>
</table>
"WE ARE NOT ALONE:" THE WORLD

World population: 6.6 billion people (2007)

<table>
<thead>
<tr>
<th>AFRICA</th>
<th>ASIA</th>
<th>EUROPE</th>
<th>N. AMERICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(53) 877,500,000 pop.</td>
<td>(44) 3,879,000,000 pop.</td>
<td>(47) 727,000,000 pop.</td>
<td>(23) 501,500,000 pop.</td>
</tr>
<tr>
<td>Algeria</td>
<td>Afghanistan</td>
<td>Albania</td>
<td>Antigua and Barbuda</td>
</tr>
<tr>
<td>Angola</td>
<td>Bahrain</td>
<td>Andorra</td>
<td>Bahamas</td>
</tr>
<tr>
<td>Benin</td>
<td>Bangladesh</td>
<td>Armenia</td>
<td>Barbados</td>
</tr>
<tr>
<td>Botswana</td>
<td>Bhutan</td>
<td>Austria</td>
<td>Belize</td>
</tr>
<tr>
<td>Burkina</td>
<td>Bunei</td>
<td>Azerbaijan</td>
<td>Canada</td>
</tr>
<tr>
<td>Burundi</td>
<td>Burma (Myanmar)</td>
<td>Belarus</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Cambodia</td>
<td>Belgium</td>
<td>Cuba</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>China</td>
<td>Bosnia and Herzegovina</td>
<td>Dominica</td>
</tr>
<tr>
<td>Chad</td>
<td>Indonesia</td>
<td>Croatia</td>
<td>El Salvador</td>
</tr>
<tr>
<td>Comoros</td>
<td>Iran</td>
<td>Cyprus</td>
<td>Grenada</td>
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<td>Congo</td>
<td>Iraq</td>
<td>Czech Republic</td>
<td>Guatemala</td>
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<tr>
<td>Congo</td>
<td>Israel</td>
<td>Denmark</td>
<td>Haiti</td>
</tr>
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<td>(Dem. Rep.)</td>
<td>Japan</td>
<td>Estonia</td>
<td>Honduras</td>
</tr>
<tr>
<td>Djibouti</td>
<td>Jordan</td>
<td>Finland</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Egypt</td>
<td>Kazakhstan</td>
<td>France</td>
<td>Mexico</td>
</tr>
<tr>
<td>Equatorial Guinea</td>
<td>Korea (north)</td>
<td>Georgia</td>
<td>Nicaragua</td>
</tr>
<tr>
<td>Eritrea</td>
<td>Korea (south)</td>
<td>Greece</td>
<td>Panama</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>Kuwait</td>
<td>Hungary</td>
<td>St. Kitts &amp; Nevis</td>
</tr>
<tr>
<td>Gabon</td>
<td>Kyrgyzstan</td>
<td>Iceland</td>
<td>St. Lucia</td>
</tr>
<tr>
<td>Gambia</td>
<td>Laos</td>
<td>Ireland</td>
<td>St. Vincent &amp; the Grenadines</td>
</tr>
<tr>
<td>Ghana</td>
<td>Lebanon</td>
<td>Italy</td>
<td>Trinidad &amp; Tobago</td>
</tr>
<tr>
<td>Guinea</td>
<td>Malaysia</td>
<td>Latvia</td>
<td>United States</td>
</tr>
<tr>
<td>Guinea-Bissau</td>
<td>Maldives</td>
<td>Liechtenstein</td>
<td></td>
</tr>
<tr>
<td>Ivory Coast</td>
<td>Mongolia</td>
<td>Lithuania</td>
<td>OCEANIA (14)</td>
</tr>
<tr>
<td>Kenya</td>
<td>Nepal</td>
<td>Luxembourg</td>
<td>(32,000,000 pop.)</td>
</tr>
<tr>
<td>Lesotho</td>
<td>Oman</td>
<td>Macedonia</td>
<td>Australia</td>
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<td>Liberia</td>
<td>Pakistan</td>
<td>Malta</td>
<td>Fiji</td>
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<tr>
<td>Libya</td>
<td>Philippines</td>
<td>Moldova</td>
<td>Kiribati</td>
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<tr>
<td>Madagascar</td>
<td>Qatar</td>
<td>Monaco</td>
<td>Marshall Islands</td>
</tr>
<tr>
<td>Malawi</td>
<td>Russian</td>
<td>Montenegro</td>
<td>Micronesia</td>
</tr>
<tr>
<td>Mali</td>
<td>Federation</td>
<td>Netherlands</td>
<td>Nauru</td>
</tr>
<tr>
<td>Mauritania</td>
<td>Saudi Arabia</td>
<td>Norway</td>
<td>New Zealand</td>
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<tr>
<td>Mauritius</td>
<td>Singapore</td>
<td>Poland</td>
<td>Palau</td>
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<tr>
<td>Morocco</td>
<td>Sri Lanka</td>
<td>Portugal</td>
<td>Papua New Guinea</td>
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<td>Mozambique</td>
<td>Syria</td>
<td>Romania</td>
<td>Samoa</td>
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<tr>
<td>Namibia</td>
<td>Tajikistan</td>
<td>San Marino</td>
<td>Solomon Islands</td>
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<tr>
<td>Niger</td>
<td>Thailand</td>
<td>Serbia</td>
<td>Tonga</td>
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<td>Nigeria</td>
<td>Turkey</td>
<td>Slovakia</td>
<td>Tuvalu</td>
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<td>Rwanda</td>
<td>Turkmenistan</td>
<td>Slovenia</td>
<td>Vanuatu</td>
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<tr>
<td>Sao Tome and Principe</td>
<td>United Arab Emirates</td>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>Senegal</td>
<td>Uzbekistan</td>
<td>Sweden</td>
<td>S. AMERICA (12)</td>
</tr>
<tr>
<td>Seychelles</td>
<td>Vietnam</td>
<td>Switzerland</td>
<td>(373,500,000 pop.)</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>Yemen</td>
<td>Ukraine</td>
<td>Argentina</td>
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<tr>
<td>Somalia</td>
<td></td>
<td>United Kingdom</td>
<td>Brazil</td>
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<tr>
<td>South Africa</td>
<td></td>
<td>Vatican City</td>
<td>Bolivia</td>
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<td>Sudan</td>
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<td>Brazil</td>
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<td>Swaziland</td>
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<td>Chile</td>
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<td>Colombia</td>
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<td>Togo</td>
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<td>Ecuador</td>
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<td>Tunisia</td>
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<td>Guyana</td>
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<td>Uganda</td>
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<td>Zambia</td>
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<td>Peru</td>
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<tr>
<td>Zimbabwe</td>
<td></td>
<td></td>
<td>Suriname</td>
</tr>
</tbody>
</table>

Languages (2005)

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin Chinese</td>
<td>13.2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>4.9%</td>
</tr>
<tr>
<td>English</td>
<td>4.7%</td>
</tr>
<tr>
<td>Arabic</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hindi</td>
<td>2.7%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2.7%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2.6%</td>
</tr>
<tr>
<td>Russian</td>
<td>2.2%</td>
</tr>
<tr>
<td>Japanese</td>
<td>1.9%</td>
</tr>
<tr>
<td>German</td>
<td>1.4%</td>
</tr>
<tr>
<td>Wu Chinese</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Religions (2007):

- 21% Muslims, 17% Catholics, 13.3% Hindus, 11.8% Other, 11.8% Non-religious, 5.8% Buddhists, 5.8% Protestant, 3.5% Orthodox, 2.3% Atheists, 1.3% Anglicans, .4% Sikhs, .2% Jews, .1% Baha'i

5 Largest Populations (July 2007)

1. China: 1,321,851,888
2. India: 1,129,866,154
3. USA: 301,139,947
4. Indonesia: 234,693,997
5. Brazil: 190,010,647

Richest 10% owns 85% of world wealth
Bottom 50% owns 1.1% of world wealth (2007)

UNIVERSAL DECLARATION OF HUMAN RIGHTS

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights [Resolution 217 A (III)].

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this
Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3**

Everyone has the right to life, liberty and security of person.

**Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

Everyone has the right to recognition everywhere as a person before the law.
Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
Declaración Universal de Derechos Humanos

Adoptada y proclamada por la Asamblea General en su resolución 217 A (III), de 10 de diciembre de 1948

Preámbulo

Considerando que la libertad, la justicia y la paz en el mundo tienen por base el reconocimiento de la dignidad intrínseca y de los derechos iguales e inalienables de todos los miembros de la familia humana,

Considerando que el desconocimiento y el menoscabo de los derechos humanos han originado actos de barbarie ultrajantes para la conciencia de la humanidad; y que se ha proclamado, como la aspiración más elevada del hombre, el advenimiento de un mundo en que los seres humanos, liberados del temor y de la miseria, disfruten de la libertad de palabra y de la libertad de creencias,

Considerando esencial que los derechos humanos sean protegidos por un régimen de Derecho, a fin de que el hombre no se vea compelido al supremo recurso de la rebelión contra la tiranía y la opresión,

Considerando también esencial promover el desarrollo de relaciones amistosas entre las naciones,

Considerando que los pueblos de las Naciones Unidas han reafirmado en la Carta su fe en los derechos fundamentales del hombre, en la dignidad y el valor de la persona humana y en la igualdad de derechos de hombres y mujeres; y se han declarado resueltos a promover el progreso social y a elevar el nivel de vida dentro de un concepto más amplio de la libertad,

Considerando que los Estados Miembros se han comprometido a asegurar, en cooperación con la Organización de las Naciones Unidas, el respeto universal y efectivo a los derechos y libertades fundamentales del hombre, y

Considerando que una concepción común de estos derechos y libertades es de la mayor importancia para el pleno cumplimiento de dicho compromiso,

La Asamblea General

Proclama la presente Declaración Universal de Derechos Humanos como ideal común por el que todos los pueblos y naciones deben esforzarse, a fin de que tanto los individuos como las instituciones,
inspirándose constantemente en ella, promuevan, mediante la enseñanza y la educación, el respeto a
estos derechos y libertades, y aseguren, por medidas progresivas de carácter nacional e internacional,
su reconocimiento y aplicación universales y efectivos, tanto entre los pueblos de los Estados Miembros
como entre los de los territorios colocados bajo su jurisdicción.

Artículo 1

Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de
razón y conciencia, deben comportarse fraternalmente los unos con los otros.

Artículo 2

Toda persona tiene los derechos y libertades proclamados en esta Declaración, sin distinción alguna de
raza, color, sexo, idioma, religión, opinión política o de cualquier otra índole, origen nacional o social,
posición económica, nacimiento o cualquier otra condición.

Además, no se hará distinción alguna fundada en la condición política, jurídica o internacional del país o
territorio de cuya jurisdicción dependa una persona, tanto si se trata de un país independiente, como de
un territorio bajo administración fiduciaria, no autónomo o sometido a cualquier otra limitación de
soberanía.

Artículo 3

Todo individuo tiene derecho a la vida, a la libertad y a la seguridad de su persona.

Artículo 4

Nadie estará sometido a esclavitud ni a servidumbre; la esclavitud y la trata de esclavos están
prohibidas en todas sus formas.

Artículo 5

Nadie será sometido a torturas ni a penas o tratos crueles, inhumanos o degradantes.

Artículo 6

Todo ser humano tiene derecho, en todas partes, al reconocimiento de su personalidad jurídica.
Artículo 7

Todos son iguales ante la ley y tienen, sin distinción, derecho a igual protección de la ley. Todos tienen derecho a igual protección contra toda discriminación que infrinja esta Declaración y contra toda provocación a tal discriminación.

Artículo 8

Toda persona tiene derecho a un recurso efectivo, ante los tribunales nacionales competentes, que la ampare contra actos que violen sus derechos fundamentales reconocidos por la constitución o por la ley.

Artículo 9

Nadie podrá ser arbitrariamente detenido, preso ni desterrado.

Artículo 10

Toda persona tiene derecho, en condiciones de plena igualdad, a ser oída públicamente y con justicia por un tribunal independiente e imparcial, para la determinación de sus derechos y obligaciones o para el examen de cualquier acusación contra ella en materia penal.

Artículo 11

1. Toda persona acusada de delito tiene derecho a que se presuma su inocencia mientras no se pruebe su culpabilidad, conforme a la ley y en juicio público en el que se le hayan asegurado todas las garantías necesarias para su defensa.

2. Nadie será condenado por actos u omisiones que en el momento de cometerse no fueron delictivos según el Derecho nacional o internacional. Tampoco se impondrá pena más grave que la aplicable en el momento de la comisión del delito.

Artículo 12

Nadie será objeto de injerencias arbitrarias en su vida privada, su familia, su domicilio o su correspondencia, ni de ataques a su honra o a su reputación. Toda persona tiene derecho a la protección de la ley contra tales injerencias o ataques.
Artículo 13

1. Toda persona tiene derecho a circular libremente y a elegir su residencia en el territorio de un Estado.
2. Toda persona tiene derecho a salir de cualquier país, incluso el propio, y a regresar a su país.

Artículo 14

1. En caso de persecución, toda persona tiene derecho a buscar asilo, y a disfrutar de él, en cualquier país.
2. Este derecho no podrá ser invocado contra una acción judicial realmente originada por delitos comunes o por actos opuestos a los propósitos y principios de las Naciones Unidas.

Artículo 15

1. Toda persona tiene derecho a una nacionalidad.
2. A nadie se privará arbitrariamente de su nacionalidad ni del derecho a cambiar de nacionalidad.

Artículo 16

1. Los hombres y las mujeres, a partir de la edad núbil, tienen derecho, sin restricción alguna por motivos de raza, nacionalidad o religión, a casarse y fundar una familia; y disfrutarán de iguales derechos en cuanto al matrimonio, durante el matrimonio y en caso de disolución del matrimonio.
2. Sólo mediante libre y pleno consentimiento de los futuros esposos podrá contraerse el matrimonio.
3. La familia es el elemento natural y fundamental de la sociedad y tiene derecho a la protección de la sociedad y del Estado.

Artículo 17

1. Toda persona tiene derecho a la propiedad, individual y colectivamente.
2. Nadie será privado arbitrariamente de su propiedad.

Artículo 18

Toda persona tiene derecho a la libertad de pensamiento, de conciencia y de religión; este derecho incluye la libertad de cambiar de religión o de creencia, así como la libertad de manifestar su religión o
su creencia, individual y colectivamente, tanto en público como en privado, por la enseñanza, la práctica, el culto y la observancia.

**Artículo 19**

Todo individuo tiene derecho a la libertad de opinión y de expresión; este derecho incluye el no ser molestado a causa de sus opiniones, el de investigar y recibir informaciones y opiniones, y el de difundirlas, sin limitación de fronteras, por cualquier medio de expresión.

**Artículo 20**

1. Toda persona tiene derecho a la libertad de reunión y de asociación pacíficas.
2. Nadie podrá ser obligado a pertenecer a una asociación.

**Artículo 21**

1. Toda persona tiene derecho a participar en el gobierno de su país, directamente o por medio de representantes libremente escogidos.
2. Toda persona tiene el derecho de acceso, en condiciones de igualdad, a las funciones públicas de su país.
3. La voluntad del pueblo es la base de la autoridad del poder público; esta voluntad se expresará mediante elecciones auténticas que habrán de celebrarse periódicamente, por sufragio universal e igual y por voto secreto u otro procedimiento equivalente que garantice la libertad del voto.

**Artículo 22**

Toda persona, como miembro de la sociedad, tiene derecho a la seguridad social, y a obtener, mediante el esfuerzo nacional y la cooperación internacional, habida cuenta de la organización y los recursos de cada Estado, la satisfacción de los derechos económicos, sociales y culturales, indispensables a su dignidad y al libre desarrollo de su personalidad.

**Artículo 23**

1. Toda persona tiene derecho al trabajo, a la libre elección de su trabajo, a condiciones equitativas y satisfactorias de trabajo y a la protección contra el desempleo.
2. Toda persona tiene derecho, sin discriminación alguna, a igual salario por trabajo igual.
3. Toda persona que trabaja tiene derecho a una remuneración equitativa y satisfactoria, que le asegure, así como a su familia, una existencia conforme a la dignidad humana y que será completada, en caso necesario, por cualesquiera otros medios de protección social.

4. Toda persona tiene derecho a fundar sindicatos y a sindicarse para la defensa de sus intereses.

Artículo 24

Toda persona tiene derecho al descanso, al disfrute del tiempo libre, a una limitación razonable de la duración del trabajo y a vacaciones periódicas pagadas.

Artículo 25

1. Toda persona tiene derecho a un nivel de vida adecuado que le asegure, así como a su familia, la salud y el bienestar, y en especial la alimentación, el vestido, la vivienda, la asistencia médica y los servicios sociales necesarios; tiene asimismo derecho a los seguros en caso de desempleo, enfermedad, invalidez, viudez, vejez y otros casos de pérdida de sus medios de subsistencia por circunstancias independientes de su voluntad.

2. La maternidad y la infancia tienen derecho a cuidados y asistencia especiales. Todos los niños, nacidos de matrimonio o fuera de matrimonio, tienen derecho a igual protección social.

Artículo 26

1. Toda persona tiene derecho a la educación. La educación debe ser gratuita, al menos en lo concerniente a la instrucción elemental y fundamental. La instrucción elemental será obligatoria. La instrucción técnica y profesional habrá de ser generalizada; el acceso a los estudios superiores será igual para todos, en función de los méritos respectivos.

2. La educación tendrá por objeto el pleno desarrollo de la personalidad humana y el fortalecimiento del respeto a los derechos humanos y a las libertades fundamentales; favorecerá la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos étnicos o religiosos; y promoverá el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz.

3. Los padres tendrán derecho preferente a escoger el tipo de educación que habrá de darse a sus hijos.

Artículo 27

1. Toda persona tiene derecho a tomar parte libremente en la vida cultural de la comunidad, a gozar de las artes y a participar en el progreso científico y en los beneficios que de él resulten.
2. Toda persona tiene derecho a la protección de los intereses morales y materiales que le correspondan por razón de las producciones científicas, literarias o artísticas de que sea autora.

Artículo 28

Toda persona tiene derecho a que se establezca un orden social e internacional en el que los derechos y libertades proclamados en esta Declaración se hagan plenamente efectivos.

Artículo 29

1. Toda persona tiene deberes respecto a la comunidad, puesto que sólo en ella puede desarrollar libre y plenamente su personalidad.
2. En el ejercicio de sus derechos y en el disfrute de sus libertades, toda persona estará solamente sujeta a las limitaciones establecidas por la ley con el único fin de asegurar el reconocimiento y el respeto de los derechos y libertades de los demás, y de satisfacer las justas exigencias de la moral, del orden público y del bienestar general en una sociedad democrática.
3. Estos derechos y libertades no podrán en ningún caso ser ejercidos en oposición a los propósitos y principios de las Naciones Unidas.

Artículo 30

Nada en la presente Declaración podrá interpretarse en el sentido de que confiere derecho alguno al Estado, a un grupo o a una persona, para emprender y desarrollar actividades o realizar actos tendientes a la supresión de cualquiera de los derechos y libertades proclamados en esta Declaración.
WHAT IS GLOBALIZATION?

Globalization: Driven by international commerce and investment, globalization is the process of integration of the markets across the world, involving people, corporations, and governments. Globalization is not new, but technological advances and government policies promoting trade have currently increased foreign investment and migration at a rapid rate with great impact on local economies and cultures, social conditions, and people.

Compared with the other countries leading in trade whose imports and exports are generally the same, the U.S. imports an unusually higher amount of foreign goods and services ($1.987 trillion) than it exports ($1.14 trillion).

Major Countries in World Trade (2007 in billions of US dollars)

<table>
<thead>
<tr>
<th>Country</th>
<th>Import</th>
<th>Export</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>2,000</td>
<td>1,140</td>
</tr>
<tr>
<td>China</td>
<td>1,500</td>
<td>1,200</td>
</tr>
<tr>
<td>Germany</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Japan</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>France</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>UK</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Top 5 Importers: US, Germany, China, France and UK
Top 5 Exporters: Germany, China, US, Japan and France

US buys and sells more foreign goods than are produced annually in more than 80 countries around the world but the US also has the largest recorded trade deficit in history (2007).

About 12 million people hold jobs in the US that are directly or indirectly involved in goods and services exported to other countries.

Bonus Research Question: How many US-based corporations are multi-national?

International Labour Organization

Declaration on Fundamental Principles and Rights at Work

Recognizing the dramatic increase in global inequality and corresponding social injustice in the 1990s, over 155 countries gathered at the United Nations World Summit on Social Development and agreed to make full employment a policy priority and to safeguard the basic rights of workers covering four basic areas (1) the right to form a union (2) eradication of forced labor (3) abolition of child labor and (4) elimination of discrimination at the workplace. In June 1998, at the 86th Session of the International Labour Conference in Geneva, they adopted the Declaration on Fundamental Principles and Rights of Work. (Note: The International Labour Organization is a specialized agency of the United Nations.)

Whereas the ILO was founded in the conviction that social justice is essential to universal and lasting peace;

Whereas economic growth is essential but not sufficient to ensure equity, social progress and the eradication of poverty, confirming the need for the ILO to promote strong social policies, justice and democratic institutions;

Whereas the ILO should, now more than ever, draw upon all its standard-setting, technical cooperation and research resources in all its areas of competence, in particular employment, vocational training and working conditions, to ensure that, in the context of a global strategy for economic and social development, economic and social policies are mutually reinforcing components in order to create broad-based sustainable development;

Whereas the ILO should give special attention to the problems of persons with special social needs, particularly the unemployed and migrant workers, and mobilize and encourage international, regional and national efforts aimed at resolving their problems, and promote effective policies aimed at job creation;

Whereas, in seeking to maintain the link between social progress and economic growth, the guarantee of fundamental principles and rights at work is of particular significance in that it enables the persons concerned, to claim freely and on the basis of equality of opportunity, their fair share of the wealth which they have helped to generate, and to achieve fully their human potential;

Whereas the ILO is the constitutionally mandated international organization and the competent body to
set and deal with international labour standards, and enjoys universal support and acknowledgement in promoting Fundamental Rights at Work as the expression of its constitutional principles;

Whereas it is urgent, in a situation of growing economic interdependence, to reaffirm the immutable nature of the fundamental principles and rights embodied in the Constitution of the Organization and to promote their universal application;

The International Labour Conference

1. Recalls:

(a) that in freely joining the ILO, all Members have endorsed the principles and rights set out in its Constitution and in the Declaration of Philadelphia, and have undertaken to work towards attaining the overall objectives of the Organization to the best of their resources and fully in line with their specific circumstances;

(b) that these principles and rights have been expressed and developed in the form of specific rights and obligations in Conventions recognized as fundamental both inside and outside the Organization.

2. Declares that all Members, even if they have not ratified the Conventions in question, have an obligation arising from the very fact of membership in the Organization to respect, to promote and to realize, in good faith and in accordance with the Constitution, the principles concerning the fundamental rights which are the subject of those Conventions, namely:

(a) freedom of association and the effective recognition of the right to collective bargaining;

(b) the elimination of all forms of forced or compulsory labour;

(c) the effective abolition of child labour; and

(d) the elimination of discrimination in respect of employment and occupation.

3. Recognizes the obligation on the Organization to assist its Members, in response to their established and expressed needs, in order to attain these objectives by making full use of its constitutional, operational and budgetary resources, including, by the mobilization of external resources and support, as well as by encouraging other international organizations with which the ILO has established relations, pursuant to article 12 of its Constitution, to support these efforts:
(a) by offering technical cooperation and advisory services to promote the ratification and implementation of the fundamental Conventions;

(b) by assisting those Members not yet in a position to ratify some or all of these Conventions in their efforts to respect, to promote and to realize the principles concerning fundamental rights which are the subject of these Conventions; and

(c) by helping the Members in their efforts to create a climate for economic and social development.

4. Decides that, to give full effect to this Declaration, a promotional follow-up, which is meaningful and effective, shall be implemented in accordance with the measures specified in the annex hereto, which shall be considered as an integral part of this Declaration.

5. Stresses that labour standards should not be used for protectionist trade purposes, and that nothing in this Declaration and its follow-up shall be invoked or otherwise used for such purposes; in addition, the comparative advantage of any country should in no way be called into question by this Declaration and its follow-up.
Declaración de la OIT relativa a los principios y derechos fundamentales en el trabajo y su seguimiento

Considerando que la creación de la OIT procedía de la convicción de que la justicia social es esencial para garantizar una paz universal y permanente;

Considerando que el crecimiento económico es esencial, pero no suficiente, para asegurar la equidad, el progreso social y la erradicación de la pobreza, lo que confirma la necesidad de que la OIT promueva políticas sociales sólidas, la justicia e instituciones democráticas;

Considerando que, por lo tanto, la OIT debe hoy más que nunca movilizar el conjunto de sus medios de acción normativa, de cooperación técnica y de investigación en todos los ámbitos de su competencia, y en particular en los del empleo, la formación profesional y las condiciones de trabajo, a fin de que en el marco de una estrategia global de desarrollo económico y social, las políticas económicas y sociales se refuerzan mutuamente con miras a la creación de un desarrollo sostenible de base amplia;

Considerando que la OIT debería prestar especial atención a los problemas de personas con necesidades sociales especiales, en particular los desempleados y los trabajadores migrantes, movilizar y alentar los esfuerzos nacionales, regionales e internacionales encaminados a la solución de sus problemas, y promover políticas eficaces destinadas a la creación de empleo;

Considerando que, con el objeto de mantener el vínculo entre progreso social y crecimiento económico, la garantía de los principios y derechos fundamentales en el trabajo reviste una importancia y un significado especiales al asegurar a los propios interesados la posibilidad de reivindicar libremente y en igualdad de oportunidades una participación justa en las riquezas a cuya creación han contribuido, así como la de desarrollar plenamente su potencial humano;

Considerando que la OIT es la organización internacional con mandato constitucional y el órgano competente para establecer Normas Internacionales del Trabajo y ocuparse de ellas, y que goza de apoyo y reconocimiento universales en la promoción de los derechos fundamentales en el trabajo como expresión de sus principios constitucionales;

Considerando que en una situación de creciente interdependencia económica urge reafirmar la permanencia de los principios y derechos fundamentales inscritos en la Constitución de la Organización, así como promover su aplicación universal;
La Conferencia Internacional del Trabajo

1. Recuerda:

(a) que al incorporarse libremente a la OIT, todos los Miembros han aceptado los principios y derechos enunciados en su Constitución y en la Declaración de Filadelfia, y se han comprometido a esforzarse por lograr los objetivos generales de la Organización en toda la medida de sus posibilidades y atendiendo a sus condiciones específicas;

(b) que esos principios y derechos han sido expresados y desarrollados en forma de derechos y obligaciones específicos en convenios que han sido reconocidos como fundamentales dentro y fuera de la Organización.

2. Declara que todos los Miembros, aun cuando no hayan ratificado los convenios aludidos, tienen un compromiso que se deriva de su mera pertenencia a la Organización de respetar, promover y hacer realidad, de buena fe y de conformidad con la Constitución, los principios relativos a los derechos fundamentales que son objeto de esos convenios, es decir:

(a) a libertad de asociación y la libertad sindical y el reconocimiento efectivo del derecho de negociación colectiva;

(b) la eliminación de todas las formas de trabajo forzoso u obligatorio;

(c) la abolición efectiva del trabajo infantil; y

(d) la eliminación de la discriminación en materia de empleo y ocupación.

3. Reconoce la obligación de la Organización de ayudar a sus Miembros, en respuesta a las necesidades que hayan establecido y expresado, a alcanzar esos objetivos haciendo pleno uso de sus recursos constitucionales, de funcionamiento y presupuestarios, incluida la movilización de recursos y apoyo externos, así como alentando a otras organizaciones internacionales con las que la OIT ha establecido relaciones, de conformidad con el artículo 12 de su Constitución, a respaldar esos esfuerzos:

(a) ofreciendo cooperación técnica y servicios de asesoramiento destinados a promover la ratificación y aplicación de los convenios fundamentales;

(b) asistiendo a los Miembros que todavía no están en condiciones de ratificar todos o algunos de esos
convenios en sus esfuerzos por respetar, promover y hacer realidad los principios relativos a los derechos fundamentales que son objeto de esos convenios; y

(c) ayudando a los Miembros en sus esfuerzos por crear un entorno favorable de desarrollo económico y social.

4. Decide que, para hacer plenamente efectiva la presente Declaración, se pondrá en marcha un seguimiento promocional, que sea creíble y eficaz, con arreglo a las modalidades que se establecen en el anexo que se considerará parte integrante de la Declaración.

5. Subraya que las normas de trabajo no deberían utilizarse con fines comerciales proteccionistas y que nada en la presente Declaración y su seguimiento podrá invocarse ni utilizarse de otro modo con dichos fines; además, no debería en modo alguno ponerse en cuestión la ventaja comparativa de cualquier país sobre la base de la presente Declaración y su seguimiento.
### LARGEST EMPLOYERS IN LOS ANGELES COUNTY (NUMBER OF WORKERS)

<table>
<thead>
<tr>
<th>Employer</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Los Angeles</td>
<td>93,200</td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
<td>74,632</td>
</tr>
<tr>
<td>City of Los Angeles</td>
<td>53,471</td>
</tr>
<tr>
<td>Federal Government (includes US Postal)</td>
<td>53,200</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>35,543</td>
</tr>
<tr>
<td>Kaiser Permanente</td>
<td>32,180</td>
</tr>
<tr>
<td>State of California (non-education)</td>
<td>30,200</td>
</tr>
<tr>
<td>Northrop Grumman Corporation</td>
<td>21,000</td>
</tr>
<tr>
<td>Boeing Company</td>
<td>15,825</td>
</tr>
<tr>
<td>Kroger Company (formerly Ralph’s Grocery Company)</td>
<td>14,000</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>12,379</td>
</tr>
<tr>
<td>Bank of America</td>
<td>12,200</td>
</tr>
<tr>
<td>Vons</td>
<td>12,116</td>
</tr>
<tr>
<td>Target</td>
<td>12,066</td>
</tr>
<tr>
<td>Walt Disney Corporation</td>
<td>NA (11,200 in 2004)</td>
</tr>
<tr>
<td>Metropolitan Transportation Authority (LA Company)</td>
<td>10,420</td>
</tr>
<tr>
<td>Long Beach Unified School District</td>
<td>9,622</td>
</tr>
<tr>
<td>AT&amp;T Incorporated</td>
<td>9,500</td>
</tr>
<tr>
<td>Cedars-Sinai Medical Center</td>
<td>8,817</td>
</tr>
<tr>
<td>Wells Fargo</td>
<td>8,458</td>
</tr>
</tbody>
</table>

### What is the impact of large employers on local economies?

**The Case of University of California**

UC Wages are 25% Lower than the Market Rate.

Statewide Impact if UC paid market-rate wages:

- $147 million more spending on goods and services
- Nearly 900 jobs
- $9 million in increased state and local tax revenues
- $23 million additional local business earnings

**Did you know that the state provides less than 9% of the cost of service and patient care worker wages at UC, while the rest is paid by non-governmental funding (tuition and fees provides only 1%)?**

### LARGEST EMPLOYERS IN LOS ANGELES COUNTY (REVENUE)

Fortune 1000 Companies Headquartered in LA County and Surrounding Nearby Areas

<table>
<thead>
<tr>
<th>Company</th>
<th>Revenue</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walt Disney</td>
<td>$34,285,000</td>
<td>Burbank</td>
</tr>
<tr>
<td>Northrop Grumman</td>
<td>$30,304,000</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Countrywide Financial</td>
<td>$24,444,600</td>
<td>Calabasas</td>
</tr>
<tr>
<td>Occidental Petroleum</td>
<td>$19,029,000</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>DIRECTV Group (subsidiary of News Corporation’s Fox Entertainment Group)</td>
<td>$14,755,500</td>
<td>El Segundo</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>$14,623,600</td>
<td>El Segundo</td>
</tr>
<tr>
<td>Amgen</td>
<td>$14,268,000</td>
<td>Thousand Oaks</td>
</tr>
<tr>
<td>Health Net</td>
<td>$12,908,400</td>
<td>Woodland Hills</td>
</tr>
<tr>
<td>Edison International</td>
<td>$12,622,000</td>
<td>Rosemead</td>
</tr>
<tr>
<td>KB Home</td>
<td>$11,033,800</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Hilton Hotels</td>
<td>$8,162,000</td>
<td>Beverly Hills</td>
</tr>
<tr>
<td>Jacobs Engineering Group</td>
<td>$7,421,300</td>
<td>Pasadena</td>
</tr>
<tr>
<td>Dole Food</td>
<td>$6,219,300</td>
<td>Westlake Village</td>
</tr>
<tr>
<td>Reliance Steel &amp; Aluminum</td>
<td>$5,748,400</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Mattel</td>
<td>$5,650,200</td>
<td>El Segundo</td>
</tr>
<tr>
<td>Avery Dennison</td>
<td>$5,583,100</td>
<td>Pasadena</td>
</tr>
<tr>
<td>DaVita</td>
<td>$4,860,700</td>
<td>El Segundo</td>
</tr>
<tr>
<td>Ryland Group</td>
<td>$4,757,200</td>
<td>Calabasas</td>
</tr>
<tr>
<td>CB Richard Ellis Group</td>
<td>$4,032,000</td>
<td>El Segundo</td>
</tr>
<tr>
<td>Live Nation</td>
<td>$3,691,600</td>
<td>Beverly Hills</td>
</tr>
<tr>
<td>Mercury General</td>
<td>$3,168,700</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Unified Western Grocers</td>
<td>$2,953,800</td>
<td>Commerce</td>
</tr>
<tr>
<td>Indymac Bancorp</td>
<td>$2,591,000</td>
<td>Pasadena</td>
</tr>
<tr>
<td>Univision Communications</td>
<td>$2,166,700</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Guitar Center</td>
<td>$2,005,000</td>
<td>Westlake Village</td>
</tr>
<tr>
<td>Molina Healthcare</td>
<td>$2,005,000</td>
<td>Long Beach</td>
</tr>
</tbody>
</table>

Fortune Magazine declared 2006 as the most profitable year in the Fortune 500’s 53-year history. Wal-Mart was the largest corporation in the world (revenues).

“For the past few years, business couldn’t have asked for a better environment for profits.” Mark Zandi, Moody’s Economy.com

Bonus Question: How have the incomes of working families fared in the last 53 years?

“The big gorilla—labor—has stayed remarkably tame in the new century.” Fortune Magazine.

### THE WEALTHY IN LOS ANGELES COUNTY

#### More Billionaires & Millionaires In LA County Than Any County in Nation (2006)

**Top 50 Richest People**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Wealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Estate/Hospitality</td>
<td>11</td>
</tr>
<tr>
<td>Entertainment/Media</td>
<td>10</td>
</tr>
<tr>
<td>Investments</td>
<td>8</td>
</tr>
<tr>
<td>Technology/Telecom</td>
<td>5</td>
</tr>
<tr>
<td>Inheritance</td>
<td>5</td>
</tr>
<tr>
<td>Retail/Consumer</td>
<td>4</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>Financial Services</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
</tbody>
</table>

- 36 billionaires and 263,000 millionaires
- L.A.s “Top 50 Richest” richer this year than last year (43 increased)
  - #1 was investor Kirk Kekorian $9.3 billion ($1 billion more than 2005’s #1 media chief Sumner Redstone)
  - #50 Investor Robert Peterson made $760 million ($140 million more than 2005’s #50 former Disney Company chief Michael Eisner)
- Number of multi-millionaires did not make the list such as co-founder of cable channel Oxygen network Marcy Carsey who only amassed $660 million
- Biggest Wealth Gain: Financial Manager Robert Addison Day Junior 76% ($1.7 billion to 3 billion)
- Biggest Lost:: Netherlands ambassador and Founder of Ameriquest Mortgage Company Roland Arnall -14% ($1.8 billion from $2.1 billion)

#### LA’s Rich Donate According to Their Personal Passions

- LA’s rich consist of members and supporters of both the Democratic and Republican Party
  - Investor Ron Burkle raised millions for Democrats
  - Roland Arnall donated heavily to Republicans
- Unlike other regions, religious donations do not predominate and the rich in LA do not gather together to focus wealth on particular civic institutions.
- “People have given to their own little enclaves” - Billionaire philanthropist Eli Broad.
- Private schools boom as a result of these contributions.

THE UNITED STATES: WORLD LEADER IN INEQUALITY

World Income Inequality for the G-7 Countries (Advanced Industrialized Nations with the Largest Economies)

How many dollars those in the richest 20% earn more than the poorest 20%


US Has Highest Poverty Rates

Poverty Rates in G-7 Countries (2000)

Source: Luxembourg Income Study data (2006)

**THE UNITED STATES: AN EXPENSIVE HEALTHCARE SYSTEM**

US spends more on healthcare and the only G-7 nation whose private expenditures were greater than public expenditure.

<table>
<thead>
<tr>
<th>Country</th>
<th>Public</th>
<th>Private</th>
<th>Healthcare Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK (100%)</td>
<td>6.4%</td>
<td>1.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Japan (100%)</td>
<td>6.4%</td>
<td>1.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Italy (100%)</td>
<td>6.3%</td>
<td>2.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Canada (100%)</td>
<td>6.9%</td>
<td>3.0%</td>
<td>9.9%</td>
</tr>
<tr>
<td>France (99.9%)</td>
<td>7.7%</td>
<td>2.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Germany (90.9%)</td>
<td>8.7%</td>
<td>2.4%</td>
<td>11.1%</td>
</tr>
<tr>
<td>US (25.3%)</td>
<td>6.7%</td>
<td>8.3%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Health Care Spending 2003 as Percent of GDP (Percentage of People with Healthcare Coverage Provided by Public Healthcare Spending in Parenthesis)

Source: OECD Data (2007)

**US Healthcare**

- 16% do not have health insurance (47 million)
- Employer Sponsored Health Insurance covers over 155 million non-elderly in the US
- Kaiser Foundation reports that nationally, Employer Paid Health Insurance has declined 69% since 2000
- Employers have increasingly shifted costs to employees in form of higher premiums, deductibles and co-payments

US HEALTHCARE COSTS INCREASING

**Premium Costs Rising 3 Times Faster than Wages and Inflation**

Cumulative Changes in Health Insurance Premiums, Overall Inflation and Workers’ Earnings (percent change) 2000 – 2006

- **87% Increase in Health Insurance Premiums Since 2000**

US HEALTHCARE: COSTLY AND LOWER QUALITY

US spends more on healthcare per capita but lowest life expectancy (77.5 years of age)

Life Expectancy and Healthcare Spending Per Capita (2003)

Source: OCED Data (2007)

US has highest rate of infant deaths (2003)

Infant mortality per 1,000 live births

Source: OCED Data (2007)

HISTORIC LOOK AT U.S. FAMILY INCOME INEQUALITY

1947-1973: All Grew Together as a Nation-Creation & Growth of Middle Class

<table>
<thead>
<tr>
<th>Percentage Increase</th>
<th>Poorest 20%</th>
<th>Second 20%</th>
<th>Middle 20%</th>
<th>Fourth 20%</th>
<th>Richest 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>116%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family Income Growth

Source: US Census Bureau Data

1973-2005: Grew Apart- Over Half of All Economic Growth Went to Richest 10% (Most of It to the Top 1%)

<table>
<thead>
<tr>
<th>Percentage Increase</th>
<th>Poorest 20%</th>
<th>Second 20%</th>
<th>Middle 20%</th>
<th>Fourth 20%</th>
<th>Top .1%</th>
<th>Top .01%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>353%</td>
<td>513%</td>
</tr>
<tr>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family Income Growth

“I know some of our citizens worry about the fact that our dynamic economy is leaving working people behind. We have an obligation to help ensure that every citizen shares in this country’s future. The fact is that income inequality is real; it’s been rising for more than 25 years.”  State of the Economy Report address at Federal Hall, New York (President George W. Bush, January 31, 2007).

The Productivity-Wage Relationship was the foundation of social contract between labor and employers after World War II (Workers share in benefits of economic growth). Rupture in this Relationship generally began in 1973 and continues today.

### Some Key Historic Events

- 1929-1939: Great Depression
- 1933-1938: New Deal
- 1933-1938: Union membership rose 160%
- 1935: CIO forms & National Labor Relations Act
- 1939-1945: World War II
- 1955: AFL and CIO merge & Montgomery Bus Boycott
- 1960: 1/3 of all workers in a union
- 1964: Civil Rights Act of 1964 & Gulf of Tonkin resolution
- 1970-1980: Union membership declines from 30% to 23%
- 1973: US withdrawal from Vietnam War
- 1981: Reagan fires 11,000 PATCO workers
- 1997: Union membership declines to 14%

### US Presidents

- 1933-1945: Franklin Delano Roosevelt (D)
- 1945-1953: Harry Truman (D)
- 1953-1961: Dwight Eisenhower (R)
- 1961-1963: John F. Kennedy (D)
- 1963-1969: Lyndon Johnson (D)
- 1969-1974: Richard Nixon (R)
- 1974-1977: Gerald Ford (R)
- 1977-1981: Jimmy Carter (D)
- 1989-1993: George Bush (R)
- 1993-2001: Bill Clinton (D)
- 2001-2009: George W. Bush (R)

### Bonus Question:

If the increased productivity did not go to working families, where did it go?

“WHERE DID THE MONEY GO?”: INCOME SHARES OF TOP 1% IN U.S.

“There is a] really serious problem here, as I’ve mentioned many times before this [House] committee, in the concentration of income that is rising ....”

Former Federal Reserve Chairman Alan Greenspan, July 20, 2005

Income Share of Top 1% at Highest Level Since 1929 (2005)
Share of Total Pre-Tax Income Held by Highest Income 1 Percent

Source: Thomas Piketty and Emmanuel Saez, based on IRS data (2006)

Income Gains from 2004 to 2005

Source: Congressional Budget Office (2007)

Top 1% After-Tax Income to Bottom 20%

1979: 22x more
2000: 63x more
2005: 70x more

### GROWING GAP BETWEEN CEOs AND WORKERS’ PAY IN THE U.S.

**Average CEO earns more on the first day of the year than the average worker earns all year.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average CEO Pay</th>
<th>Average US Worker Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>42 times</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>364 times</td>
<td></td>
</tr>
</tbody>
</table>

The 20 Top Hedge Fund Managers earn more in 10 minutes than the average worker earns all year.

Average of Top 20 Private Equity and Hedge Fund Managers Pay

**22,255 times**

Average US Worker Pay

Top 25 hedge fund managers earned $14 billion dollars in 2006, enough to pay New York City’s 80,000 public school teachers for three years.

The decline of average income for highly educated workers underruts case for skill-based technological change as explanation for inequality (median income of college-educated man rise only 17% since 1973).

Average Pay of 20 highest paid CEOs (publicly traded companies)

- 204 times more than the 20 highest US military generals
- 38 times more than the 20 highest-paid non-profit sector leaders
- 3 times more than 20 highest-paid CEOs of European companies who had higher sales than US counterparts
- Lowest paid of Top 20 highest paid CEOs made 7 times more compensation than 20 top leaders in Congress together

CORPORATIONS PAY DECLINING SHARE OF TAXES IN U.S.


Between 1996 to 2000:
- 71% of Foreign Corporations Doing Business in US
- 61% of US Corporations

PAID NO TAXES

Source: General Accounting Office Audit (2004)
UNION IMPACT ON WAGES AND BENEFITS IN U.S.

Median Earnings of Full-Time and Salary Workers 16 Years and Older (2006)

<table>
<thead>
<tr>
<th></th>
<th>Union</th>
<th>Non-Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$833</td>
<td>$717</td>
</tr>
<tr>
<td>Men</td>
<td>$887</td>
<td>$758</td>
</tr>
<tr>
<td>Women</td>
<td>$758</td>
<td>$679</td>
</tr>
<tr>
<td>African American</td>
<td>$707</td>
<td>$520</td>
</tr>
<tr>
<td>Latina/o</td>
<td>$686</td>
<td>$469</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>$834</td>
<td>$774</td>
</tr>
</tbody>
</table>


- Health Care: Union - 80%, Non-Union - 49%
- Pensions: Union - 80%, Non-Union - 47%
- Disability: Defined Benefit Pension - 35%

U.S. UNION MEMBERSHIP DECLINING

Percentage of Workers in Union 1973 - 2006 (29% to 12%)

2006 Union Membership: 12%
Public Sector: 36.2%  Private Sector: 7.4%

ARE UNIONS GOOD FOR THE LOS ANGELES ECONOMY? (2007)

Percentage By Which Union Wages Exceed Non-Union Wages
Total Union workers earn 27% More than Non-Union workers in Los Angeles

90% of union members employed in less sensitive to cost-based competition
Unions bring employers in underground market into formal economy

Wage Differential Stimulates Economic Growth

$34 Billion Total Wages
307,100 jobs created (64,800 jobs if workers did not earn union wages)
$51 billion in total sales
$7 billion in taxes to all levels of government

Work of union workers creates demand for more goods or services to be produced by other workers at a supplier company. Wages earned by both groups of workers increases household consumption in local economy.

28% of All Income to Business Owners ($29 billion)
29% of All Value Added Activity ($68 billion)
28% of LA’s Total Economic Output ($113 billion)
31% of All Wages Earned by Workers ($34 billion)
30% of All Jobs (1.6 million)

$32 billion in Taxes ($20 billion to Federal) ($12 billion to State and Local)

Brief overview of the Los Angeles Labor Movement. Data has been organized with the intent to stir discussion and not meant to be a comprehensive resource.
RECOMMENDED USES

These one-page fact sheets have been designed to stir discussion. Students can be broken into small groups to engage collectively with the information on specific sheets. The instructor can assign questions to guide the discussions and require each group to report back to the larger class. Some students may need the instructor to walk them through the different graphs and charts. Also, these can be creatively used to supplement existing lectures and assignments in various disciplines from the social sciences to mathematics to English composition. Sources for data presented have been listed on the bottom of each page and all are available on-line.
WHAT IS A LABOR UNION?

Because employers have the ability to hire and fire, an unequal power relationship exists in the workplace. It can be argued that since work plays such a central role in people’s lives, political democracy is limited without democracy in the workplace.

Democratic

- Leadership such as the President is elected by the members either by direct vote or elected delegates
- In most unions, members vote directly on their union contract and bargaining committee
- Similar to US government, corruption in leadership can occur when members do not participate in the democratic structures of their union
- A union is reflective of and only as strong as its membership

Organization of Working People

- Based on the idea that workers have more power working together as a group
- The union is the working people themselves, the “rank-and-file,” not a separate service company
- Stewards: rank-and-file members elected by their co-workers of the same union membership or appointed by elected union leadership to represent a specific shop or department in dealing with management

Voice in the Workplace

- Collective bargaining = legal right of workers to negotiate as a group with management on conditions of work environment
- Contract or Collective Bargaining Agreement (CBA) = written agreement of workplace conditions between employer and union
- Weingarten Rights = right to have a union representative with you during investigatory meetings that may lead to discipline [NLRB v. J. Weingarten, Inc., 420 U.S. 251 (1975)]
- Without a written contract, an employee is generally “at-will” and can be fired for good cause, bad cause or no cause at all. For exceptions, see http://www.bls.gov/opub/mlr/2001/01/art1full.pdf

Voice in the Political Arena

- Affect public policies that impact working people and support candidates who commit to worker agenda
- Mobilizing People Power: Precinct Walking, Phonebanking, Lobbying, Letters, Worker Delegations to Elected’s offices, etc.
- Mobilizing Money Power: Monetary contributions for campaigns
- Victories: 8-hour day, the weekend, paid family leave, employer-provided healthcare, collective bargaining for public sector workers, Cal OSHA and other regulatory agencies. etc.
TWO MODELS OF UNION REPRESENTATION

Union Representation deals with issues pertinent to the bargaining unit (workers represented by the union):

- Enforcing union contract
- Working on legislation that impacts conditions of work
- Filing charges with governmental bodies (NLRB or PERB)

Unions use either the servicing or organizing approach or a combination of both.

**SERVICING MODEL**

Paid staff person from union, aka Union Representative or Business Agent, acts on behalf of the worker and resolves it for him or her.

Utilizes primarily legal procedures, such as the grievance process outlined in the union contract including arbitration, to handle problems at worksite.

Sees union contract as a “ceiling.” “If it is not in the contract, there is nothing we can do.”

Union power relies on the expertise of the Business Agent.

**ORGANIZING MODEL**

Rank-and-file members deal with their own issues at the worksite as a group.

Utilizes some legal procedures but also more militant tactics that involve larger number of workers such as “marches on the boss,” petition drives, pickets, etc.

Sees union contract as a “floor.” “Nothing can be done through the contract, but how many of your co-workers are willing to do something about the issue?”

Union power relies on the leadership development of workers and their uniting as a union. Business Agent acts more as an internal organizer who helps workers develop their own power.
**WORD ON WORDS: SERVICE TO ORGANIZING MODEL OF UNION REPRESENTATION**

In 2003, SEIU 1000, the Union of California State Workers, began the process of moving from a purely servicing model to an organizing model. Their decision to change terminology in their organization reflected their ideological shift and offers an illustrative example of the differences between the two different approaches in unionism.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Service Division of California State Employee Association (CSEA)</td>
<td>SEIU Local 1000, Union of California State Workers</td>
</tr>
<tr>
<td>Employee</td>
<td>Worker</td>
</tr>
<tr>
<td>Association</td>
<td>Union</td>
</tr>
<tr>
<td>General Manager</td>
<td>Staff Director</td>
</tr>
<tr>
<td>Area Office Manager</td>
<td>Area Coordinator</td>
</tr>
<tr>
<td>Blue and Gold</td>
<td>Purple (The colors shared by all local unions under the Service Employee International Union)</td>
</tr>
<tr>
<td>(The colors shared by all professional group associations within CSEA, which includes state managers and supervisors)</td>
<td></td>
</tr>
<tr>
<td>“filing grievances”</td>
<td>“actions”</td>
</tr>
<tr>
<td>“service the member” Worker in bargaining unit as a consumer to be served by the union</td>
<td>“organize workers” Worker in bargaining unit as a member of union to be trained to be active and a leader in their workplace</td>
</tr>
</tbody>
</table>

Note: In 2006, SEIU 1000 began setting up a grievance center that specializes in servicing to address issues that cannot be addressed by an organizing approach and have increased the organizing responsibilities of the union staff representatives.
**UNION TERMINOLOGY**

**Agency Shop:** A workplace in which all employees who reap the benefits of the union contract and representation (e.g. higher wages and improved job security) must pay union dues regardless of his or her membership status. Workers who pay dues but do not join the union cannot participate in the democratic processes of the union (e.g. voting on union contract or union leadership).

**Arbitration:** A legal process whereby a neutral third party makes a binding judgment on a contract dispute (alleged contract violation) between a union and the employer. A judgment made by an arbitrator in a non-binding arbitration is not enforceable.

**Bargaining Table:** Contract negotiations.

**Bargaining Team:** Also known as the **Negotiating Team** or **Bargaining Unit Negotiating Committee**. Usually composed of elected rank-and-file members, elected union officials and some union staff, this group represents the union in contract negotiations with management.

**Bargaining Unit:** Workers designated to be represented by a single labor union.

**Blitz:** During a union organizing campaign, organizers conduct house visits in an intensive short time period.

**Building Trades:** Unions representing workers in the building trades. International Brotherhood of Boilermakers, Iron Ship Builders, Blacksmiths, Forgers, and Helpers (Boilermakers); International Union of Bricklayers and Allied Crafts Workers (BAC); International Brotherhood of Electrical Workers (IBEW); International Union of Elevator Constructors (IUEC); International Association of Heat and Frost Insulators and Asbestos Workers (Insulators and Allied Workers); International Association of Bridge, Structural, Ornamental, and Reinforcing Iron Workers (Ironworkers); Laborers’ International Union of North America (LIUNA); International Union of Painters and Allied Trades (IUPAT); Operative Plasterers' and Cement Masons' International Association (OPCMIA); United Union of Roofers, Waterproofers and Allied Workers (Roofers); Sheet Metal Workers International Association (SMWIA); International Brotherhood of Teamsters (IBT); United Association of the Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry (UA).
**Business Agent:** Depending on the union, this person is also called a **Union Representative, Labor Relations Representative** or **Internal Organizer.** This is a full-time paid staff person who works for the union and does union representation work.

**Card-Check:** A non-governmental regulated process, whereby workers can form a union through a majority of employees in a bargaining unit signing a card. Card-Check generally accompanies an agreement that the employer would refrain from any form of intimidation towards the employees during the process.

**Central Labor Council (CLC):** A local regional body of the AFL-CIO made up of unions from all industries in the area that work together on issues of common interest. The Los Angeles County Federation of Labor is a Central Labor Council.

**Closed Shop:** Also known as **Union Shop.** A workplace in which all employees must be members of the union in order to work.

**CBA:** Collective Bargaining Agreement. Formal name for contract.

**Collective Bargaining:** Legal right of workers to negotiate as a group with management on conditions of work environment

**Company Union:** Employee organization created and dominated by the employer. Illegal under NLRA.

**Contract:** A legally binding written agreement between the union and the employer regarding conditions of the work environment such as wages and benefits, rights of workers and management and the procedure to deal with issues arising during the life of the contract.

**COPE:** Committee on Political Education. The body within a union or central labor council that decides on political campaigns, endorsements and legislative efforts and also managing the funding of these efforts.

**County Fed:** Los Angeles County Federation of Labor. The CLC for the Los Angeles region.

**Deauthorization:** Legal process by which union members remove Agency Shop or Union Shop from their workplace.
**Decert:** Decertification. Legal process by which union members gets rid of their labor union as their legal representative.

**Duty of Fair Representation (DFR):** Obligation of union to represent all workers in the bargaining unit fairly, equally and in good faith.

**Fee-Payers:** Workers in a bargaining unit who receive the benefits of the union contract and pay a fee to the union but refuse to be members and participate in the democratic processes of the union such as voting on the contract and electing leadership of the union.

**FMCS:** Federal Mediation and Conciliation Service. An independent government agency that handles mediation of labor disputes.

**“Green Collar” work:** Employment involving environment-friendly services or goods.

**Grievance:** Violation of the union contract. It is not a complaint, which are issues not covered under the union contract.

**House Visit:** Also known as House Call. It is when a union organizer visits a worker at home to talk about an issue or to form a union. House Visits are one of the most effective methods in communicating with workers since they are away from the workplace and require one-on-one face-to-face conversations.

**International:** The international and central body of a union.

**Issue:** More specific than a problem and tends to lend itself to a more defined solution. For example, racial discrimination is a problem. A pattern of white employees, regardless of experience and skill level, receiving promotions over more senior, experienced and skilled workers of color in the same job classification—an issue.

**Informal Economy:** Also known as Underground Economy or “off the books” or “under the table.” These are jobs that operate without government monitoring or taxation and usually subject workers to substandard working conditions.

**Labor Peace:** A situation when union commits to not strike, or a lull in collective action.
**Local:** The local branch of the International. This organization deals directly with workers in a bargaining unit.

**Lockout:** When the employer forbids workers from going to work.

**MOB:** “March on the Boss.” Workers engage in an unannounced group delegation to the supervisor’s office to discuss an issue in the workplace.

**Neutrality Agreement:** Employer agrees to remain neutral while workers are making a decision to form a union or not. Legally, employers can discourage workers from forming a union, short of discipline or firing for union activities. Because employers have the power to fire and discipline, their public opposition to the union may be interpreted as a form of intimidation.

**No-strike and No-lockout Clause:** A section in the contract that forbids any strike action by the bargaining unit and lockout by the employer for the duration of the CBA.

**One-on-One:** In organizing, it is an individual meeting between the organizer and the worker to be organized.

**Open Shop:** Workplace in which members of the bargaining unit receive the benefits of the union contract but workers are not mandated to join the union or pay union dues.

**PLA:** Project Labor Agreement. Contractors bidding on jobs must offer a prevailing wage to their workers, regardless of union membership status. This ensures a level playing field between union contractors and non-union contractors by ensuring union workers wages are not undercut.

**Rank and File:** Members of a union who do not hold elected office or appointed positions.

**Rap:** In organizing, it is the message delivered in a one-on-one with a worker with the purpose of educating, motivating and agitating.

**Ratification:** Union members in the bargaining unit vote on a newly negotiated contract.

**“Sí Se Puede!”** Spanish for “Yes, We Can!” Coined by Dolores Huerta, co-founder with Cesar Chavez of the United Farm Workers, it signified that any obstacle can be overcome.
Scab: Derisive term for a worker who violates a union strike by acting as a replacement for workers who are withholding their labor for better working conditions. Most union activists view these replacement workers as the lowest form of life.

State Fed: California Labor Federation AFL-CIO. The state body of the AFL-CIO.

Steward: Also known as Delegate or Union Representative. Rank-and-file members elected by their co-workers of the same union membership or appointed by elected union leadership to represent a specific shop or department in dealing with management.

Strike Sanction: Central Labor Council approves the strike of a union. Consequently, members of the CLC honor the picket line.

TA: Tentative Agreement. Individual proposals that are mutually agreed upon by both parties during negotiation pending ratification by union members in the affected bargaining unit. It also refers to the complete agreement reached between both parties during bargaining before it goes through ratification.

ULPs: Unfair Labor Practices. Any practice by employer or union in violation of the governmental acts covering collective bargaining rights.

Private Sector:
National Labor Relations Act
http://www.nlrb.gov/about_us/overview/national_labor_relations_act.aspx
Agricultural Labor Relations Act (California farmworkers)
http://are.berkeley.edu/APMP/alra/alrahandbook.pdf
California Public Sector (In most states, most public employees do not have the legal right to collective bargaining):
Ralph C. Dills Act (state workers)
• state government employees
• http://www.perb.ca.gov/efile/instructions/index.dills.htm
Myers-Milius-Brown Act
• municipal, county, local special district employees
• http://www.perb.ca.gov/laws/mmba.asp
Educational Employment Relations Act
• school district employees in K-12 and community colleges
• http://www.perb.ca.gov/laws/eera.asp
Higher Education Employer-Employee Relations Act
• University of California, California State University and Hastings College of Law
  • http://www.perb.ca.gov/laws/heera.asp
Los Angeles County Metropolitan Authority Transit Employer-Employee Relations Act
  • http://www.perb.ca.gov/laws/teera.asp
Trial Court Employment Protection and Governance Act
  • http://www.perb.ca.gov/laws/trial.asp
Trial Court Interpreter Employment and Labor Act
  • http://www.perb.ca.gov/laws/interpreter.asp

**Union Bug:** Tiny logo indicating that the item was printed by a union printer.

**Union Busting:** Employer practices that discourage workers from forming or maintaining a union.

**Wildcat Strike:** Strikes not officially sanctioned by union officials. These actions are not legally protected in the United States and may result in termination.

**Working Families:** Also known as working people, working class or workers.
## US-BASED INTERNATIONAL UNIONS WITH 100,000 MEMBERS OR MORE (2006)

<table>
<thead>
<tr>
<th>Union</th>
<th>Labor Federation</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td>Independent</td>
<td>2,767,696</td>
</tr>
<tr>
<td>Service Employees International Union</td>
<td>CTW</td>
<td>1,575,485</td>
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<tr>
<td>American Federation of State, County and Municipal Employees</td>
<td>AFL-CIO</td>
<td>1,470,095</td>
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<td>International Brotherhood of Teamsters</td>
<td>CTW</td>
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<td>United Food and Commercial Workers International Union</td>
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<td>American Federation of Teachers</td>
<td>AFL-CIO</td>
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<td>International Brotherhood of Electrical Workers</td>
<td>AFL-CIO</td>
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<td>Laborers’ International Union of North America</td>
<td>CTW</td>
<td>657,197</td>
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<td>International Union, United Automobile, Aerospace and Agricultural Implement Workers of America</td>
<td>AFL-CIO</td>
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<td>International Association of Machinists and Aerospace Workers</td>
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<td>Communication Workers of America</td>
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<td>UNITE HERE</td>
<td>CTW</td>
<td>458,901</td>
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<tr>
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<td>National Postal Mail Handlers Union</td>
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<td>United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the US and Canada</td>
<td>AFL-CIO</td>
<td>327,000</td>
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<tr>
<td>National Association of Letter Carriers</td>
<td>AFL-CIO</td>
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<td>International Association of Fire Fighters</td>
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<td>American Postal Workers Union</td>
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<td>American Federation of Government Employees</td>
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<td>Amalgamated Transit Union</td>
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<td>United American Nurses</td>
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<td>Sheet Metal Workers International Association</td>
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<td>International Union of Painters and Allied Trades</td>
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<td>Transport Union Workers Union of America</td>
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<td>Screen Actors Guild</td>
<td>AFL-CIO</td>
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<tr>
<td>National Rural Letter Carriers’ Association</td>
<td>AFL-CIO</td>
<td>107,564</td>
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<td>International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the US and Canada</td>
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<tr>
<td>Office and Professional Employees International Union</td>
<td>AFL-CIO</td>
<td>103,335</td>
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</table>

**TWO MAJOR UNION FEDERATIONS**

**American Federation of Labor – Congress of Industrial Organizations (AFL-CIO)**

55 International Unions  
Over 10 million workers  

- President: John Sweeney (1995-)  
- Secretary-Treasurer: Richard Trumka (1995-)  
- Executive Vice-President: Arlene Holt Baker (2007-)  
- 43 Vice-Presidents  

Formed in 1955 when the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) merged together. The Congress of Industrial Organization, originally the Committee of Industrial Organizations founded in 1935 within the AFL, formed as a rival federation in 1938 when they failed to move the predominantly skilled crafts worker AFL to organize workers along mass industrial lines, which was largely immigrant and workers of color.

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

**Change to Win Federation (CTW)**

7 International Unions  
Over 6 million workers  

- Chair: Anna Burger (2005-)  
- Treasurer: Edgar Romney (2005-)  
- Leadership Council of 7 International Unions  

Due to the continued decline of union membership, five international unions came together in 2003 as the New Unity Partnership to push the AFL-CIO to be more aggressive in their efforts to organize the unorganized through a more coordinated industry-based model. In 2005, 7 major international unions disaffiliated from the AFL-CIO to form Change to Win with a primary focus to organize the unorganized (minimum of 75% of resources).

International Brotherhood of Teamsters (IBT), Laborers’ International Union of America (LIUNA), Service Employees International Union (SEIU), Union of Needletrades, Industrial and Textile Employees – Hotel Employees Restaurant Employees (UNITE-HERE), United Brotherhood of Carpenters and Joiners of America (UBC), United Farm Workers (UFW), United Food and Commercial Workers (UFCW).

[www.changetowin.org](http://www.changetowin.org)
AFL-CIO AFFILIATED UNIONS

Air Line Pilots Association (ALPA)
Amalgamated Transit Union (ATU)
American Federation of Government Employees (AFGE)
American Federation of Musicians of the United States and Canada (AFM)
American Federation of School Administrators (AFSA)
American Federation of State, County and Municipal Employees (AFSCME)
American Federation of Teachers (AFT)
American Postal Workers Union (APWU)
American Radio Association (ARA)
American Train Dispatchers Association (ATDA)
Associated Actors and Artists of America (4As)
Actors' Equity Association (AEA)
American Federation of Television and Radio Artists (AFTRA)
American Guild of Musical Artists (AGMA)
American Guild of Variety Artists (AGVA)
Hebrew Actors' Union Inc.
Screen Actors Guild (SAG)
The Guild of Italian American Actors (GIAA)
Bakery, Confectionery, Tobacco Workers and Grain Millers International Union (BCTGM)
Brotherhood of Railroad Signalmen (BRS)
California Nurses Association/National Nurses Organizing Committee (CNA/NNOC)
California School Employees Association (CSEA)
Communications Workers of America (CWA)
Association of Flight Attendants (AFA-CWA)
Farm Labor Organizing Committee (FLOC)
Federation of Professional Athletes (Professional Athletes)
Glass, Molders, Pottery, Plastics and Allied Workers International Union (GMP)
International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States, Its Territories and Canada (IATSE)
International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers (Iron Workers)
International Association of Fire Fighters (IAFF)
International Association of Heat and Frost Insulators and Asbestos Workers (AWIU)
International Association of Machinists and Aerospace Workers (IAM)
International Brotherhood of Boilermakers, Iron Ship Builders, Blacksmiths, Forgers and Helpers (IBB)
International Brotherhood of Electrical Workers (IBEW)
International Federation of Professional and Technical Engineers (IFPTE)
International Longshore and Warehouse Union (ILWU)
International Longshoremen’s Association (ILA)
International Plate Printers, Die Stampers and Engravers Union of North America
International Union of Allied Novelty and Production Workers (Novelty and Production Workers)
International Union of Bricklayers and Allied Craftworkers (BAC)
International Union of Elevator Constructors (IUEC)
International Union of Operating Engineers (IUOE)
International Union of Painters and Allied Trades of the United States and Canada (Painters and Allied Trades)
International Union of Police Associations (IUPA)
Marine Engineers’ Beneficial Association (MEBA)
Professional Airways Systems Specialists (PASS)
National Air Traffic Controllers Association (NATCA)
National Association of Letter Carriers (NALC)
National Postal Mail Handlers Union (NPMHU)
Office and Professional Employees International Union (OPEIU)
Operative Plasterers’ and Cement Masons’ International Association of the United States and Canada (OP&CMIA)
Seafarers International Union of North America (SIU)
Sheet Metal Workers International Association (SMWIA)
Transport Workers Union of America (TWU)
Transportation Communications International Union/IAM (TCU/IAM)
United American Nurses (UAN)
United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada (UA)
United Automobile, Aerospace & Agricultural Implement Workers of America International Union (UAW)
United Mine Workers of America (UMWA)
United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial & Service Workers International Union (USW)
United Transportation Union (UTU)
United Union of Roofers, Waterproofers and Allied Workers (Roofers and Waterproofers)
Utility Workers Union of America (UWUA)
Writers Guild of America, East Inc. (WGAE)
National Education Association (NEA) is not an AFL-CIO affiliate but has entered a national partnership with the AFL-CIO, which allows its locals to affiliate.
Keynote Remarks by AFL-CIO President John J. Sweeney, 50th Anniversary AFL-CIO Constitutional Convention, Chicago

July 25, 2005

Note: Four of the founding unions of the Change to Win Federation, SEIU, UNITE-HERE, UFCW and IBT, boycotted the AFL-CIO convention. At this period, union density nationally was at 12%.

Thank you, brothers and sisters, and thanks to Zelda Robinson and Margaret Blacksheare, who make the words to the preamble to our constitution come alive. Their spirit and the voices of the workers and the images in the video presentation remind us not only of the richness of our history and the sacrifices of our founders but of the values we share—the values of the members we serve today.

The milestones Margaret mentioned weren’t reached because of John Sweeney, they are markers we all reached together. And I’d like to thank my partners—Rich Trumka and Linda Chavez-Thompson—as well as our AFL-CIO Vice Presidents for leading us with commitment and dedication every step of the way.

And I also want to thank all of you--our delegates and activists from every corner of our country and every level of trade unionism. You are the warriors of our movement and I thank you all from the bottom of my heart.

The preamble to our AFL-CIO Constitution is a remarkable document. It is our compass—our manifesto—our mission statement—and its powerful words remind us of the many layers of responsibility we shoulder as leaders of our Federation.

And I promise you this: As long as I am president of the AFL-CIO, I’m going to work harder every day to live up to those responsibilities—not just some of them, not just the easy ones, but all of them.

Brothers and sisters, one of my greatest responsibilities as your President is to be honest with you when things go wrong, and this morning is one of those times. Despite the best efforts of a lot of good people, several of our largest unions have decided not to join us at this historic convention—this crucial convention.

I am deeply disappointed my own union is among them.
One of the film clips you saw in the preamble presentation was from the 1936 strike that launched my union—SEIU Local 32BJ in New York City.

Those men and women literally had to kick their way into the AFL—the Federation didn’t want them because they were only lowly janitors and elevator operators. They got a charter, but the AFL revoked it after their first organizing campaign failed. But with the help of the typographers and the garment workers and dozens of other unions, they won a huge strike for recognition. Within 10 years they had 40,000 members and they became the flagship of SEIU—a sturdy financial and spiritual base for the leaders who followed.

After that history of struggle to get into the AFL, pulling out of our convention dishonors the founders and the members of my union.

It is a grievous insult to all the unions that helped us—and to the unions in this hall who came here to discuss and debate the difficult issues and make historic changes.

But most of all, it is a tragedy for working people. Because at a time when our corporate and conservative adversaries have created the most powerful anti-worker political machine in the history of our country, a divided movement hurts the hopes of working families for a better life.

And that makes me very angry—the labor movement belongs to all of us—every worker—and our future should not be dictated by the demands of any group or the ambitions of any individual.

But it is also my responsibility to hold our movement together—because our power is vested in our solidarity. So I want you to know I will overcome my own anger and disappointment and do everything in my power to bring us back where we belong—and that’s together.

Brothers and sisters, our past is filled with the sacrifice and nobility and courage of millions of men and women.

Like just about everybody in this hall, my local union gave me a chance to learn what it takes to win for working families—as a business agent, a district leader, then president of my local—as the leader of two citywide strikes.

Making things work for working people is what mattered to me then and now—and none of us should ever forget what our movement is all about—winning rewards for work, and respect for workers.
But we can’t afford to dwell in the past, because our future is crashing down upon us. And so this week I want us to celebrate not by walking down memory lane and dawdling in history, but by redirecting the course we are taking and making history.

For our union movement, the future is now, and the stakes have never been higher for working families.

For a single mother with one of our floundering airlines, what we do this week—the decisions we make—are not abstract considerations. For her and tens of thousands of airline workers, what we do may spell the difference between winning back their wages or losing more in a bankruptcy shell game.

For a young steelworker and his family in Cleveland, it can result in hanging onto his good paying, good benefit job, or having it shipped overseas.

For a retired autoworker in Florida, what we do this week may mean living with the dignity of a defined benefit pension plan or skimping by on Social Security alone.

And for a teenaged textile worker in Bangladesh, or El Salvador, or China, it could mean the difference between living free or dying in workplace servitude.

Today, all of us are living in a seesaw world that raises up corporate profits, CEO compensation and stock prices by pushing workers’ wages and benefits down.

The janitor trying to pay off a “franchise fee” in Seattle. The state employee in Pennsylvania. The grocery worker fighting off Wal-Mart in New York. The teacher struggling to pay off a student loan in Arizona. The computer worker being forced to train her replacement from India. They are all depending on us.

And we cannot—we must not—let them down.

Brothers and sisters, I believe our members and all working people are ready to stand with us and fight with us if we’re ready to lead them.

They know that something big, something chilling is going on in our country, and it isn’t something good for them. They are frustrated and disappointed and disgusted.
Voters are tired of being told that standing in line for eight hours is the American way.

Workers are tired of being told that shipping jobs overseas is progress and that standing in an unemployment line happens to everybody.

Immigrants are tired of standing in line to be denied rights and benefits they deserve.

Mothers and fathers are tired of standing in line to get their children into decent schools, and they are tired of standing in line at emergency rooms.

Working people in our country are tired of standing in line. But we don’t want to just help them go to the head of the line—the point is, in America—the richest country in the world—there should be no lines!

Brothers and sisters, these pressures have been building for the last 25 years, and they started hundreds of years before that. But we have only four days to make the decisions that will help us build the power to eliminate the lines of income and wealth that divide our nation and our world.

This afternoon, we will begin clearing a path to power by addressing one of our most serious shortcomings as a movement, and it’s not about structure or governance or mandates for organizing or bargaining: it’s about leadership.

For many years, we’ve worked together to paint a portrait of social progress with broad and powerful strokes of action. But when it comes to bringing the faces and cultures of our leadership into harmony with the diverse faces and cultures of our members we’ve barely picked up the brush.

Our actions towards achieving diversity just don’t match our words.

When it comes to fighting racism and sexism in America, we should be taking the field instead of just cheering from the sidelines.

So at this convention we’ll be approving more leadership training and development for women and people of color and increasing our outreach to younger workers. For the first time in our history, we will ask our national affiliates to sign a set of diversity principles and require annual reports. We will also require the AFL-CIO Executive Council as well as our state federations and central labor councils to develop plans to achieve targeted levels of diversity by the 2009 convention. And at that convention we will require that all delegations reflect the faces of their members!
We may disagree on many things during the next four days, but I hope none of us will disagree with our diversity proposals. I will ask for—and we should demand of ourselves—a vote of approval that is unanimous.

Brothers and sisters, once we’ve cleared away the obstacles to the leadership diversity we need, we’re going to ask you to approve some of the most radical reforms we’ve ever considered.

We will begin building the new power we need by approving a huge shift of AFL-CIO resources into organizing, so we can ratchet up strategic campaigns aimed at the likes of Wal-Mart, Comcast, Clear Channel, and Toyota—and so we can provide serious incentives to encourage our affiliates to invest more and work harder and smarter to bring in new members.

We will open up a new front on the enemies of working families by creating industry coordinating committees that will develop strategic organizing and bargaining plans and enforce contract standards.

And we will intensify our campaign to pass the Employee Free Choice Act and guarantee all workers the freedom to form or join unions.

We will also approve more enforceable rules governing organizing and jurisdictions, and we will approve a plan to double the size of our new community affiliate, so by 2006 Working America will have two million members.

Brothers and sisters, we will rise to the challenge of growth, yet we know organizing by itself will not win the war on working families—we also have to silence the guns of greed that are pounding away at working people and our unions.

We will substantially increase the resources we are putting into mobilizing our members for political and legislative action, and we will transform the way we do both. It is clear to me that we must build a year-round, year-in, year-out grassroots membership mobilization for legislation and politics.

Our enemies don’t take time outs, and from here forward neither will we.

We will change the rules of politics in our country by demanding that all officeholders support working families and the freedom to join unions—and the ones who betray us will no longer be with us.
We will change the focus of our political work by mobilizing close to the ground—in our states and local communities—where we have the people-power to get our country moving on an upward path.

And to make it happen we will bring our state federations and labor councils from the back row to the front row in our march towards justice.

We will adopt strong measures to encourage full affiliation and funding for our state and local organizations and by holding ourselves accountable through standards of performance as we realign our grassroots movement.

We’ve had terrific success in states like New York and Colorado, where we’ve re-stacked the political deck in favor of working families—and in towns like Cleveland and Los Angeles, where we’re creating the hottest union cities in America.

For the LA miracle, we owe a huge debt to our brother Miguel Contreras. Miguel showed us how to create real power by bringing our unions and communities together with political action and organizing—and we will not soon forget him.

Miguel believed organizing and politics go hand-in-hand. We believe it and we will honor his memory and the spirit he stirred in us by expanding our state and local leadership development program and giving it a new name. It will be called “The Miguel Contreras Leadership Institute.”

Brothers and sisters, at this convention, we’ll be rededicating ourselves to building stronger alliances with union movements around the globe. We have awesome responsibilities as a leader of the worldwide labor movement, and we’re delighted that more than 200 leaders from other countries have come to watch us meet those responsibilities. I want to ask our international guests to stand and be recognized.

My friends, we have an intense week ahead of us and we have already been through many weeks that have strained our patience as well as our tolerance.

But I’m confident we will not lose sight of our goal of building power to demand that employers and politicians and policy-makers heed our call to reward work and respect workers.

We have a head start on doing that because all across our country, workers are already fighting and winning struggles to form unions and reform our bankrupt political system.
In Houston, Texas, the Harris County AFL-CIO and UNITE-HERE linked arms, developed a political—legislative—organizing strategy, and helped workers at the Hilton Hotel become the first Houston hotel workers ever represented by a union.

Down in High Point, North Carolina the UAW—with the backing of the community and the state federation—took on the National Right to Work Committee, executed two brilliant and grueling campaigns and won a union for workers at Thomas Built Freightliner.

In Bangor, Maine, the Bangor Central Labor Council joined with the Teamsters to help workers at DHL organize—they energized the entire community to get two dozen fired workers their jobs back and today those workers are negotiating their first contract and setting the pace for campaigns at DHL all across the country.

In Colorado our state federation coordinated a multi-year campaign to take back control of state government for the first time in 40 years, and our political turnaround is helping all our unions win organizing and legislative victories.

On the West Coast the proud dockworkers of the ILWU—with Rich Trumka at the bargaining table and the help of the entire labor movement—beat back the most drastic concession demands in their history and resolved to repay their brothers and sisters by going wherever there is a fight—last fall that meant hitting the streets for political action in Iowa, Wisconsin, Ohio, Arizona and New Mexico.

All across our country, canvassers for Working America broke records for recruitment and joined the fight to protect the minimum wage—and stop CAFTA—to secure health care and protect Social Security.

And right here in Chicago, hospital workers are carrying on the fight by organizing, strikers at the Congress Hotel are bringing their renegade employer surely to justice and all of labor is fighting together to stop Wal-Mart from pulling down this great city.

Some of these workers and leaders are with us this morning and I’m going to ask them to join me on stage so we can commend them for their courage and their commitment.

From the Thomas Built campaign—North Carolina state fed president James Andrews and Niels Chapman from the UAW.
Representing the victory at DHL—Jack McKay from the Bangor Central Labor Council.

From the Hilton Hotel victory, Richard Shaw from the Harris County CLC.

From the political wars in Colorado, Steve Adams from the Colorado AFL-CIO.

From the ILWU, President Jim Spinosa--Vice Presidents Robert McEllrath and Wesley Furtado--and Secretary-Treasurer William Adams.

Let’s also welcome all the record-breaking canvassers from Working America from Portland, Oregon.

And all the fighting workers who are with us from here in Chicago.

Brothers and sisters, these workers and leaders are what our movement is all about and this is what our convention is all about—fighting to build power and winning for working families.

Just as the delegates met 50 years ago and vowed to build a new labor movement for their hard times, let us commit to build a new movement for our hard times.

Let us disagree about how we build our power.

But let us come together and never forget that we seek it because of our shared commitment to overcoming injustice.

And let us proceed confidently knowing that we will overcome any obstacles because we care.

We care enough to fight for our members.

We care about our families and about working families here in our country and around the world.

Most of all, we care about each other, and that’s what creates the solidarity that is at the core of our movement and at the center of our lives.

We care and because we care we will confront our challenges and our challengers alike.
We will meet them with fight.

We will meet them with commitment.

We will meet them with courage.

We will struggle together—and stand together—and fight together—until we win together.

Thank you. God bless you all—God bless the AFL-CIO—and God bless America.
Anna Burger’s Speech at the Founding Convention of Change to Win

September 27, 2005

“Good morning. Brothers and Sisters, I am honored to be here as the chair of this historic founding convention. Today, seven unions representing 6 million members stand together and commit to each other, and to the unorganized American workers, that we will rebirth the union movement. I grew up in the 1950’s in Levittown, Pennsylvania, in a working class family, believing in the American Dream. My mom was a nurse, working the 3 to 11 shift at a nursing home and when I was 9 my dad, a truck driver, was permanently disabled in a terrible accident. Mom’s enormous strength and Dad’s social security and Medicare allowed my sisters, brother and me to live decently and to go to college, without being buried by debt. After I got my first union job and went on my first strike my Dad gave me some good advice. He said, “Anna, whatever you do, stick to the union, it’s what makes a difference for working people like us.” And that was the one thing that my dad told me that I listened to...so Dad, you were right, and I’m still sticking to the union. Unions are a gift. They allow ordinary working class Americans like me to join my strength with the strength of a truck driver, a hotel porter, a retail worker, a nursing home worker, a carpenter...all of us here today.

The fact is, that each of us by ourselves are just ordinary people, but together, when we unite our strength, together all of the ordinary people in this room can do the most extraordinary thing. We will change the lives of American workers. When I was growing up, one in three workers was in a union, and a union job raised up whole families, whole communities, whole generations.

Every generation of Americans has met their biggest challenges with greatness. We didn’t just settle the West, we built a railroad across it; we didn’t just feed people during the Great Depression, we created Social Security; we didn’t settle for the Civil Rights Act, we passed the Voting Rights Act the very next year. And each generation in America had one common legacy. They passed on to their children a better life than their own. We call that legacy the American Dream. And, when you had a union job it meant you were on the road to the American Dream. But that dream is flickering. Working in America is very different today from when I got my first job.

America’s greatness was that everyone who worked hard and played by the rules had a chance to own a home, raise a family, send their kid to college, and retire with dignity.

But the rules today stink. They are stacked against American workers.
The truth is we do work hard. We’re driving trucks, and serving food, cleaning hotels, picking apples, building houses, pouring concrete, and stocking shelves. And American workers do play by the rules. But the rules no longer work. Wages are down, work hours are up. The gap between the rich and the rest of America is staggering and growing.

Health care costs are exploding. Pensions are wiped out. Job security is a thing of the past. Part-time employment is on the rise. Giant corporations that salute no flag but their own corporate logo, and worship no god, but the almighty dollar, roam the globe in search of the lowest wages. The result is families now face the impossible challenge of getting their children to school in between their two or three jobs. Choosing between bus fare and breakfast, health care or housing, in between taking care of their mother or their father or their children.

Sisters and brothers this is not the American Dream.

It is an American Nightmare.

Today we are here to answer the call, to rekindle the American dream, to once again have work valued and rewarded in our country.

The answer is one, simple word...

Union.

That’s right.

Union.

Unions are the antidote for what ails us. They create the best jobs, provide health and safety, ensure affirmative action, fight poverty, and offer pensions, health care, and training.

Unions are an all-in-one program—the best that America ever had—and it didn’t cost the government a dime. Union power puts bread on our tables, roofs over our heads. It sends our children to college, and union power helps us retire with security.

But tragically today, 9 out of every 10 American workers are not in a union. We are growing smaller and our voices weaker. It is those 9 out of 10 workers without a union that brought us together last summer, and to whom we dedicate this convention today. We must unite those workers and give them voice.
And I pledge, if we do our job, those workers will join with us and our voices will grow stronger with hope and opportunity. And there is only one way to do that.

Organize.

Strategic, smart organizing is our core principle—our North Star—uniting workers by industry, not one shop at a time, but whole companies all the time. Wholesale—not retail.

We will put our money where our mouth is—three-quarters of our resources to a groundbreaking organizing crusade.

This federation will aggressively champion democracy and diversity. Workers of color, women and immigrants are not just members to organize but decision-making leaders at every level of our movement.

And the exciting news is we have already started to walk the talk. In the wake of one of the most horrific disasters, Hurricane Katrina, the working poor were left to fend for themselves. They struggled and many died as the floodwaters rose because they couldn’t afford the gas or bus fare to get out of town. Unacceptable. Un-American.

So we put our heads together. We decided to act together in partnership with our communities and transform the region, not just patch it up.

Our unions have proposed to create from the ground up the greatest worker-training program in American history, in scope, in spirit, and in ambition. The hope we will bring to victims of Katrina is the hope we intend to spread everywhere in America.

Today we come together, having traveled here on separate roads with our separate proud histories, and our own union’s colors, but we are all going in the same direction now. We are on the way to rekindle the American dream. I believe we can build an America where again hard work is valued and rewarded. I believe we can create an America where health care is a right not a privilege and retirement in dignity is guaranteed. And I believe we can create an America that values our children and provides an education for them to share in the prosperity of the future. So that my daughter Erin, your daughters and sons, nieces and nephews, and our grandchildren will live out their dream.

Sisters and brothers, when I was growing up in Pennsylvania, I never thought that one day I’d be the Secretary-Treasurer of the biggest union in the nation or the founding chair of an historic new labor federation with the opportunity to help millions of working families gain a voice.
Eight years ago I lost both my mom and dad. At the bottom of a box that held their most important documents, love letters and their prized and special items, I found a little black book. It was my dad’s Teamsters book. He put it there, with his most valuable possessions, because being a union member meant so much to him and his generation. It means that to ours. It must mean even more in this century.

May the history books record that on the 27th day of September 2005, in St. Louis, 800 delegates gathered and chose to change not just their unions, but their country.

This is our generation’s moment for greatness. It is our calling, our duty and our opportunity.

Working men and women everywhere are counting on us.

Let’s give them back the American Dream, and let’s do it now.”
STRUCTURE OF AFL-CIO

AFL-CIO

55 INTERNATIONAL UNIONS (e.g. ILWU)

STATE FEDERATIONS OF LABOR
- One for each state
- State policy and legislation
- Some organizing & contract campaign support
- Statewide umbrella for unions and CLCs

625 CENTRAL LABOR COUNCILS (CLCs)
- Regional
- City or county policies, some do statewide issues
- Organizing & contract campaign support
- Local umbrella for unions

CONSTITUTIONAL DEPARTMENTS
- Building and Construction Trades Dept www.bctd.org
- Maritimes Trades Dept www.maritimetrades.org
- Metal Trades Dept www.metaltrades.org
- Dept of Professional Employees www.dpeafclio.org
- Transportation Trades Dept www.ttd.org
- Union Label Dept www.unionlabel.org

CONSTITUENCY GROUPS
- A. Philip Randolph Institute www.apri.org
- Alliance for Retired Americans www.retiredamericans.org
- Asian Pacific American Labor Alliance www.apalanet.org
- Coalition for Labor Union Women www.cluw.org
- Coalition for Black Trade Unionists www.cbtu.org
- Labor Council for Latin American Advancement www.lclaa.org
- Pride at Work www.prideatwork.org
STRUCTURE OF UNION MOVEMENT IN LOS ANGELES

**AFL-CIO**

55 International Unions  
(AFSCME, ILWU, IBEW, UA, IATSE, SAG,  
AFT, UAW, CWA, CNA, IAM, OPEIU, etc.)

10 million members

**Change to Win**

7 International Unions  
(SEIU, UNITE-HERE, UFCW, Teamsters,  
Carpenters, UFW, Laborers)

6 million members

**California Labor Federation**  
Executive Secretary-Treasurer: Art Pulaski  
President: Connie Leyva

Over 1,200 Local Unions with 2.1 million members (24 Central Labor Councils)

www.calaborfed.org

**Los Angeles County Federation of Labor**  
Executive Secretary-Treasurer: Maria Elena Durazo  
President: Rick Icaza

Over 350 Local Unions with 825,000 members

www.launionaflcio.org

**SEIU Locals, UNITE-HERE Locals, IBEW Locals, ILWU Locals, etc**

**Community Partners**

Clergy and Laity United for Economic Justice (CLUE)  
http://www.cluela.org/

Los Angeles Alliance for a New Economy (LAANE)  
http://www.laane.org/

Partial list

**Allied Organizations**

Asian Pacific American Labor Alliance, LA (APALA)  
A. Philip Randolph Institute (APRI)  
Coalition of Black Trade Unionists (CBTU)  
Coalition of Labor Union Women (CLUW)  
Federation of Retired Union Members (FORUM)  
Jewish Labor Committee (JLC)  
Labor Council for Latin American Advancement (LACLA)  
Pride at Work, LA (PAW)  
US Labor Against the War  
http://www.launionaflcio.org/organizations.html

International Unions are generally members of either the AFL-CIO or CTW. Local unions generally are part of the state federation of labor, the central labor council in their region and their international union. Local allied organizations are made-up of union members and are affiliated with the central labor council. Community partners are community allies who usually work in coalition with Labor. AFL-CIO Executive Board authorized the creation of solidarity charters that allow CTW locals to participate in AFL-CIO’s state federation and central labor councils.
The structures of unions vary. This is an organizational diagram of the Service Employees International Union (SEIU) in Los Angeles (2007). Some of the SEIU locals are statewide and their listed membership numbers reflect general membership statewide.
### Worker Centers

In Los Angeles, they formed in response to lack or decline of institutions that adequately attended to the worsening conditions of working people and the small number of unions who prioritized organizing low-wage immigrant workers in the informal economy.

- Non-profit community-based organizations
- Address issues of workers through service, advocacy, and organizing
- They are not labor unions and do not have legal right to collective bargaining
- Unlike traditional trade unions, they unite workers across the community and the workplace, across industries and view the union contract as a tactic, not a goal

In 2006, National Day Laborer Organizing Network (NDLON), a national association of more than 40 worker centers, & the AFL-CIO formed a partnership to achieve worker protections. Also, Laborers' International Union of North America (LIUNA) and NDLON are working together to unionize day laborers.

<table>
<thead>
<tr>
<th><strong>Multi-Immigrant Workers Organizing Network (MIWON)</strong></th>
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<tbody>
<tr>
<td>An alliance of worker centers in Los Angeles united to fight for immigrant rights. Every May 1st, they organize an immigrant rights march in Los Angeles. In 2006, over 1 million people turned out for what was the largest march in Los Angeles history.</td>
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<tr>
<th><strong>Koreatown Immigrant Workers Alliance (KIWA)</strong></th>
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<tr>
<td>Formed in 1992, KIWA leads campaigns to address the sweatshop conditions of Los Angeles Koreatown. In 1998, they organized the Restaurant Workers Association of Koreatown and launched direct action campaigns to improve the working conditions in the Koreatown restaurants. In 1996, 97% were not compliant with CA labor laws. By 2003, majority of these restaurants now meet CA labor standards.</td>
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<tr>
<th><strong>Pilipino Workers Center of Southern CA (PWC)</strong></th>
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<tr>
<td>Founded in 1997, PWC offers services to meet the immediate needs of Pilipino workers while organizing for long-term change. In 2000, they organized a membership organization, the Association of Filipino Workers (AFW).</td>
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<tr>
<th><strong>Garment Workers Center (GWC)</strong></th>
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<tr>
<td>Opened in 2001, after 72 Thai immigrant workers were found behind barbwire sewing garments in an El Monte slaveshop, GWC focuses on empowering garment workers through popular education and organizing.</td>
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<tr>
<th><strong>Instituto de Educacion Popular del Sur de California (IDEPSCA)</strong></th>
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<tr>
<td>Formed in 1991, IDEPSCA utilizes popular education techniques to empower Latina/o immigrants. They operate 6-day laborer centers and organized 3 corners and have succeeded to raise visibility and standards in the day labor sector. They also formed a Domestic Worker Association with over 120 women.</td>
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<tr>
<th><strong>Coalition for Humane Immigrant Rights of L.A. (CHIRLA)</strong></th>
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<tr>
<td>Founded in 1986, CHIRLA is not a worker center, but a coalition of local Los Angeles community groups to advance the human and civil rights of immigrants and refugees. It became its own non-profit organization in 1993. It began organizing day laborers in 1988 and now house the National Day Laborer Organizing Network (NDLON).</td>
</tr>
<tr>
<td>Exe. Dir: Angelica Salas  <a href="http://www.chirla.org/">http://www.chirla.org</a></td>
</tr>
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</table>
TEACHING CLASS AND LABOR

Many of the same life experiences that sent people along the trajectory of social justice brought local labor scholars and educators together to create a transformative curriculum for community college students in Los Angeles. One esteemed scholar recalled how she told her mother that she had succeeded in helping establish a free childcare center on a college campus. Her mother replied, “My life would have been so different if that happened earlier.” Her mother’s words stayed with her and reminded her of the powerful impact of justice practices on individual lives as she went from college student to university professor. Her story reflects the passion that sustained many of the instructors gathered at the October 2007 Labor Scholars Retreat. It is this emotional and principled commitment that informs the ideas presented in this volume.

Combined with the recommendations cultivated from responses to a call for best practices and suggested readings, the advice outlined in the following pages is meant to provide a general direction as opposed to a detailed step-by-step process. In doing so, a democratic space is created and academic freedom secured for the instructor and the students to exercise the sort of classroom practices that re-engage course material with the experiences of all those involved. The readings and films suggested are ones that many scholars and educators at the retreat or respondents have used effectively in the classroom.
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http://www.powellsunion.com/

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http://www.addall.com/used/
http://www.bookfinder.com/
http://www.abebooks.com/
Used book search engines that scans the databases of several bookstores

Lincoln Out of Print Book Search Service
1-800-292-8969
For a fee, they conduct a 6-month search including bookstores not on-line.
Role of Class In Society and Students’ Lives
Summary of Key Points

In the Classroom (p. 111)
• Do not begin with labor unions but start with students’ experiences with work
• Discuss relationship of education to class production or struggle for educational access
• Have students do role plays and popular education exercises
• Highlight past and current economic struggles
• Express classroom as a community and ask provocative questions

Take Home Assignments and Classroom Discussion (p. 120)
• Students research own family’s work genealogy or oral histories
• Students analyze the education system and their relationship to it
• Students read pieces that provoke interest and connect with personal experience
• Students participate in a group project that educates on the topic
• Students go on a tour and report back observations

Readings on Class (p. 127)
• Literature, first person accounts, oral histories, and autobiographies engage students better than social science texts.
  o Novels and Short Story Collections with Class Themes (p. 131)
  o Biographies and First Person Accounts with Class Themes (p. 136)
  o Collections of First Person Narratives or Studies Feature First Person Accounts Dealing with Class (p. 139)
  o Readings about Education and Class (p. 143)
  o Popular and Social Science Readings on Class (p. 145)
• Lectures Supplemented by Magazine or Newspaper Articles (p. 149)

Recommended Films on Class (p. 150)
• Films are most effective when a person connected to film or topic is present for classroom discussions
  o Documentaries with Class Themes (p. 152)
  o Dramatizations/Dramas with Class Themes (p. 158)
In the Classroom

**Do Not Begin with Labor Unions But Start With Students’ Experience with Work**

Take concrete personal stories and connect them to particular concepts. People don’t remember statistics but students retain and understand the material when placed within a personal context.

“My experience is that most students get interested in labor because they start off interested in something about race, ethnicity, or gender. From that point, they get interested in work and the workplace as a site of struggle … ask students to name the worst job they ever had, then define what makes a bad job, as a way of talking about power relations at work.” Gordon Lafer

“I spent a lot of time getting students to talk about their own jobs, what they liked, didn’t and their analyses of it—and do the same with their parents’ jobs (and their parents’ themselves) … the key was to get students to engage seriously with the worker part of themselves…” Karen Brodkin

“Exercise: Divide class into groups based on jobs they’ve had. Have them discuss and then write down their problems on the job. Do a report back before the whole group. Then have them discuss their issues versus historical labor issues to see the similarities and differences.” Nina Triffleman

“Many students begin to see the class and worker issues when asked to think through work/family balance … even though many of my students work, they don’t think of it as their ‘real job’ so they discount these experiences. I try to help them see the connections between the issues on the jobs they have now with the likely jobs for the future.” Stephanie Luce

“Focus on class, rather than labor. Working-class studies gives a broader perspective than labor history, and includes not just the history of work and unions, but of the culture of working-class people. These issues are relevant to community college students for many reasons, not least because the majority of community college students are working-class—and that’s why they’re at community colleges, and not at Stanford…Using The American Profile Poster by Stephen Rose, which has a graphic layout of income distribution, can be effective, because students can place themselves on the poster.” Renny Christopher
“After reading these articles (Schlosser’s *Fast Food Nation* and Ehrenreich’s *Nickel and Dimed*), in the classroom, I have students share their experiences in low-wage, service sector jobs, specifically asking them what commonalities they see in their experiences and those they have read. It is quite eye-opening for many of these students, and I can really hear/see a new awareness of the nature of work and “getting by” in the United States.” Elizabeth Tandy Shermer and Nelson Lichtenstein

“I approach these issues through students’ lives. I often begin discussions of social class by asking students to identify what class they belong to and why (that is, what aspects of their lives define them as a member of that class)? The issues they raise almost always parallel common ways of defining class, and raising those issues from students’ reflections on their own lives can help present class not as some external thing imposed on their lives but as an aspect that is already part of their lives.” Sherry Linkon

“Students will naturally talk via their own lives and stories. Put up words that flow from students and then connect it to the readings. Use their words to teach. For example, there may be a reading on day labor work. I would ask them what they know about day labor work in their experience and what is day labor work. I would also ask them to write in one word that describes what they learned in the last class. This approach enables me to not be the center of the class and create democratic forms in the classroom.” Jose Calderon

**Discuss Relationship of Education to Class Production or the Struggle for Educational Access**

“One fruitful avenue of discussion that has raised intense discussion is the relationship of education to class production.” Alejandra Marchevsky

“(at Stanford) the number of legacy admissions has always exceeded the number of affirmative action admissions. Most students in public education institutions have never heard of legacy admits in private institutions—discussing that practice does a lot of consciousness-raising about how class is formed and perpetuated.

The 3-tiered public higher education system in California is designed to maintain, rather than dismantle, the class system. The prestige institution (UC), which educates a lower percentage of working-class students and particularly students of color, receives the highest levels of funding, the CSU educates a much higher percentage of first-generation students, and receives far less
funding and resources that provide excellence in education, and the Community College system, while it does provide open access to people of all class backgrounds, has the least resources of all. I like to talk about some of the figures on levels of state support and access to resources, and numbers and backgrounds of students, not to discourage my CSU students (the majority of whom are community college transfers), but to encourage them to encourage their legislators to fund all three systems at a level that fulfills the promise of democratization contained in the California Master Plan for Higher Education of 1960. I've published two articles on this subject: “Damned if you do, damned if you don’t,” in Academe: www.aaup.org/AAUP/pubsres/academe/2003/JA/Feat/chri.htm and “The State of Higher Education in California,” in Radical Teacher.” Renny Christopher

“The instructor might look at the struggle in 2003 over hikes in Community College student fees, which led to a massive demonstration organized by a coalition of unions and Community College student organizations in Sacramento, and kept fees from rising further. There are a couple videos that were made of the demonstrations, and newspaper and union publication stories that chronicled these events.” Fred Glass

UCLA faculty instructor Kent Wong conducted a course on AB540 student issues in order to address issues of class.

“I had a panel of undocumented students help open up the conversation. As part of a class project, students had to recruit people to attend a hearing on the issues of undocumented students. We also showed a film created by Tam Tran entitled “Seattle Underground Railroad” which documented the story of undocumented students traveling from California to Seattle to obtain a drivers license. By connecting today’s struggles with historical struggles, we explored race, class, gender and citizenship. The class created a publication on AB540 undocumented students.” Kent Wong


tam.n.tran@gmail.com

**Have Students Do Role Plays and Popular Education Exercises**

Role Plays
“Through playing individual characters involved in situations typical for workers, role plays allow the students to overcome unconsciously learned resistances to knowing they are working class, and then to identify with working class issues and concerns.” Fred Glass

“The Great Money Trip game (developed by Bertell Ollman) shows how capitalism works. You set-up a factory. Everybody has a role and gets a bread, knife and butter. Professor is the factory owner and has them do a ‘day’s work’ of slicing bread and pays them like $.25. Tell them that they need to buy the necessities of life. The pile of goods keeps growing. Then close the factory because of foreign competition. The workers are now unemployed. Ask them what will they do.” Edna Bonacich

(Note: Scholar Bertell Ollman has developed a board game entitled, Class Struggle—a game similar to Monopoly but explores the role of class in society [http://www.nyu.edu/projects/ollman/game.php](http://www.nyu.edu/projects/ollman/game.php)).

“Star Power Game. Divide class into three groups (circles, triangles, squares). Each group gets chips. Have a kind of stock exchange with rules (instruct students to trade with each other in order to maximize their point values). Ultimately, a class system develops and upper class wins. At the end have a discussion of who makes the rules and who has power.” Jose Calderon

Visual Exercises of Income Inequality

Chairs exercise

Take ten chairs to represent wealth inequality. Each chair represents 10% of the wealth. The top 10% own 70% of wealth in 2001 (1 student occupy seven of the ten chairs). The bottom 90% own 30% (9 students occupy 3 chairs). On-line flash tutorial for faculty who want to learn how to do chair exercise effectively with key concepts in understanding wealth: [http://www.teachingeconomics.org/teaipm/teaipm10.swf](http://www.teachingeconomics.org/teaipm/teaipm10.swf)

Instead of chairs, use toilet paper stretched out to proportions of economic inequality

The Bar exercise
“This one requires that students be familiar with a local area where three bars can be identified. In my area, I use the DewDrop Inn, a place with cement floors, pool tables, fluorescent lighting, and $3 beer on tap (Coors, Miller) that does not serve food other than peanuts, and has waitresses in t-shirts; JJ Brewski’s, a place with a large screen TV that is usually tuned to CNN with the sound off, high-top tables with bar stools, and a long, polished bar with displays of bottles ranging from Gilbey’s Gin to Grey Goose Vodka, a bar menu that includes things like an appetizer of roasted garlic cloves and French bread for $8, and has Samuel Adams on tap, and waiters and waitresses in white shirts and black pants; and Enoteca Toscana, a place that serves only wine, not beer, has small tables with white table cloths and candles on the table, waiters in jackets and ties, and an appetizer cheese plate for $32. After describing these three places, I ask students to free-write for a few minutes about which environment they would feel more comfortable in, and whether they’ve actually been to one (or more) of the three places. (I’ve thought about taking a photo of the interior of each, blowing them up, and putting one in each of three corners of the room, and asking people to go to the place of their choice, then have the people in each corner talk to each other about why they chose that one, then report out to the whole group, but I haven’t actually done that). If you’re working with students younger than twenty-one, you could do it with restaurants, instead of bars (maybe something like Denny’s, P.F. Chang’s, and a non-chain, pricey little Continental cuisine place).” Renny Christopher

Sources for More Role Plays and Interactive Exercises:

- Collective Bargaining Education Project
  Contact: Linda Tubach (213) 386-3144 cbep@lausd.k12.ca.us
  3303 Wilshire Blvd, 10th Floor
  Los Angeles, CA 90010
  http://www.lausd.k12.ca.us/lausd/offices/cbep/

An award-winning and nationally recognized social studies instructional program co-sponsored by the Los Angeles Unified School District and United Teachers Los Angeles. Utilizing popular education techniques, these lessons align with official California History-Social Science Framework and Standards. They offer case studies and simulations about the workplace including:
Collective Bargaining Simulation: Students interact in small labor and management teams to bargain a contract on issues that include wages, medical insurance, childcare, discrimination and affirmative action.

Social Responsibility versus the “Bottom Line:” Students confront free trade zones, globalization, and child labor issues in the garment industry, when a US corporation must decide whether profits or its own human rights policy will guide overseas operations. Includes a twenty-three minute documentary video, Zoned for Slavery.


“Second lesson, “Who Makes History” especially useful for discussions of the role of class” Fred Glass

Activities are drawn from US Labor History and includes handouts and case studies


Explores globalization through role-plays and hands-on teaching activities.


Accessible primer for non-economists

Glossary illustrations and graphs
Webpage for book includes list of sources of economic data with their web links.

- **Teaching Economics as if People Mattered** by Tamara Sober Giecek, United for a Fair Economy, Reach and Teach.  [http://www.teachingeconomics.org/](http://www.teachingeconomics.org/)
  - Free of charge on-line economic lesson plans
  - Entire curriculum available in book form:
    - *Teaching Economics as If People Mattered* by Tamara Sober Giecek.


  *Statistics of US economy laid out on a single large sheet.*

- **Class Action website:**  [www.classism.org/about_who.html](http://www.classism.org/about_who.html)

### Highlight Past and Current Economic Struggles

Visually compare wage and productivity rates for the period of 1947 to 1973 with the period of 1973 to today and note how wage and productivity rose at a similar pace during the period of 1947 to 1973 but after 1973, productivity continued to rise but wages began to stagnate. Ask students why did this rupture between wage and productivity take place and what events took place during this period. Ask where did the bulk of profits from increasing productivity go if it did not go to working families. Then visually show the rate of income shares of top one percent from 1973 to 2005. (See “Economics for Working Families” section)

Discuss the issues raised by different labor campaigns and invite a person from the campaign to come speak to the class.
“History and events that illustrate class struggles over incomes, control, etc. I teach labor history, so this works for me. It is clear in the late nineteenth & early twentieth century, and in the Thirties. U.S. labor history illustrates that there were intense struggles between some workers and capitalists and if we add to the mix information about how workers were being treated and what they were earning, we can make the point that there is a connection between some people's fortunes and other people's poverty. That is one of the key issues that we can teach our undergraduates.

For modern times in the U.S., we need to tell the income history of the last forty years, to show that average wage levels have more or less stagnated since 1973 despite big increases in worker productivity. These kinds of facts are there, often in the L.A. Times. We just need to draw out the big points and be ready for counter arguments that it is only, as some in the mainstream press claim, because of an impersonal force called globalization that workers have fallen behind (Western European nations are more globalized but have had less dire outcomes for their people), or because Americans are falling behind in the educational and technological race (mostly bunk; it is complex bunk, with many down sides, but the general trend of past thirty years is for higher high school completion rates and so on).

There are plenty of sources on economic power, decisions and struggles of the last few years. Chapters 9, 10, and 11 in my Why America Lost the War on Poverty cover much more than the group conventionally defined as poor. Chapter 9, for example, is a radical, pro-worker analysis of Reaganomics.

....

The video on Wal-Mart, High Price of Low Prices raises a lot of these kinds of issues.” Frank Stricker

**Express Classroom as a Community and Ask Provocative Questions**

Group work allows all students to have a voice and to participate.

One idea is that students can begin by exploring three perspectives of three different communities during the same era. Breaking into small groups, students discuss the formation of a particular communities’ perspective during a specific era. Each group reports back to the larger class. By connecting their personal experience with the context and concepts, students discuss how each relates to each other’s community.
Another idea is to establish the classroom as a community. Students free-write about power and democracy and analyze their role in the classroom.

Instructor can also have students write autobiographical introduction letters that provide their personal information, the positive and negative aspects of their educational experience and academic or work history.

“Students will naturally talk via their own lives and stories. Put up the words that flow from the students. Use their words to teach. Instructor is no longer the center and you create democratic forms in the classroom … I also ask students to write in one sentence, “In the last class I learned …” Jose Calderon

“as an icebreaker, have students decide what they want to be called. Then have students vote on the terms. Then also talk about words that you shouldn’t use.” Edna Bonacich

“Early on, divide class into small groups and pose provocative questions to them. Then reassemble them and have them report back. This helps loosen up the class. For example, regarding race, ask, “What are your experiences with racism? Do you feel affirmative action is really reverse discrimination?” Edna Bonacich

“Discuss, especially in labor history that old question of “why so little socialism in America?” That involves the issue of class consciousness, ideology, etc.” Frank Stricker

Always question assumptions and ask “By whom, for whom, and who benefits?”
Take Home Assignments and Classroom Discussion

Students Research Own Family’s Work Genealogy or Oral Histories or Family’s Work Stories

“This will provide an intimate and dramatic context to class, social mobility, impact of migration, value of education, etc. Moreover they can be aggregated into a multi-generational portrait, and then compared against Census data (from micro to macro).” Mike Davis

“One question to start is how did your family come to be in LA? This exercise has worked repeatedly for me.” Joe Berry

“Talk about work rather than class to make it more personal and relevant. Ask five friends or parents of five friends how bills are paid (e.g. what occupations?) and report back. Take data and put within context of census breakdown of jobs in Los Angeles. Go through different campaigns. What occupations have been affected by unionization? How did the living wage impact them?

Have students map out social network around them and their migration patterns. Look at it generationally from grandparents to parents to children. Combine with idea how people get to California...Also, have students read Unseen America, a collection of photos taken by workers of their own lives, and have them capture on film the work life of their families.” Steven Pitts

Students could write their own immigration story or interview someone.

Resources:


http://www.stonesoup.coop/historybelow/historybelow.htm

A primer on how people who are not professional historians can explore the past of their community, workplace, or local organization.

“a good short how-to guide ....” Fred Glass


http://dohistory.org/on_your_own/toolkit/oralHistory.html
Students Analyze the Education System and Their Relationship to It

“Research (surveys, oral interviews, statistics) access to education, gaps in public education, and explore how class, race, and gender affect students’ choices in higher education.” Angela Vergara

Students Read Pieces that Provoke Interest and Connect with Personal Experience

“assign readings that provoke interest in thinking about how workers are dealing with everyday problems, as well as how they work with unions. These can be oral histories, interviews, novels or films. Then I ask students to analyze these stories and identify the kinds of emotions, attitudes, individual and collective actions that the people discuss. I also ask them to consider whether they recognize any of these reactions among their own families and friends … also have them read material that looks at the matrix of race, class and gender in the US, such as Bill Fletcher’s article ‘How Race Enters Class in the US,’ and ask them to write their reactions to our discussion of the article. Not only can students write about their reactions to readings on labor and class, etc. but they can also engage in creative uses of photography and simple software such as iMovie to create narratives and visual representations about their own labor and community struggles.

See ‘Bread and Roses’ project from Local 1199 to see how photos can be used in expressing ideas about labor and identity: http://www.bread-and-roses.com/unseenintro.html. The Center for Digital Storytelling offers models for using iMovie and narrative to make short videos: http://www.storycenter.org/.” Vivian Price

“ask students to write a short response to a reading beforehand and email it around before class. It forces students to read.” Ruth Milkman

Students Participate in a Group Project that Educates on the Topic

Students could break into small groups that focus on educating other students or conducting new research. After students present their findings or results, the instructor can facilitate discussion around the presentation and links it to the major themes discussed in class.
UCLA faculty member Kent Wong required first-year undergraduates to participate in small group projects in his class on Asian Americans and the Labor Movement. One group developed a website to present the oral histories of Asian American labor leaders (http://www.labor.ucla.edu/apalabor/index.html). The second project was a forum on campus to educate other students about Asian American worker issues. The third group organized a map of Los Angeles that highlighted organizations and campaigns that involved Asian American workers. A couple of students continued afterwards in an independent study that resulted in the first student publication on Asian American workers and sweatshops, which included special coverage of the 1995 El Monte Slaveshop case.


Additionally, Kent Wong conducted a class on undocumented immigration that required group projects.

> “As part of a class project, students had to recruit people to attend a hearing on the issues of undocumented students and collect testimonies ….The class created a publication on AB540 undocumented students.”

Such activities are not limited to the Universities but can take place on the community college level. San Diego City College English and Labor Studies instructor Jim Miller had students assemble and edit a journal for his class that has been released through their own faculty-founded publishing company, City Works Press. http://cityworkspress.org/index.html

> “Group projects that can be done on campus are good because it easier on transportation and faster to get involved.” Edna Bonacich

> “Group projects should move from service learning to empowering to work along side of the community. Randy Stoecker lays out four steps in this process: (1) Diagnose the problem (2) Find some form of solution or application (3) Develop and implement outcome together (4) Evaluate its impact. If your class meets twice a week, you can meet as a class the first day and have them go out in the field the second time. Use social movements on campus in class...students in the
class determined needs of the day laborers and figured out how to work with them. They put together an art exhibit with day laborers.” Jose Calderon


Preview:
http://books.google.com/books?id=C4-YtYzkWsoC

“Give students the problem, have them figure out the obstacles and come up with a solution. If time is an issue, have students look at what they fill their time with so they can see that they have time to do things for class.” Annie Cole

Students can also do multi-media small group projects. They can find a film and present their analysis or look for images of work or poverty.

Resources:
http://www.powells.com/biblio/1-9780415389587-0

Bell Hooks, through several different essays, explores the different cultural institutions and their role in maintaining current systems of inequality.


This reader contains 70- articles examining mass media through the lens of power as it relates to gender, race and class.

THIS DOCUMENTARY EXPLORES THE NARROW REPRESENTATIONS OF WORKING PEOPLE.

**Students Go on Tour and Report Back Observations**

Students go on a tour of a community, especially their own, and instructor debriefs with them and discusses their observations and reactions and relates it back to the students.

Students can also attend and observe pickets or marches taking place. The webpage of the **Los Angeles County Federation of Labor** provides a calendar of events at [http://www.launionaflcio.org/](http://www.launionaflcio.org/)

**“We Built This City: A Labor History Tour of Los Angeles.”** The Southern California Library for Social Studies and Research. (323) 759-6063.

Map of labor landmarks in Los Angeles.


Map of Asian American labor landmarks in Los Angeles.

**“Voices of Asian Pacific American Labor.”** Website about different Asian American labor leaders in Los Angeles. [http://www.labor.ucla.edu/apalabor/index.html](http://www.labor.ucla.edu/apalabor/index.html)

**The Southern California Library for Social Studies and Research**


Regular Hours: Wednesday- Friday 1pm – 6pm

Saturday 11am – 6pm

This library has the largest collection of primary sources on the Los Angeles labor movement (e.g. posters, photographs, original documents such as newspapers, and audio tapes and records). They offer workshops for students on how to do archival
research and the library staff are very willing to help community collage faculty find particular primary materials for their classes. Recently, they have set-up a labor-themed section named after labor leader Luisa Moreno at the library.

The Harry Bridges Institute for International Education and Organization
350 W. 5th Street Suite 208, San Pedro CA 90731. (310) 831-2397.
http://harrybridges.com/

Regular Hours: Monday – Thursday 10am – 2pm

They offer boat tours of the harbor for students.

Center for the Study of Political Graphics
8124 West Third Street, Suite 211, Los Angeles, CA 90048-4309. (323) 653-4662
cspgweb@politicalgraphics.org
http://www.politicalgraphics.org/home.html

The Center collects, preserves and exhibits posters relating to social change. They have the largest collection of post-World War II graphics in the nation. Check their website for upcoming exhibits or contact them to set-up an exhibit.

American Apparel
http://www.americanapparel.net/index.html

This garment manufacturer offers tours of their 800,000 square foot downtown Los Angeles factory. Go on their website to set up tour.
http://www.americanapparel.net/contact/tours/

“I often take students on a tour of the American Apparel factory in downtown Los Angeles. This guided tour usually takes about 60 minutes, and prompts very lively classroom debate about the global assembly line, the garment industry, and unions (American Apparel is anti-union).” Alejandra Marchevsky


http://www.americanapparel.net/presscenter/articles/20040531labj.html
READINGS ON CLASS

These selected readings were based on recommendations by several labor scholars who attest to their effectiveness in the classroom. This list is not comprehensive but introductory and has been deliberately limited in number for reasons of efficiency.

The majority of instructors stated that literature, autobiographies, first person accounts and oral histories work best with students. (Additional literary selections are available in the “Literature” section of this primer.) Recommended readings have been divided into the following categories and a succinct list of the authors and titles precede the section with the brief descriptions and web addresses.

- Novels and Short Story Collections
- Biographies and First Person Accounts
- Collections of First Person Narratives or Studies Featuring First Person Accounts
- Readings about Education and Class
- Popular and Social Science Readings

Additionally, some instructors suggest using lectures supplemented by magazine and newspaper articles.
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Biographies and First Person Accounts with Class Themes ........................................... 136


Collections of First Person Narratives or Studies Featuring First Person Accounts Dealing with Class .......................................................................................................................... 139


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Popular and Social Science Readings on Class ............................................. 145


Novels and Short Story Collections with Class Themes

Baker, Kevin. “City of Fire” Trilogy

Kevin Baker has written three historical fiction novels based in New York.

Kevin Baker's Web Page:
http://www.kevinbaker.info/

HarperCollins Information on Kevin Baker:
http://www.harpercollins.com/authors/13904/Kevin_Baker/index.aspx

Interview with Kevin Baker:
http://www.bookpage.com/9903bp/kevin_baker.html


Taking place at the turn of the century, this novel focuses on the lives of Jewish Eastern European and Irish immigrants in Coney Island and the Eastside of New York (Includes a subplot dealing with the Triangle Shirtwaist Factory fire).


Three women, living in the lower Eastside of New York in 1863, find themselves in the middle of a riot that takes place after President Lincoln announces the draft. The 1863 Draft Riots backgrounds the story.


Set in 1940s Harlem as World War II breaks out, the novel follows the separate and intersecting paths of a young boy named Malcolm (who grows up to be Malcolm X) and Rev. Jonah Dove (based on Adam Clayton Powell).

This novel is based on a true story of undocumented immigrants in Los Angeles who are organizing a union at a shoe factory.


Timely novel of two couples, a pair of wealthy suburban professionals and undocumented immigrants from Mexico, living in the same Southern California area.


With selections from a vast array of people from author Zora Neale Hurston to a young high school student in New York, this powerful collection of stories, poems, and essays recount the experiences of growing up in poverty.


Originally published in 1945, this novel is about Bob Jones, an African American shipyard worker in Los Angeles during World War II and his experiences with the various dimensions of race and class in the workplace. The book echoes the real pains of the author Chester Himes who was unceremoniously fired as a screenwriter by Warner Brothers when they discovered he was Black. He spent several years afterwards as an unskilled worker in racially tense defense plants. Himes
continues to explore these themes in his next novel Lonely Crusade (1947) with his protagonist Lee Gordon, a union organizer and Black UCLA student living in Los Angeles.


Against the backdrop of impending environmental crisis caused by a local mining company and political turmoil in Nicaragua, a young woman named Codi Noline returns to her hometown in Arizona to care for her father and learns the limitations of cynical individualism and comes to value a more interconnected and communal approach to life. Inverting the lone western hero trope, Barbara Kingsolver wrote this novel with the intention to explore the reasons why “some people engage the world and its problems, while others turn their backs on it.”


Moody’s moving and classic autobiography of growing up poor and African American in the South. It also chronicles the growth of the civil rights movement in Mississippi during the 1950s and 1960s.

Discussion forum on teaching *Coming of Age*:


Magical realist historical novel that follows a Mexican family generationally from 1892 to the 1940s as they work in East Los Angeles.

Originally published in 1961, this short story unveils an unromantic version of motherhood as an impoverished single mother reflects on her life, her daughter and their relationship. The other three stories are equally strong examinations of class viewed through portraits of families and the choices they’ve made: one a meditation on race, one on alcoholism, and the last on retirement.

Film version:


A 3-minute preview is available.

On-line resource on developing a unit around Tillie Olsen’s short story:


Brief annotation on short story:

[http://litmed.med.nyu.edu/Annotation?action=view&annid=11948](http://litmed.med.nyu.edu/Annotation?action=view&annid=11948)


Having been committed to a mental ward, Connie Ramos suddenly finds herself able to travel into the future where she encounters a utopian society based on need, not money.

Marge Piercy’s Web Page:

NY Times Article, “Life of Prose and Poetry—an Inspiring Combination” by Marge Piercy

Web Page About Marge Piercy and Her Work:
http://hubcap.clemson.edu/~sparks/piercy/mpindex.html

Book Information:
http://books.google.com/books?id=0KkpEFxDq70C&q=women+on+the+edge+of+time&dq=women+on+the+edge+of+time&pgis=1


Set in Los Angeles on the eve of the 1992 Los Angeles Civil Unrest, this novel explores the contradictory portrayal of Los Angeles as a place of opportunity and the reality of the poverty-stricken souls who walk its streets. This book follows the intertwined lives of two Central American immigrants—the homeless Antonio Bernal, whose family was murdered in his home country, and former death squad soldier Guillermo Longoria who did the killing and endures the memory of what he has done.
Biographies and First Person Accounts with Class Themes


This is the third autobiography of Frederick Douglass (1881, revised 1892), which details his life as a slave and his escape from bondage in the U.S. In comparison to his earlier autobiographies, *Narrative of the Life of Frederick Douglas* (1845) and *My Bondage and My Freedom* (1855), he goes into much more detail since it was published after the Civil War and emancipation and it is the only one that tells of his life during and after the Civil War.


Barbara Ehrenreich recounts her attempt to live on a series of minimum wage jobs.

“Important for Los Angeles students to grasp that low-income, contingent working lives exist in Middle America.” Mike Davis

“...Ehrenreich’s book shows that many of these young people never work their way out of these jobs and shows that the terrible service sector jobs have lowered the quality of jobs across the United States.” Elizabeth Tandy Shermer and Nelson Lichtenstein

Biography of community leader Bert Corona who was active in the early organizing years of the Congress of Industrial Organization in Los Angeles in the 1930s, founded Hermandad Mexicana Nacional in the 1950s, worked along side the United Farm Workers in the 1960s, and fought for the rights of undocumented immigrants consistently into the 1990s.


Cheri Register’s memoir tells a story of small-town, working-class life. She recalls the 1959 meatpackers’ strike that divided her hometown of Albert Lea, Minnesota. She weaves her own memories, historical research, and oral interviews into a narrative about the value of blue-collar work and the dignity of workers.


Reading Guide for **Packinghouse Daughter**  

Instructor’s Guide to **Packinghouse Daughter:**  

Preview:  
 [http://books.google.com/books?id=-g-kcdHeOjQC](http://books.google.com/books?id=-g-kcdHeOjQC)

Luis Rodriguez tells this powerful and moving account of growing up in East Los Angeles among street gangs.


Mike Rose draws from his experience as a struggling working class student in Los Angeles and a professional educator to explore the failures of the educational system and suggests innovative solutions for this crisis. Originally published in 1989, this book still holds relevance for today.

Mike Rose’s Faculty Profile:  
[http://www.gseis.ucla.edu/faculty/members/mrose](http://www.gseis.ucla.edu/faculty/members/mrose)

[http://www.middleweb.com/MikeRose.html](http://www.middleweb.com/MikeRose.html)

Book Information:  
Collections of First Person Narratives or Studies Featuring First Person Accounts
Dealing With Class


“photos of workers’ lives taken by the workers themselves …. ” Steven Pitts

On-line exhibit of photos:


A portrait of the real lives of women living below the poverty line.

Lisa Dodson’s Faculty Profile:
http://www2.bc.edu/~dodsonli/

Preview
http://books.google.com/books?id=TwveZoSWKcYC


“Students love this book on contemporary domestic workers in Los Angeles.” Vicki Ruiz

Preview:
http://books.google.com/books?id=gzpU1ylifi0C
Related film:

http://www.impactofilms.com/
This documentary offers an intimate look at the lives of three domestic workers in Los Angeles California.


Jennifer Johnson profiles real-life stories of over sixty women through their own words. Lisa Dodson explores the life of women on welfare.

“two ethnographic books that I've used on working-class and poor women that teach very well 
…..” Alejandra Marchevsky


Miriam Ching Louie profiles the immigrant women working in the sweatshops of the U.S. in their own words and includes sections about successful campaigns against various exploitive employers and brief summaries of the history of the Chinese, Korean and Mexican immigration.

Multinational Monitor October 2001 Interview with Miriam Ching Yoon Louie
http://multinationalmonitor.org/mm2001/01october/oct01interviewlouie.html

Miriam Ching Yoon Louie Bio:
http://www.speakoutnow.org/userdata_display.php?modin=50&uid=87

Sweatshop Warriors Book Review by Bill Fletcher, Jr.
http://www.monthlyreview.org/0302fletcher.htm

Preview:

Based on the testimonies of more than fifty women working in assembly plants along the Mexican and US border.

“…a very moving account on women on the line based on the women’s own words.” Vicki Ruiz


One of the more insightful books written about white working class families in the early 1970s.


This is an intimate look into the lives of US working class families.


Collection of personal essays from working women themselves.

“very readable memoirs …. ” Stephanie Luce

The classic oral history of working life and an exploration of what makes work meaningful for people. Since its original publication thirty years ago, job productivity has soared but job satisfaction has declined making this book as relevant now as it was then.

“very accessible ….” Fred Glass


First student publication on Asian American workers and sweatshops, it is very accessible and includes descriptions of the structure of the garment industry, history of sweatshops and oral histories of leaders in the movement to improve working conditions.

“Between a Rock and a Hardplace: A History of American Sweatshops 1820-Present.” On-line exhibit that features the El Monte Slaveshop Case. [http://americanhistory.si.edu/sweatshops/index.htm](http://americanhistory.si.edu/sweatshops/index.htm)
Readings about Education and Class


Renny Christopher explains how public higher education maintains the class system in California.


Domhoff’s book teaches students about how power operates in U.S. society. He argues that the owners and top-level managers in large income-producing properties are the dominant figures in the US. Their corporations, banks, and agribusinesses form a corporate community that dominates government. Domhoff encourages students to think critically about the power structure in American society and its implications for our democracy.


Other Publications by G. William Domhoff: http://unjobs.org/authors/g.-william-domhoff

Public Eye.org Interview with G. William Domhoff: http://www.publiceye.org/antisemitism/nw_domhoff.html

Book Information: http://books.google.com/books?id=zK7cAAAACAAJ&dq=9780072876253

Through interviews, Michelle Fine articulates an analysis of how educational structures frame the concept of “dropouts” and systematically marginalizes different groups of students by race and class.

“One fruitful avenue of discussion that has raised intense discussion is the relationship of education to class production.” Alejandra Marchevsky


Geared towards classroom instructors, Finn describes the process by which the educational system reproduces class positions and relationships.
Popular and Social Science Readings On Class


Karen Brodkin interviews 16 activists involved in the Los Angeles area labor and immigrant rights movements to describe how social movements arise out of the way activists analyze their own politicization process and how their cultural communities and their politics lead them to challenge prevailing cultural views and strengthen their social vision.

Karen Brodkin’s Faculty Profile:
http://www.anthro.ucla.edu/people/faculty?lid=963

Other Publications by Karen Brodkin:
http://unjobs.org/authors/karen-brodkin

Preview:
http://books.google.com/books?id=_l1qW7fbODwC


Clear concise descriptive guide to the international economy with charts, graphs and political cartoons.

http://www.powells.com/bibli0/1-9781844675685-0

Mike Davis reconstructs LA's shadow history and dissects its economy. He reveals who has the power and how they hold on to it. In this new edition, Davis provides an update on the city’s current status.

Mike Davis’s Faculty Profile:
http://www.hnet.uci.edu/history/faculty/davis/

About Mike Davis and his other publications:
http://www.radicalurbantheory.com/mdavis/aboutMikeDavis.html

Synopsis of City of Quartz:
http://www.thefreelibrary.com/Mike+Davis:+City+of+Quartz:+Excavating+the+Future+in+Los+Angeles.-a0175443934

Book Information:
http://books.google.com/books?id=9mVtAAAACAAJ&dq=9781844675685


Readable primer on US economics with charts, graphs and illustrations.


Collection of helpful and informative essays from various contributors about class-conscious pedagogy and offers much insight and suggestions in incorporating class into courses.

Preview:
http://books.google.com/books?id=ueljlx--E4gC

Becky Nicolaides traces the history of South Gate, Los Angeles from a semi-rural community into a suburb and the development of a blue-collar conservatism amongst its white working people.

Preview:
http://books.google.com/books?id=K495iBFJCsgC


Laura Pulido explores the trajectory and experience of Third World radicalism in Los Angeles during the 1960s and 1970s and its implications for today.

Preview:
http://books.google.com/books?id=CzarnBhJiZUC


This volume examines the impact of corporate globalization on women and their resistance to these developments.


“Eric Schlosser has a fantastic chapter in his Fast Food Nation that discusses the nature of work in the fast food industry. For my students, this chapter is especially poignant because he shows that the entire industry is built on the backs of teenage workers, whom the corporations target because they can be more easily manipulated and will accept poor wages and working conditions as well as draconian managerial policies.” Elizabeth Tandy Shermer and Nelson Lichtenstein

Frank Stricker analyzes US poverty and policy from 1950 to the present and argues for the prioritization of decent job creation.

“Chapters 9, 10, and 11 in my *Why America Lost the War on Poverty* cover much more than the group conventionally defined as poor. Chapter 9, for example, is a radical, pro-worker analysis of Reaganomics.” Frank Stricker


This is an overview of capitalism as an integrated global economic system, not a loose collection of national activities and it compares the US with other countries through statistical data. This book does not require prior economic background.


Essays by John Bellamy Foster, William K. Tabb, David Roediger, Stephanie Luce, Mark Brenner, and others. These essays explore the dynamics of class relations in US society including articles on class struggles post-Hurricane Katrina and undocumented workers and their role in the informal US economy.
Lectures Supplemented By Magazine or Newspaper Articles

“I have never had luck with theory books or theory lectures. Also, some of the books I have read on class really did not have the strong arguments I wanted to prove that the causes of much inequality were class structures rather than individual defects or lacks. I was disappointed by these books. So on this issue I give a lecture or two, but mostly I rely on:

(1) Data/pie charts and the like on the huge inequities in the distribution of wealth and income—inequities that have been growing in recent decades. There are plenty of sources, but a useful source for some of this stuff will be the most recent version of Economic Policy Institute’s State of Working America (new volume every two years). Paul Krugman had a good one called "For Richer," in the New York Times magazine of Oct. 20, 2002—plenty to chew on in that one. United for a Fair Economy has plenty of stuff on economic inequality, CEO pay and the like.

(2) A couple of short magazine or newspaper articles that do a good job: Neal Gabler: "Class Dismissed," L.A. Times, Jan 27, 02, M1, M6. At one time I was using "Balzar, "We Lost Our Shirts and He ‘Looked Back," (Los Angeles Times) allowing an executive to sell his stock at earlier, higher prices, if current price was lousy. There are usually plenty of these kinds of stories in the press. Instructor just needs to help students see the big picture.”

Frank Stricker


This publication has been prepared biennially since 1988 and has examined the impact of the economy on the living standards of US people. The EPI’s website contains current analysis of economic issues including up-to-date historical data. www.epi.org and www.stateofworkingamerica.org

See “Economics for Working Families” section in primer for data that can be used in the classroom.
RECOMMENDED FILMS ON CLASS

These selected films were based on recommendations by several labor scholars who attest to their effectiveness in the classroom. This list is not comprehensive but introductory and has been deliberately limited in number for reasons of efficiency.

The majority of instructors stated that films shown in class with a speaker featured in the film or related to the topic addressed would enrich the learning experience. Recommended films have been divided into the following categories and subcategories. A succinct list of the films precedes the section with the brief descriptions, web addresses and suggested speakers.

- Documentaries
  - California
  - National
  - International
- Dramas/Comedies
Documentaries with Class Themes

California


National


International


Dramatizations/Dramas with Class Themes

“9 to 5.” (1980).
“The Devil and Mrs. Jones.” (1941).
“The Office.” (2005-present). (TV Series)
Documentaries with Class Themes

California

http://www.hrw.org/iff-97/filmpt/simofear.html

Through the voices of teachers and students, this engaging and powerful film explores the issues of education and equity and the divisive impact of Proposition 187 on a local community. Proposition 187 denied social services, healthcare and education, including primary and secondary education, to undocumented children.

Staff from Coalition for Humane Immigrant Rights in Los Angeles (CHIRLA) would be ideal speakers. During the fight around 187, CHIRLA was very involved and they continue to be involved in issues of immigrant workers.

CHIRLA
2533 W. Third Street, Suite 101, Los Angeles, CA 90057
Telephone: (213) 353-1333  Fax – (213) 353-1344
Toll-free: 1 (888)-6-CHIRLA (1 (888) 624-4752)
http://www.chirla.org/


Classroom friendly, California labor history that can be shown in parts and comes with lesson plans and reading materials. Some instructors have used the DVD in place of a textbook.

“very useful—even for some of my graduate courses.” Stephanie Luce

Source for speakers about the film:

Holding the largest archive of Los Angeles Labor material, the Southern California Library is a good resource for activity ideas or leads for particular speakers.

Personal stories of Asian immigrant workers in Los Angeles.

“I had a student in my class who was affected emotionally from the film and said that one of the women reminded him of his mother and her life.” Linda Trinh Vo

Participants in the film can be found at the following organizations:

- Garment Workers Center (GWC)
  1250 South Los Angeles Street, Suite 213, Los Angeles, CA 90015
  (213) 748-5866
  gwc@garmentworkercenter.org

- Pilipino Workers' Center (PWC)
  153 Glendale Boulevard, Los Angeles, California 90026
  (213) 250-4353
  pilworker@pwcsc.org

- Koreatown Immigrant Workers Alliance (KIWA)
  465 West 8th Street, 2nd floor, Los Angeles, CA 90005
  (213) 738-9050
  kiwa@kiwa.org

- Thai Community Development Center (Thai CDC)
  6376 Yucca St., Suite #B, Los Angeles, CA 90028
  (323) 468-2555
  chancee@thaicdc.org
http://cart.filmarts.org/product_p/2010_fs_spi0987.htm

Story of Los Angeles’ 1920s labor and free speech battles through the eyes of a group of teenage women activists (now in their 80s and 90s).

http://www.madeinla.com/

The true personal stories of three Los Angeles immigrant garment workers who stood up to demand economic justice from Forever 21 clothing corporation.

Participants in the film can be found at the Garment Workers Center in Los Angeles.

Garment Workers Center  
1250 South Los Angeles Street, Suite 213, Los Angeles, CA 90015  
(213) 748-5866  
gwc@garmentworkercenter.org

National

http://www.clarityfilms.org/rosie/index.html

Winner of over 15 international awards, this film tells the story of the working women during World War II through the women themselves. World War II created an unprecedented demand for jobs, which women filled in droves. When the war ended, many of the women did not want to return to their old lives but the sexism of the times worked against them.

Source for speakers about the film:

Holding the largest archive of Los Angeles Labor material, the Southern California Library is a good resource for activity ideas or leads for particular speakers related to this film.

Southern California Library

Interviews people across the US from various walks of life about their perceptions of social class in their lives.

“I witnessed a lively discussion at a community college by the students after viewing this PBS film.” Nina Triffleman


Michael Moore, with his usual trademark sarcastic wit, explores the healthcare crisis in the US.

Suggested speakers:

Health Access has played a leading role in health care reform in California:
Health Access. http://www.health-access.org/
In Southern California:
Norma Martinez-HoSang, Regional Organizer
3655 South Grand Ave., Suite 220, Los Angeles, CA 90007
(213) 748-5287
nmartinez@health-access.org

http://www.pppdocs.com/walsynopsis.html

This documentary traces the day-to-day lives of four low-wage workers in the U.S.
Los Angeles for A New Economy (LAANE) is a nationally recognized authority on issues affecting the working poor. They led the effort to pass one of the nation’s first living wage laws.

Los Angeles for A New Economy  
464 Lucas Ave., Suite 202  
Los Angeles, CA 90017  
Phone: (213) 977-9400 - Fax: (213) 977-9666  
Email: info@laane.org  
http://www.laane.org

http://www.walmartmovie.com/

A documentary about the impact of Wal-Mart on families in the U.S.

Los Angeles for A New Economy (LAANE) is a nationally recognized authority on issues affecting the working poor. They released a report describing Wal-Mart’s entry into urban communities.

Los Angeles for A New Economy  
464 Lucas Ave., Suite 202  
Los Angeles, CA 90017  
Phone: (213) 977-9400  
Fax: (213) 977-9666  
Email: info@laane.org  
http://www.laane.org

International

http://www.globalassemblyline.info/

Emmy-award winning documentary on the new global economy through the personal stories of working people in the “free trade zones” from Silicon Valley to the Philippines and Tennessee to the Mexican border.
The Gabriela Network (GABNet) has experience in this area. GABNet provides the means by which Filipinas can empower themselves, functions as a training ground for women's leadership, and articulates the women’s point of view. GABNet effects change through organizing, educating, fundraising, networking and advocacy. Its main campaign focuses have been on sex trafficking, anti-militarization and labor issues such as contractualization and exploitative migrant labor.

- Dr. Annalisa Enrile, Chair of GABNet
  Clinical Assistant Professor
  M.S.W. University of California, Los Angeles, 2000
  B.A. University of California, Los Angeles, 1996
  enrile@usc.edu
  - http://www.gabnet.org/


Powerful documentary about the effects of globalization and multi-national corporations on the island of Jamaica through the personal stories of several individual Jamaicans.

  http://www.maquilapolis.com/

Mexican workers struggle with the effects of globalization after the passage of NAFTA in this film in which the workers themselves take part in the filming and storytelling.

21 minutes preview:
  http://video.google.com/videoplay?docid=3401277500988865555


Inspiring documentary about workers in Buenos Aires who take control of a closed down factory where they once worked and turn it into a successful worker cooperative.
Dramatizations/Dramas with Class Themes


Comedy about working women who fantasize of taking revenge against their employer and eventually end up overthrowing their boss.

“The Devil and Mrs. Jones.” (1941).  Director: Sam Wood.  (92 Minutes).

1941 Romantic comedy about a millionaire who goes undercover as an employee in his own department store to root out labor leaders protesting poor working conditions.


Drama about two undocumented immigrants and their journey from Guatemala to Los Angeles.


During the economic boom spurred by World War I, a young black man from Mississippi moves north to make his fortune. Landing a job on the “killing floor” at a meatpacking plant, he becomes involved in the labor movement. But mounting racial pressure places him between the unionists and other blacks, and he is ultimately swept into the Chicago race riots of 1919. This film mixes documentary footage with dramatization of the events.


http://www.johnsaylesretro.com/body-matewan-synopsis.html

A drama based on the struggle of coalminers in 1920 to organize a union in a company town in West Virginia.


http://www.nbc.com/The_Office/

“Though every episode shows classic issues in the current service economy/conflicts between labor and management, I often show ‘Boys and Girls’ in which the corporate representative
breaks the fledgling union in the warehouse—the rhetoric is classic anti-unionism and I only show it after I have given students the counter arguments.” Elizabeth Tandy Shermer


http://www.abc.go.com/primetime/uglybetty/index?pn=index

Two worlds collide when a working-class Latina works for a major high-fashion magazine.

“Ugly Betty is also good to point out class differences.” Elizabeth Tandy Shermer


A drama based on the high school walkouts waged by young students in 1968 in protest of poor educational conditions in East Los Angeles.
In the Classroom (p. 161)

- Begin with students' experiences with work and then make connections.
- Show a film or assign reading about a union struggle and/or invite an union organizer or leader to speak with the class.
- Allow students to express their views and preconceptions of unions and address them.
- Compare workers' benefits and rights in places with and without a union.
- Be an activist yourself.

Take Home Assignments and Classroom Discussion (p. 164)

- Students observe, research and report on current union or worker organizing campaign.
- Students research their own workplace or compare a unionized worksite with a non-union one in the same industry.

Recommended Readings on Unions (p. 165)

- First-person accounts, oral histories, autobiographies and literature engage students better than social science texts.

Recommended Films About Unions (p. 170)

- Films most effective when a person connected to film or topic is present for classroom discussions.
  - Documentaries about Unions (p. 171)
  - Dramatization/Drama about Unions (p. 175)
In the Classroom

Begin with Students’ Experiences with Work and Then Make Connections

“My response is to offer you an exercise I used with a combined class of undergraduate and graduate business students at the University of South Carolina, the state with the second lowest union density in the U.S. I asked the class for a show of hands as to how many had worked, either for a summer or at a longer term job. Everyone had.

Then I put the class members in small groups of four people each. I asked the people in each group to think of the single worst incident they had with a manager or supervisor and, in a minute or so per person, to tell the others. Then each group had to decide whose story was the most nightmarish. The person with the worst story shared it with the entire class.

The stories ranged from alcoholic and abusive supervisors to unfounded accusations of dishonesty. At the end of each story, I asked two questions: Were you in a union? What were your options when this terrible thing happened? My favorite story came from a blond girl named Megan. She was working in a grocery store over a summer to earn money for the next year of school stocking the pet food shelves. She started at 3:30 am, high on a ladder. Cans had been sitting stacked out of reach so long the cans had burst, and the horsemeat inside was putrid and riddled with maggots. Several towers of cans fell and drenched Megan from head to food in putrid horsemeat and maggots. She asked the assistant store manager if she could go home, shower, change her clothes, and return to work. He said, "Wash off what you can in the break room and get back to work!" She had to work in her own stench until 4:30 pm. None of the other store employees would come near the section of the store where she was working.

The moral of the stories and the answers to my questions: Without a union, the options were two: Grin and bear it, or quit. Loyalty or exit. Neither provided feedback to the employer about the bad managers or supervisors; neither corrected situations that could cost the business money in lost productivity, turnover, poorer quality, or poisoned customer relations. WITH a union, there were three choices: loyalty, exit, or voice. A union gave people a grievance procedure and led to more rational personnel practices by employers.” David Cohen

“…I have had great discussions about class and power starting by asking students to explain why they are sitting in uncomfortable desks, often in rows, and I am standing in front; why I get
to talk whenever I want but they have to wait to be called upon; why I get access to better parking spaces on campus, and so on. That can lead into a discussion about how students might go about changing any of these practices—that is, by banding together to demand change or to establish rules for classroom behavior that would keep faculty from mistreating students. That’s what unions do, they just do it for workers.” Sherry Linkon

“Students are more receptive to social justice rather than unions. Most students do not know what unions mean. They care about social justice and then you make the connection. Anger at injustice is easier to tap.” Ruth Milkman

Show Film or Assign Reading about a Union Struggle and/or Invite a Union Organizer or Leader to Speak with Class

“Have students watch, research and debate Ken Loach’s film “Bread and Roses” on L.A. Justice for Janitors. Invite one of the SEIU veterans to discuss the events that form the fabric of the film.” Mike Davis

“through stories, songs, and images of labor history and of labor present—asking students to discuss what has happened and why. In L.A., I’d imagine a great version of this could begin with discussions of the immigrant rights movement.” Sherry Linkon

Allow Students to Express Their Views and Preconceptions of Unions and Address Them

“All the talk and unpacking I think is relevant to their take on unions. The two things I hear about why unions aren’t relevant are: they’re for people who aren’t good enough to negotiate a good deal on their own. This is often a covert form of racism/sexism. The other is that unions only do bread & butter stuff, while the real issues are more complex (from professionals and anyone who is working with people regardless of the level)…. To show unions as relevant to people’s lives it’s important to focus on times/places where labor was a movement, and unions were part of it, but engaged with more than members. Karen Brodkin

“Open up discussion to what students have heard about unions and put it on the board, get it out and talk about it.” Ellen Reese

“I think we must push the idea that at its best the labor movement stands for a generous cooperative ethic, neighborliness writ large. Unions combine self-interest and the general
interest. (E.g., preserving Social Security; exposing Wal-Mart; fighting for the Living Wage.)
Frank Stricker

Compare Workers' Benefits and Rights in Places with and without a Union

“Talk about other countries with unions and the impact of unions on peoples’ lives. For example, compare the welfare of single mothers in Sweden with the U.S. Ask how many people and their parents are in unions and compare it with other countries and show how it is different and connect to high rates of poverty. Link it to democracy and show statistics of racial inequality in unionized industries in comparison to workplaces without unions. (Racial inequality is greater in non-unionized facilities in comparison to unionized facilities. See US Labor Bureau statistics.)”
Ellen Reese

Be An Activist Yourself

Instructor should connect with local unions or worker centers.

“Be an activist yourself and share it with the students. Discuss why the class topic applies to their life.” Annie Cole

“Use own personal experiences and students’ own personal experiences.” Ruth Milkman

“Bring your own experiences into the lecture and break it up with questions like ‘where do you see yourself 10 years from now?’ and ‘what is the purpose of your life here on this earth?’” Zaragosa Vargas
Take Home Assignments and Classroom Discussion

Observe, Research and Report on Current Union or Worker Organizing Campaign

If there is an important union struggle at the time, research the reasons for that struggle and the difficulties. Angela Vergara

“Observe a picket or protest and talk to workers about their issues. Show this is their history. The things we take for granted, weekends, eight-hour day, child labor laws, and safety regulations are the outcome of movement …. Immigrant students can talk about the history of labor in their origin country.” Ellen Reese

Research Own Workplace or Compare a Unionized Worksite with Non-Union One in the Same Industry

“Show data comparing wages of union and non-union worker. Discuss workers’ rights, or lack thereof, without a union. Emphasize that outside of certain protected categories, employers are allowed to fire at will and have done so. Show that the enforcement of labor laws is very slow, and that while some big firms are penalized for violating labor laws on hours, lunch time, overtime, and safety, the penalties are slight and usually a long time coming. Students can add something here from their own experience or early in the class they can "research" their own or someone else’s workplace, after instructor gives them short sum of basic labor laws in CA (Part of the assignment could be for students to find out about five or ten basic laws and regulations. E.g., are you required to have a break time? Is the employer allowed to hold your pay for a month if he is mad at you? E.g., can the employer reclassify you as management if she does not want to pay over time?). Presumably students will learn that many laws are being violated and that without a union, enforcement is often non-existent.” Frank Stricker
RECOMMENDED READINGS ON UNIONS

California Federation of Teacher’s Labor In the Schools Committee On-line Resources

http://www.cft.org/about/comm/labor/index.html


RECOMMENDED READINGS ON UNIONS

California Federation of Teacher’s Labor In the Schools Committee On-line Resources
http://www.cft.org/about/comm/labor/index.html

Contains a number of resources such as a California Labor History Map and other labor studies curricula.

“Our resource list is the single best one available nationally.” Joe Berry

http://www.cft.org/about/comm/labor/combrochure.pdf

A short concise 24-page pamphlet on unions. Explains unions are and do, including an overview of labor history and explains the importance of unions in workers' lives.


In L.A. Story, sociologist and labor expert Ruth Milkman explains how Los Angeles, a once anti-labor city, became a breeding ground for unionism, and how immigrant service workers emerged as leaders in the battle for workers’ rights.

Ruth Milkman’s Faculty Profile:
http://www.soc.ucla.edu/people/faculty?lid=951

“Organizing the Unorganizable” article by Ruth Milkman:
http://www.laboreducation.org/les/milkman_article.php

Listing of other works by Ruth Milkman
http://unjobs.org/authors/ruth-milkman

Book Information:
http://books.google.com/books?id=UWiXAAAACAAJ&dq=0871546353

Written in both Spanish and English, this book presents the stories of five key union leaders in the Los Angeles labor movement in the 1990s.


Very readable, accessible, and inclusive multiracial history of labor in the U.S. It includes illustrations from comics journalist Joe Sacco.

San Diego City College instructor Jim Miller used the book with great success in his classes and appreciated its inclusiveness and accessibility.

“Based on feedback from students, I would suggest the book, “From the Folks Who Brought You The Weekend.”” Nina Triffleman

“For a text I tried From the Folks Who Brought You the Weekend last spring and it was a disaster. It has one virtue—lots on minorities. But it is badly written: few topic sentences, few themes brought to the foreground, and often arbitrary organization. At times it seemed like stream of consciousness writing. I will never use that one again and I recommend against. Of course, this may be a personal quirk of mine, and others may think it is just great. But the book is really a flop at raising and probing the big questions.” Frank Stricker

“On teaching unions—I think that Fred Ross’s book, *Conquering Goliath: Cesar Chavez at the Beginning*, is absolutely the best thing to start with for students who don’t know anything about unions. It’s a completely engaging, easy to read book about Cesar Chavez, and takes the reader through the process from when Chavez was doing community organizing with no intent to deal with work or labor issues and no interest in unions, and ended up forming the UFW in gradual steps by seeing certain problems that couldn’t be solved just by community organizing. It gives students a sense of what a union truly is, apart from all the acronyms and legalities.” Gordon Lafer

Preview: 
http://books.google.com/books?id=qYhaTiaY5rIC


Smith examines how the relationship of the labor movement to the Democratic Party and how “business unionism” have hindered the working-class struggles. She shows how a return to rank-and-file strategies for change, can turn around the labor movement.


“Growing Hunger: Let them Eat Ethanol!” article by Sharon Smith in *CounterPunch*: [http://www.counterpunch.org/sharon04112008.html](http://www.counterpunch.org/sharon04112008.html)


Zaragosa Vargas explores the history of the Mexican-American labor movement in twentieth-century America. He presents the history of the Mexican American struggle for equality from the 1930s to the postwar era.

Zaragosa Vargas’s Faculty Profile:
http://www.history.ucsb.edu/people/person.php?account_id=55

Preview:
http://books.google.com/books?id=_L5oXA3s1ocC


A good comprehensive introduction to unions in a clear and readable style.
RECOMMENDED FILMS ABOUT UNIONS

Documentaries .................................................................................................................. 171

“At the River I Stand.” (1993).

Dramatization/Drama ......................................................................................................... 175


RECOMMENDED FILMS ABOUT UNIONS

Documentaries about Unions


Award winning and powerful documentary about the 1968 Memphis sanitation worker strike.

Suggested Speakers:

SEIU Security Officers United in Los Angeles (SOULA) is the first citywide security guards union in Los Angeles. Their organizing drive was the largest successful organizing drive of African American workers in US history.

SEIU Security Officers United in Los Angeles Local 2006 (SOULA)
1247 W 7th Street,
Los Angeles CA 90017
(213) 673-2217
info@seiusoula2006.org

Clergy and Laity United for Economic Justice (CLUE) is an interfaith organization of over 600 religious leaders throughout Los Angeles working towards socioeconomic justice. Rev. James Lawson, who is featured in “At the River I Stand”, is the chair of the Board of Directors.

Clergy and Laity United for Economic Justice (CLUE)
464 Lucas Avenue, Suite 202
Los Angeles, CA 90017
(213) 481-3740
Fax: (213) 481-3741
contact@cluela.org

About young workers in the service sector organizing for a living wage in San Francisco. It comes with a workbook of exercises.

Los Angeles for A New Economy (LAANE) is a nationally recognized authority on issues affecting the working poor. They led the effort to pass one of the nation’s first living wage laws.

Los Angeles for A New Economy
464 Lucas Ave., Suite 202
Los Angeles, CA 90017
Phone: (213) 977-9400 - Fax: (213) 977-9666
Email: info@laane.org
http://www.laane.org


Documentary traces the life of Cesar Chavez and the United Farm Workers Movement.

United Farm Workers Los Angeles office located at:

Los Angeles County Federation of Labor, AFL-CIO
2130 W. James Wood Boulevard
Los Angeles, CA 90006
(213) 381-5611 ext, 140
http://www.ufw.org/

On-line curriculum focused on Cesar Chavez:
http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx


Classroom friendly, California labor history that can be shown in parts and comes with lesson plans and reading materials. Some instructors have used the DVD in place of a textbook.
“very useful—even for some of my graduate courses.” Stephanie Luce

Holding the largest archive of Los Angeles Labor material, the Southern California Library for Social Studies and Research is a good resource for activity ideas or leads for particular speakers.

Southern California Library for Social Studies and Research.
6120 South Vermont Ave, Los Angeles CA 90044. (323) 759-6063.
http://www.socallib.org/

Regular Hours: Wednesday- Friday 1pm – 6pm
Saturday 11am – 6pm

http://www.californiadreamseries.org/nla.htm

“This is a portrait of a changing Los Angeles hidden from the public point of view. The film illuminates how race and immigration intersect with economic and political forces to shape the priorities of a city and response of its people. It is a coming-of-age story, where the intersection of electoral politics, grassroots organizing and coalitions have transformed a city. The story told here foreshadows the choices that cities across the nation will face when increased immigration, the proliferation of low-wage jobs, and a shrinking middle class force city leaders to rethink their priorities. It is a hopeful story about ordinary people changing their lives and their city, a story with national implications.” Peter Dreier

Film also features the story of the United Farm Workers, Maria Elena Durazo and the immigrant workers movement in Los Angeles.

Los Angeles County Federation of Labor is prominently featured in this film:
Los Angeles County Federation of Labor, AFL-CIO
2130 W. James M. Wood Blvd.
Los Angeles, CA 90006
Phone: (213) 381-5611
Fax: (213) 383-0772
http://www.launionaflcio.org
http://www.andersongoldfilms.com/films/documentaries/oaw_lagmoti.htm

This film documents the stories of three gay workers over the course of five years. It follows them at home, at work and through their collective fight to secure workplace safety, job security and employee benefits for gay and lesbian workers.

“A film which looks at homophobia in the workplace and how unions can make a difference in standing up for LGBT workers.” Vivian Price

Information about Kelly Anderson:
http://www.newday.com/filmmakers/Kelly_Anderson.html

Information about Tami Gold:
http://www.wmm.com/filmcatalog/makers/fm179.shtml
**Dramatization/ Drama about Unions:**


The struggle of janitors in Los Angeles to form a union and their fight for better working conditions.

[http://www.hepdigital.com/salt/default.htm](http://www.hepdigital.com/salt/default.htm)

**“The Best!”** Vicki Ruiz

Classic film about Mexican American mineworkers strike with the roles played by the workers themselves. When a legal injunction forbid the male miners from striking, their wives carried on the strike. The background story itself is just as compelling as the film, when the US government banned the movie and deported its lead actress.

**Background resource:**


Shows how social class becomes institutionalized and raises the question about work disruptions and strikes during time of war and the role of the union in the building of a new society.

Quote from episode:
“Do you see what’s happening? Jobs are starting to be inherited, Madame President. We don’t know how long we’re gonna be on these ships. What if it’s ten years? So I, I train my son to be a deckhand because that’s what I am? And that’s all he can ever be? Is that the future we want?

Tyrol, leader of union, Colonial Workers Alliance.
GUIDING QUESTIONS FOR DEVELOPING A LABOR CURRICULUM

These questions have been developed by University of California Irvine and Los Angeles Pierce College faculty member Charles O’Connell. These questions are not exhaustive but meant to begin the process of developing labor-themed courses. As Dr. O’Connell notes, “A labor studies curriculum can build narrowly around one or two disciplines (e.g. sociology and history) or it can be incorporated more widely into a broad range of fields.” More students can be reached if labor studies curriculum is developed throughout a variety of subjects.

<table>
<thead>
<tr>
<th>Art</th>
<th>What are the depictions of workers and the labor movement in art (paintings and photography)? Is there a connection between the greatness of artists such as Pablo Picasso, Diego Rivera, Frida Kahlo, Isadora Duncan, Paul Robeson, and Charlie Chaplin and their pro-labor politics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Who were the playwrights of the working class? What did they write and why? Examples: Bertolt Brecht, Clifford Odets, David Hare.</td>
</tr>
<tr>
<td>Economics</td>
<td>What is value? Is it the same as price? What are wages? How are they determined? Why do commodities have particular values? What is surplus value? Who gets it? Are privatized economies more productive than collectively controlled economies? How do the economics of worker-controlled “recovered factories” in Argentina and other Latin American countries compare to privately owned factories? Is it possible to produce for human need rather than profit?</td>
</tr>
<tr>
<td>English</td>
<td>What is the literature (novels, short stories, poems and plays) describing and analyzing workers’ lives in the modern world?</td>
</tr>
<tr>
<td>ESL</td>
<td>What is a worker’s vocabulary? Can English be taught by using the words centered on the working lives of the students? How would this be done?</td>
</tr>
<tr>
<td>Film</td>
<td>What are the films depicting the lives and political struggles of the working class? What are their themes and plots?</td>
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<tr>
<td>Health</td>
<td>Is health an individual issue or a collective issue? How do the conditions and demands of work affect health? What is the connection between wages and benefits and health? How does under- and unemployment affect health? Why do countries with better organized working classes (e.g. France, Italy) have better healthcare? How does privatization of the economy affect health care? How can health care be improved through union demands?</td>
</tr>
<tr>
<td>History</td>
<td>What have workers done to improve their lives? What movements and organizations did they create to advance their interests? What were their successes and their failures and why? What were the worker and peasant revolutions in Russia and China? What were their accomplishments and their failures? Why did they fail and restore privatized economies?</td>
</tr>
<tr>
<td>Philosophy</td>
<td>What is labor? What is value? Is it ethically just for a few to control the labor of others and appropriate the product the workers create? Should decisions about investment, production and distribution of the economic product be in the hands of a few (the owners of capital) or in the hands of the producers (the workers)? Should workers be considered no more than a “cost of production?” What is economic “efficiency?” Who gets to define it? Why?</td>
</tr>
<tr>
<td>Political Science</td>
<td>What are the legal rights of workers? How can workers form unions? What laws have been established to repress the labor movement? Who did this and why?</td>
</tr>
<tr>
<td>Sociology</td>
<td>How is work organized? Why do we have unemployment and underemployment? What are the changes in work conditions and wages/benefits over the past thirty years? Why did union membership in the U.S. grow and then decline? What have been the effects of neo-liberalism, globalization, and immigration? What is</td>
</tr>
<tr>
<td>imperialism? How does it affect workers? Where and how is the labor movement rebuilding? What efforts are being made to organize workers across national borders?</td>
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</tbody>
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TIPS FOR “READING” FILMS AND PHOTOS

Dr. Devra Weber of University of California, Riverside developed the following list of questions for students to consider when watching films or reviewing photos. She explains, “Photos and films are historical documents which can be ‘read’ and used to understand history.”

**Visual Images:**

**Clothing:** What kind of clothes are they wearing? Do they wear shoes? What are the different kinds of clothing worn by different classes of people (e.g. workers, supervisors, etc)?

**Body and Facial Expressions:** How do the people hold themselves? What do their hands look like… soft and smooth or gnarled? What are their facial expressions? What do they suggest about health and attitude?

**Housing:** What kind of housing do people live in? Are the houses insulated or not? Windows? What kind of furniture do people have? What is on the floor and what is the floor made of? What kind of personal belongings are in evidence? Sanitation?

**Environmental Concerns:** Are streets paved and what are the implications if they are not? Are there pools of water in the streets and what are the implications of that? Is there evidence of air pollution?

**Work:** What machines are used? What are the conditions of the workplace? What tools do workers use (e.g. picks, teeth, hands, mules, etc)?

**Authorship:**

Who is taking the photograph or making the film? Do you know why they are filming? What motivated them?

How do they “frame” the shot or photograph? What is included in the photo/film or not? What is the angle used in the camera shot? How does this affect how we “read” the shot?
RECOMMENDED READINGS AND FILMS BY DISCIPLINE

Introduction to US History ................................................................. 185
Introduction to World History ............................................................. 200
Introduction to Political Science: U.S. Government ................................. 206
Political Science: Survey Course on World Politics .................................. 215
Introduction to Sociology ................................................................. 227
English Composition and Literature ................................................... 233
Career Technology and Vocational Education ........................................ 249

Note: Several instructors have found that students really responded to literature in their social science classes. The list of readings in the “English Composition and Literature” section can be effectively used in social science courses.
Introduction to US History

General................................................................................................................................. 185


Colonial Era to Reconstruction......................................................................................................... 187


Reconstruction to the Present........................................................................................................... 189


Bell, Thomas. Out of This Furnace: A Novel of Immigrant Labor In America. Pittsburgh,


**Recommended Films for Introduction to US History** .................................................. 197


“At the River I Stand.” (1993).

“Golden Lands, Working Hands: California Labor History.”

“Grapes of Wrath.” (1940).


"Miles of Smiles, Years of Struggle.” (1983).


Recommended Readings for Introduction to US History

General


U.S. history is presented from the point of view of working men and women. Textbook structured to meet state social science classroom requirements. There are also CD-Rom versions containing primary resources such as oral histories, songs, speeches and photographs and a series of 30-minute documentaries with a viewer’s guide available.


This text includes readings that allow students to evaluate primary sources and draw their own conclusions. It is designed for courses in US labor history or the history of American workers.

“Has historical essays as well as primary documents from the colonial era through the twentieth century.” Elizabeth Tandy Shermer and Nelson Lichtenstein


This book, presents a chronological overview of the multiracial history of working people in California. It features essays from Mike Davis, Sucheng Chan, Vicki Ruiz, Dorothy Sue Cobble, Tomas Almaguer, Daniel Cornford, Cletus E. Daniel, James N. Gregory, Karen J. Hossfeld,
Marilynn S. Johnson, Michael Kazin, Douglas Monroy, Bruce Nelson, and Charles Wollenberg, unfortunately, this book is no longer available for direct sale from the University of California press.


This is a very readable, accessible, and inclusive multiracial history of labor in the U.S. It includes illustrations from comics journalist Joe Sacco.

San Diego City College instructor Jim Miller used the book with great success in his classes and appreciated its inclusiveness and accessibility.

"Based on feedback from students, I would suggest the book, From the Folks Who Brought You The Weekend" Nina Triffleman

"For a text I tried From the Folks Who Brought You the Weekend last spring and it was a disaster. It has one virtue—lots on minorities. But it is badly written: few topic sentences, few themes brought to the foreground, an often arbitrary organization. At times it seemed like stream of consciousness writing. I will never use that one again and I recommend against. Of course, this may be a personal quirk of mine, and others may think it is just great. But the book is really a flop at raising and probing the big questions." Frank Stricker


In clear and lively prose, Zinn presents a history of the United States from the perspective of U.S. women, African Americans, Native Americans, immigrant labor, and working people of all nationalities.

"Is the book crude some times? Yes. Does it shortchange important eras? Yes, for example, the 30s and the New Deal. Does it have the right idea about a lot of U.S. history? Yes. Zinn’s book is
provocative and is often seen from the bottom up, as he promises. The opening chapter on
Columbus and the Indians has shaken my students every time I have used it.” Frank Stricker

Companion volume, Voices of a People's History of the United States, parallels the chapters of A
People’s History of the United States and offers selected testimonies of Frederick Douglas, Sacco
and Vancetti and others.

- Zinn, Howard and edited by Anthony Arnove. Voices of a People’s History of the United
  9781583226285. 736 pages.
  http://www.sevenstories.com/Book/index.cfm?GCOI=58322100666900

Howard Zinn's webpage: http://howardzinn.org/

Colonial Era To Reconstruction

Douglas, Frederick. Life and Times of Frederick Douglass: From 1817 to 1882. Dover
http://store.doverpublications.com/0486431703.html

This is the third autobiography of Frederick Douglass (1881, revised 1892), which details his life
as a slave and his escape from bondage in the U.S. In comparison to his earlier
autobiographies, Narrative of the Life of Frederick Douglas (1845) and My Bondage and My
Freedom (1855), this volume possesses more detail since it was published after the Civil War and
emancipation and it is the only one that tells of his life during and after the Civil War.

Entire downloadable digitized copy:
http://books.google.com/books?id=X8ILAAAAIAAJ&dq=frederick+douglass+%22life+and+times

Dublin, Thomas. Women at Work: The Transformation of Work and Community in
http://www.columbia.edu/cu/cup/catalog/data/023104/0231041675.HTM

Dublin details the lives of the first generation of US women to face the demands of a newly industrialized economy, the women of the Lowell, MA textile mills.


A collection of writings by the young women workers of the Lowell, MA factories, the first women industrial wage earners in the U.S.

“excerpts would be fine … a collection by workers in the mills of Lowell, MA. Often seen as problematic because its publication was sponsored by the employers, it nonetheless does present workers’ voices, and very little from the pre-civil war period does that, except slave narratives.” Renny Christopher

University of Massachusetts Lowell Libraries Center for Lowell History Lowell Offering Index website: http://library.uml.edu/clh/Offering.htm

Website created by Berwick Academy, South Berwick, Maine 5th grade Humanities class (2001) and includes actual articles of Lowell Offering and a link to articles written by students posing as Lowell workers: http://www.berwickacademy.org/millgirls/offering.htm


This first published novel by an African American in the US, copyrighted in 1859, explores the life of African Americans in the antebellum North. The story begins with six-year old Frado, who is deserted by her white mother when her African American father dies and endures the cruel treatment of the white family who raises her. When she reaches adulthood, she leaves and quickly discovers that the same abuse occurs in society. She later marries and has a child with a
runaway African American slave who later deserts her and at the end she finds herself alone again.


**Reconstruction To Present**


Inspired by Alcott’s personal experience as a domestic servant, the novel takes place before and after the civil war and reveals the changes in women’s work and its meaning as the industrial age emerges. The story tells of a young woman, Christie Devon, who works at a variety of jobs outside the home and emerges as an activist for working women.

Entire downloadable digitized copy:


This concise and accessible treatment of the history of U.S. labor focuses on key historical turning points. It begins with the 1877 Great Uprising.

“This seems to work best for me. I often pair it with something like Ehrenreich’s *Nickel and Dimed* and a pamphlet on the alleged Social Security crisis.”  Frank Stricker

Preview:

http://books.google.com/books?id=obBETUK6KsMC

Baker focuses on the linked histories of the 1951 Empire Zinc Strike and the controversial and classic film it inspired, *Salt of the Earth*, and renders a nuanced portrait of Cold War Hollywood, anti-labor and racist Southwest, changing gender relations and worker resistance.


Beginning in the mid-1880s, the novel traces the lives of three generations of an immigrant Slovak family. It begins with the arrival of Djuro Kracha from his home country to New York and his eventual migration to the steel mills in Braddock, Pennsylvania and the central role that the steel mills played in the second generation. The story concludes with third generation Dobie Dobrejcak, not wanting to be sacrificed to the steel mill, getting involved in the successful unionization of the steel industry.

A video of landscape of Braddock that contrasts current shots with historic black and white photos:

“Out of This Furnace: A Walking Tour of Thomas Bell’s Novel.” Director: Dave Demarest. University of Pittsburgh Press (1990). 19 minutes. [http://catalog.einetwork.net/search~S1/tout+of+this+furnace+a+walking+tour+of+thomas+bells+novel](http://catalog.einetwork.net/search~S1/tout+of+this+furnace+a+walking+tour+of+thomas+bells+novel)


A detailed account of the women workers, especially African American women leaders, who struggled to form a union during the 1970s in the healthcare industry. Brodkin also places the
transformations in the workplace within the larger national context of changing healthcare policies.


Cowie weaves together the histories of the Radio Corporation of American and the various locales of Camden, New Jersey; Bloomington, Indiana; Memphis, Tennessee; and Juárez, Mexico in which it landed in and left. An insightful exploration of the forces that reshaped the US and global economy.

“Jefferson Cowie's book CAPITAL MOVES is excellent for the 20th century” Ruth Milkman

Preview: 
[http://books.google.com/books?id=S9kM_3tOCscC](http://books.google.com/books?id=S9kM_3tOCscC)


Mike Davis reconstructs LA's shadow history and dissects its economy. He reveals who has the power and how they hold on to it. In this new edition, Davis provides an update on the city’s current status.

Mike Davis’s Faculty Profile: 
[http://www.hnet.uci.edu/history/faculty/davis/](http://www.hnet.uci.edu/history/faculty/davis/)

About Mike Davis and his other publications: 
[http://www.radicalurbantheory.com/mdavis/aboutMikeDavis.html](http://www.radicalurbantheory.com/mdavis/aboutMikeDavis.html)

Synopsis of City of Quartz: 
[http://www.thefreelibrary.com/Mike+Davis:+City+of+Quartz:+Excavating+the+Future+in+Los+Angeles.-a0175443934](http://www.thefreelibrary.com/Mike+Davis:+City+of+Quartz:+Excavating+the+Future+in+Los+Angeles.-a0175443934)

Book Information:

“students love this book on contemporary domestic workers in Los Angeles.” Vicki Ruiz


Based on the life experiences of the author, these 12 independent but intertwined moving tales, set in the 1940s, are told from the perspective of a young boy growing up in a family of Mexican migrant farm workers in the U.S.

On-line lesson plans created for high school but can be used for undergraduate level: [http://litplans.com/authors/Francisco_Jimenez.html](http://litplans.com/authors/Francisco_Jimenez.html)


Jones challenges the myth of the “culture of poverty” as she traces the history of poverty, the displacement of rural Americans and their trek to the industrial centers of the North.

New copies difficult to find.


Set in a sewing factory in East Los Angeles, this comedy centers on recent high school graduate and aspiring writer Ana and celebrates the power of women and real women’s bodies. Ana works with four other full-figured Mexican American women who are racing to meet production
deadlines in order to keep the factory open. Although her co-workers make fun of her ambitions, she gains an appreciation of the work and the other women and writes an essay that enables her to win a journalism fellowship.

Preview:
http://books.google.com/books?id=KgrD4Q9R_tQC

Movie based on play:


In L.A. Story, sociologist and labor expert Ruth Milkman explains how Los Angeles, a once anti-labor city, became a breeding ground for unionism, and how immigrant service workers emerged as leaders in the battle for workers’ rights.

Ruth Milkman’s Faculty Profile:
http://www.soc.ucla.edu/people/faculty?lid=951

“Organizing the Unorganizable” article by Ruth Milkman:
http://www.laboreducation.org/les/milkman_article.php

Listing of other works by Ruth Milkman
http://unjobs.org/authors/ruth-milkman

Book Information:
http://books.google.com/books?id=UWiXAAAACAAJ&dq=0871546353

Moody has crafted a moving and classic autobiography of growing up poor and African American in the South. It also chronicles the growth of the civil rights movement in Mississippi during the 1950s and 1960s.

Discussion forum on teaching Coming of Age:  


Polenberg describes a United States strongly divided by class, race and ethnicity and shows that the rights enjoyed by majority of US citizens came through political struggle rather than government benevolence.

“*slightly out of date, but still the best historical overview.*” Mike Davis

New copies difficult to find.


Ruiz chronicles the turbulent lives of the militant Mexican women of the United Cannery, Agricultural, Packing, and Allied Workers of America (UCAPAWA), which was one of the largest CIO unions in the 1930s and 1940s and one of the most democratic trade unions in Southern California.

http://feministpress.org/book/?GCOI=55861100275590

Smedley’s autobiographical novel (1929) tells the story of Marie Rogers and her struggle with poverty and child abuse in her agrarian hometown and work in the urban industrial centers. She
eventually gains an education and goes through a transformation from an ordinary working class woman to an activist who gets involved in supporting the independence movement in India.

Preview:
http://books.google.com/books?id=TipakDft5YkC


Steinbeck crafts this perennial classic novel of an Oakland family who travels to California for work during the Great Depression and illustrates the enduring spirit and dignity of the working person during desperate circumstances. Steinbeck spent time meeting with the migrant workers in the camps and kept a journal while writing this book and it has been published as *Working Days: The Journals of the Grapes of Wrath*.

  http://us.penguinrandomhouse.com/us/9780140144574.00.html?breed_list=%7Bsteinbeck+working+days%7D&bcPath=c590611%2D0000000000%23%23%23%2D1%23%23%23%2D1%7E7Eq737465696e6265636b20776f72696e672064617973&searchProfile=US-590611-global&strSrchSql=steinbeck+working+days

National Steinbeck Center webpage: http://www.steinbeck.org/Home.html

http://www.powells.com/biblio/1-9780691134024-0

Zaragosa Vargas explores the history of the Mexican-American labor movement in twentieth-century America. He presents the history of the Mexican American struggle for equality from the 1930s to the postwar era.

Zaragosa Vargas’s Faculty Profile: 
http://www.history.ucsb.edu/people/person.php?account_id=55
Preview:
http://books.google.com/books?id=_L5oXA3s1ocC
Recommended Films for Introduction to History

http://www.ashp.cuny.edu/video/1877.html

Film chronicles the historic national 80,000 U.S. railway worker strike of 1877, which galvanized hundreds of thousands of workers nationally.

“A good way to start my labor history course. I pair it with short documents from Litwack’s old labor history anthology (short enough for students to read in class) and from social Darwinists at the time—we start the semester discussing big views of the economic world. Helps set up the whole semester.” Frank Stricker


“More than any other Civil Rights documentary, this is a deeply emotional, riveting narration of black working-class resistance that speaks to the current crisis and jars our collective memory. To see these determined, dignified sanitation workers and to witness the Black Memphis community’s solidarity with the strikers was enough to bring tears . . . .” Robin Kelley


Classroom friendly, California labor history that can be shown in parts and comes with lesson plans and reading materials. Some instructors have used the DVD in place of a textbook.

“very useful—even for some of my graduate courses.” Stephanie Luce


This is the film based on the book by John Steinbeck.

This documentary, using popular songs of the period, still photographs, newsreel clips and silent film shots, traces the struggles of immigrant workers (e.g. Jewish, Eastern European, etc) and their early efforts to organize a union.

“The Inheritance” which focuses on immigrants and clothing workers, is still useful. First part is good short history of 1900-20. 20s-30s is a quick sum of that period. Anything after 1940 in the film is pretty old fashioned.” Frank Stricker


http://www.clarityfilms.org/rosie/index.html

Winner of over 15 international awards, this film tells the story of the working women during World War II through the women themselves. World War II created an unprecedented demand for jobs, which women filled in droves. When the war ended, many of the women did not want to return to their old lives but the sexism of the times worked against them.

“Miles of Smiles, Years of Struggle.” (1983). Director: Jack Santino. (59 Minutes).

http://www.newsreel.org/nav/title.asp?tc=CN0059

This documentary recounts the first black trade union—the Brotherhood of Sleeping Car Porters.


http://catalog.socialstudies.com/c/product.html?nocache@2+s@faVmRdVbvNzpE+record@TF19077.

Documentary of the 1892 Homestead Strike.

“Fierce battles. I think the film could have more economic history, but it general works well and has a portrait of the steel-willed capitalist that is useful for students.” Frank Stricker


http://www.hepdigital.com/salt/default.htm

“the Best!” Vicki Ruiz
This is a classic film about Mexican American mineworkers strike with the roles played by the workers themselves. When a legal injunction forbid the male miners from striking, their wives carried on the strike. The background story itself is just as compelling as the film, when the US government banned the movie and deported its lead actress.


This documentary captures the story of the women strikers of the historic 1937 General Motors Sit-Down Strike in Flint, Michigan.

**More film resources:**


California New Reel specializes in films for social change


This book contains over 350 labor films. Each film entry includes production data, MPAA rating, if any, critical commentary, production data, cast list, suggested related films, annotated references to books and websites for further reading, and information about availability of films for rental and/or purchase.

For reviews of more labor films: [http://tzaniello.wordpress.com/](http://tzaniello.wordpress.com/)
Introduction to World History

Recommended Readings for Introduction to World History ................................. 201


Recommended Films for Introduction to World History ......................................... 204

**Recommended Readings for Introduction to World History**


A well-documented, clear, and concise examination of the historical development of the world, it challenges the notion that the dominance of Western culture naturally resulted from its inherent superiority.

“an excellent antidote to Eurocentrism and accessible to community college students ....” Mike Davis


Originally written in 1935 for children, this book, complete with forty-one illustrations and nine maps, offers an engaging panoramic sweep of world history. Simply written for a child’s eye, it provides opportunities for adult students to practice the research methodologies of history for a more enriching learning experience.

“[there are] no really decent, non-Eurocentric history under 1000 pages but E.H. Gombrich’s *A Little History of the World* is the best written (by one of the world’s outstanding art historians).” Mike Davis

Preview: [http://books.google.com/books?id=cDCHcXW5_ugC](http://books.google.com/books?id=cDCHcXW5_ugC)


“teaching world history is an exercise in futility without geography—both the Concise Atlas of World History and the Penguin Atlas of World History are cheap and excellent..” Mike Davis

This book presents a global narrative of the origins of the modern world, which shows how Asia, Africa and the New World played major roles.

On-Line Study Guide:  

Book Information:  

[http://www.liveworkingordiefighting.co.uk/](http://www.liveworkingordiefighting.co.uk/)

BBC News night journalist Paul Masson looks at the global labor movement within the context of its almost 200 year history.

1 Minute 20 second video summarizing the book:  
[http://www.youtube.com/watch?v=oFDpQ634fmw](http://www.youtube.com/watch?v=oFDpQ634fmw)

Live reading of a section of the book by author:  
[http://www.youtube.com/watch?v=K0zMpvHttxA&NR=1](http://www.youtube.com/watch?v=K0zMpvHttxA&NR=1)


“teaching world history is an exercise in futility without geography—both the *Concise Atlas of World History* and the *Penguin Atlas of World History* are cheap and excellent.”  Mike Davis

Page, Myrna.  *Moscow Yankee (Radical Novel Reconsidered)*.  Urbana, Illinois : University of

Originally published in 1935 and based on Page’s experiences in Moscow during the first Five-Year Plan, this novel tells the story of Andy, who is laid off from his job at a US auto plant during the Great Depression and travels to Moscow for work. Andy discovers a world very different from his initial expectations.

Preview:  
http://books.google.com/books?id=MNeT11RFRQC


"one of the best novels I ever read and definitely one of the few African labor novels. His personal story would be a good supplement too, since he started as a worker and a conscripted colonial soldier in the French army in WWI and became a great novelist and later the "father" of African filmmaking. " Joe Berry

Preview:  
http://books.google.com/books?id=-5jPSaS1IGkC
Recommended Films for Introduction to World History


http://www.nnirr.org/get/get_video.html

“follows immigrants to the U.S. from Haiti, Bolivia and Philippines and why they came to the U.S. ….” Steven Pitts
Introduction to Political Science: US Government

Recommended Readings for Introduction to Political Science: US Government .......................................................................................................................... 206

American Political Science Association’s Labor Project Syllabi List.


Recommended Readings on Federalism and Working People ......................... 209


**Recommended Readings for Introduction to Political Science: US Government**

**American Political Science Association's Labor Project Syllabi List.**

http://www.apsanet.org/~new/Labor/laborlinks.htm

American Political Science Association's Labor Project has a website with links to about 10 syllabi for political science classes on labor issues.


Burnham reviews the history of legal changes in political system and decline of mass-based political organizations as determinants for shrinking electoral participation in the mid-twentieth century.

“The best framework for understanding the history of US party politics in relationship to both political structure and changing socio-economic forces is the work of Walter Dean Burnham, but most instructors will probably find *The Crises of American Politics* is too dated (ends with Reagan).” Mike Davis

On-line video of Burnham talks about some of his ideas about American politics:

http://www.laits.utexas.edu/la_lecture_archive/vid1/index.html


Frank examines the rise of conservative politics through the lens of Kansas, once a populist-left leaning region during the late nineteenth century and argues that controversial social issues and a perceived belief in a “liberal elite” have consolidated a conservative coalition.

“an excellent starting point for debates about contemporary American politics and the fate of class politics in particular (I don’t agree with Frank, but it prods students to join the controversy).” Mike Davis

Davis challenges Frank’s thesis that white working class voters have set aside their class interests to oppose controversial social issues such as gay marriage.


Based on a very extensive workplace survey, this book lays out the attitudes and perspectives of employees regarding the US work environment.

Preview:
http://books.google.com/books?id=fMSdFhy9DYC


Gordon recounts her participation in the effort to pass the Unpaid Wages Prohibition Act of 1997 within the context of the individual stories and an analysis of immigrant labor in the U.S.

Preview:
http://books.google.com/books?id=kUgZt-oqWrEC


Complete with charts and graphs, Philips charts the interactive history between governance and the accumulation of wealth in the U.S.

“(the latter day successor to Charles Beard’s once famous works on interest groups and elite power) straddles all kinds of teaching possibilities (as history, political science or sociology); most
of all it is panoramic history of who rules America from an unimpeachably conservative (yet almost crude Marxist) perspective— I love teaching it, but it may be slightly too technical for community college students.” Mike Davis

On-line Interview with author about book:
http://www.pbs.org/newshour/bb/economy/july-dec02/democracy_7-17.html


Sexton recounts the history of attacks on the labor movement in the U.S. and how it played out in government, economic policy and media.

“slightly out of date, but remains the best short account of the repression of labor in American history.” Mike Davis
**Recommended Readings on Federalism and Working People**


The authors study the different approaches that Europe and the US have to the problems of domestic inequality and poverty and examine possible economic and sociological explanations for the differences.

"on why they do it better in Europe (federalism is part of the answer; ethnic, race issues another part)." Frank Stricker

Edward Glaeser’s faculty profile:
[http://ksgfaculty.harvard.edu/edward_glaeser](http://ksgfaculty.harvard.edu/edward_glaeser)
[http://www.economics.harvard.edu/faculty/glaeser](http://www.economics.harvard.edu/faculty/glaeser)

NY Times Article on Edward Glaeser:
[http://www.nytimes.com/2006/03/05/magazine/305glaeser.1.html?_r=1&oref=slogin](http://www.nytimes.com/2006/03/05/magazine/305glaeser.1.html?_r=1&oref=slogin)

Alberto Alesina faculty profile:
[http://www.economics.harvard.edu/faculty/alesina](http://www.economics.harvard.edu/faculty/alesina)

National Bureau of Economic Research Europe Research Summary:
[http://www.nber.org/reporter/summer06/alesina.html](http://www.nber.org/reporter/summer06/alesina.html)

Interview with Alberto Alesina:
[http://www.news.harvard.edu/gazette/2006/04.20/05italy.html](http://www.news.harvard.edu/gazette/2006/04.20/05italy.html)

Preview:
[http://books.google.com/books?id=-rsOgZq7msMC](http://books.google.com/books?id=-rsOgZq7msMC)

Katznelson, Ira. *When Affirmative Action was White: An Untold History of Racial Inequality in*

“shows how federalism (states’ rights in the South) subverted the U.S. labor laws and excluded most blacks from their benefits.” Ruth Milkman

“a very readable book … very provocative … how conservatives—often in the south—shaped and limited the GI bill and other important social programs.” Frank Stricker

Katznelson traces the origins of affirmative action in the New Deal policies of the 1930s and 1940s. He argues that the prehistory of affirmative action was supported by Southern Democrats who were devoted to preserving a strict racial hierarchy, and that the resulting legislation was designed so that whites received the full benefit of rising prosperity while blacks were deliberately left out.

Ira Katznelson’s faculty profile: [http://www.columbia.edu/cu/polisci/fac-bios/katznelson/faculty.html](http://www.columbia.edu/cu/polisci/fac-bios/katznelson/faculty.html)


Political scientist Lazares provides an historical examination of the U.S. Constitution and argues that the systems of checks and balance system has led to governmental inaction and gridlock.

“the big-picture critique of the Constitution from the Left.” Mike Davis

Interview with Dan Lazares: [http://www.wpunj.edu/newpol/issue30/lazare30.htm](http://www.wpunj.edu/newpol/issue30/lazare30.htm)

Welfare remains an issue that sharply divides Americans by race. Robert Lieberman explores the historical and political roots of enduring racial conflict in American welfare policy, beginning with the New Deal.

Robert C. Lieberman’s faculty profile:
http://www.columbia.edu/cu/polisci/fac-bios/lieberman/faculty.html

Book Review:
http://findarticles.com/p/articles/mi_m2005/is_3_33/ai_61372261

Preview:


“I've used Howard Zinn’s People’s History of the US, and also some pieces by Michael Parenti to teach about class interests in the origins of the US and how the federalist system was set up to prevent something like Shay’s rebellion, i.e. to prevent working people from seizing the property of aristocrats. This is Charles Beard's thesis, but I found Zinn a much more accessible reading for students than Beard himself.”  Alejandra Marchevsky

Michael Parenti shows how democracy is repeatedly violated by corporate oligopolies and how popular forces have fought back and occasionally made gains in spite of the system. His focus on the relationship between economic power and political power, discussing actual government practices and policies, conspiracies, propaganda, fraud, secrecy and other ploys of government and politics, makes this book unique in its analysis of how US Government works.

Michael Parenti’s web site:
http://www.michaelparenti.org/

Quadagno, Jill.  The Color of Welfare: How Racism Undermined the War on Poverty.  New

Jill Quadagno explains why the U.S. still lags behind most Western democracies in national welfare systems. She argues that racism undermined the War on Poverty. She contends that anti-poverty programs for job training, community action, health care, housing, and education were not fully realized because they became intertwined with the civil rights movement of the 1960s, which triggered a white backlash. Job training programs became affirmative action programs, programs to improve housing became programs to integrate housing, and programs that began as community action to upgrade the quality of life in the cities were taken over by local civil rights groups. This shift of emphasis eventually alienated white, working-class Americans, who had some of the same needs.

“frames a very useful discussion of race, federalism, and state’s rights in the New Deal and Great Society eras.” Alejandra Marchevsky

Jill Quadagno’s faculty profile: [link]

Preview: [link]


In clear and lively prose, Zinn presents a history of the United States from the perspective of U.S. women, African Americans, Native Americans, immigrant labor, and working people of all nationalities.

“Is the book crude some times? Yes. Does it shortchange important eras? Yes, for example., the 30s and the New Deal. Does it have the right idea about a lot of U.S. history? Yes. Zinn’s book is provocative and is often seen from the bottom up, as he promises. The opening chapter on Columbus and the Indians has shaken my students every time I have used it.” Frank Stricker
Companion volume, *Voices of a People’s History of the United States*, parallels the chapters of *A People’s History of the United States* and offers selected testimonies of Frederick Douglas, Sacco and Vancetti and others.

  
  http://www.sevenstories.com/Book/index.cfm?GCOI=58322100666900

Howard Zinn’s webpage:  http://howardzinn.org/
Comments on Federalism and Working People

“a very conservative system (federalism and three branches and checks and balances) and was meant to be that way making change hard. This was purposeful by the mostly ruling class framers of the constitution.” Joe Berry

“competing systems in its development of federalism/ laying out class interests in development of U.S. system not just nice papers (federalism); UALE united for a fair economy; Steve Pitts

“I think the key is looking at the passage of the Taft-Hartley Act which gave power back to the states, which really helps explain why there is incredible differences in union density from state to state (though really region to region because the Western states, save California, and the Southern states were the ones who used these state rights as a way to curb labor’s power.” Elizabeth Tandy Shermer and Nelson Lichtenstein

“I don’t teach political science, but there is an important angle here that I do study and that is the impact of the racist south on the formation and continuation of the U.S. welfare state since the 30s. This has been on albatross on our social welfare state. Southern Dems were often able to keep state/local control of programs like welfare and unemployment compensation that might help blacks.” Frank Stricker
Political Science: Survey Course on World Politics

Recommended Readings for Political Science: Survey on World Politics .......... 217


Recommended Readings and Films on NAFTA and Globalization .......................... 220


The First Run/Icarus Films catalogue.


“Morristown: In the Air and Sun.” (2007). Director: Anne Lewis. (60 minutes).


United Association for Labor Education (UALE) website.

Jihad vs. McWorld is an analysis of the conflict between consumerist capitalism versus religious and tribal fundamentalism. Benjamin R. Barber demonstrates that what capitalism and fundamentalism have in common is distaste for democracy because both attack the nation-state, which is the guarantor of the conditions that allow democracy to flourish.

Benjamin R. Barber’s faculty profile: [http://www.bsos.umd.edu/gvpt/barber/](http://www.bsos.umd.edu/gvpt/barber/)

Benjamin R. Barber’s web site: [http://www.benjaminbarber.com/](http://www.benjaminbarber.com/)


Book Information: [http://books.google.com/books?id=UQEKZwBODdUC&q=0345383044&dq=0345383044&pgis=1](http://books.google.com/books?id=UQEKZwBODdUC&q=0345383044&dq=0345383044&pgis=1)


Chaison provides an introduction to what America’s labor unions do and why they do it. This textbook offers an impartial overview of American unions that ranges from the struggle for recognition from employers in their earliest years to their present-day difficulties.
Gary Chaison’s Faculty Profile:
http://www.clarku.edu/academiccatalog/facultybio.cfm?id=214

Boston Globe September 2007 Article by Gary Chaison


This is a highly literate autobiographical account of survival as an undocumented immigrant.

Book Information:
http://books.google.com/books?id=SXEfAAAAMAAJ&q=Diary+of+an+Undocumented+Immigrant&dq=Diary+of+an+Undocumented+Immigrant&pgis=1


Pietra Rivoli uses the story of the t-shirt to illustrate the major issues of the globalization debate and investigate compelling questions about the politics, economics, ethics, and history of modern business and globalization.

Pietra Rivoli’s faculty profile:
http://faculty.msb.edu/rivolip/

Essay by Pietra Rivoli:

Satya Magazine March 2007 Interview with Pietra Rivoli:
http://www.satyamag.com/mar07/rivoli.html
Recommended Readings and Films On NAFTA and Globalization


David Bacon chronicles contemporary labor wars and organizing on the US/Mexican border.

David Bacon’s Website:
http://dbacon.igc.org/

The Nation Articles by David Bacon:
http://www.thenation.com/directory/bios/david_bacon

Preview:
http://books.google.com/books?id=SMn9-AdGXCME


This film follows Tadesse Meskela on his mission to help thousands of struggling coffee farmers in Ethiopia from bankruptcy by traveling the world to find buyers who are willing to pay a fair price.

Blog Article February 2006 by Marc and Nick Francis:


The book discusses NAFTA and its effects on the garment industry.

Gary Gereffi’s Faculty Profile:
Interview with Gary Gereffi:
http://www.pbs.org/wgbh/pages/frontline/shows/walmart/interviews/gereffi.html

Conference paper: “Outsourcing and Changing Patterns of International Competition in the Apparel Commodity Chain” by Gary Gereffi:
http://www.colorado.edu/ibs/PEC/gadconf/papers/gereffi.html

David Spener’s Faculty Profile:
http://www.trinity.edu/dspener/

Preview:
http://books.google.com/books?id=3lWkGQZU-I4C


Arlene Davila examines the process of contemporary gentrification of East Harlem/El Barrio in New York.

Arlene Davila's Faculty Profile:
http://www.nyu.edu/gsas/dept/anthro/faculty/davila.html

Preview:
http://books.google.com/books?id=M9cEAgjGIbgC


First Run/Icarus Films is a distributor of documentary films, DVDs and videos. Most of their films are independent productions that provide informative views on the world. Visit their website for a list of films.

Judith Hellman interviews Mexicans on a variety of subjects, including population, economics, the migrant experience, and presents recent Mexican economic and political theory.

Articles by Judith Hellman:
http://unjobs.org/authors/judith-adler-hellman

Book Information:
http://books.google.com/books?id=HPa4HAAACAAJ&dq=1565841786


To mark the tenth anniversary of NAFTA, Michigan State University College of Law sponsored a conference in 2003 addressing whether NAFTA’s future as a trilateral free trade agreement is secure. In this book, Kevin Kennedy, draws from the conference to give an overview of NAFTA’s impact on the US.

Kevin Kennedy’s Faculty Profile:
http://www.law.msu.edu/faculty_staff/profile.php?prof=22

Book Information:
http://books.google.com/books?id=liUYAAAAAAMJ&dq=9781571051837


Ann Kingsolver presents the stories of people of varying backgrounds to discuss their expectations about what they think NAFTA will have on their lives.

Ann Kingsolver’s Faculty Profile:
http://www.cas.sc.edu/ANTH/Faculty/AEKingso/Kingsolver.html

Preview:

Miriam Ching Yoon Louie profiles the immigrant women working in the sweatshops of the U.S. in their own words and includes sections about successful campaigns against various exploitive employers and brief summaries of the history of the Chinese, Korean and Mexican immigration.

Multinational Monitor October 2001 Interview with Miriam Ching Yoon Louie
[http://multinationalmonitor.org/mm2001/01october/oct01interviewlouie.html](http://multinationalmonitor.org/mm2001/01october/oct01interviewlouie.html)

Miriam Ching Yoon Louie Bio:

Sweatshop Warriors Book Review by Bill Fletcher, Jr.
[http://www.monthlyreview.org/0302fletcher.htm](http://www.monthlyreview.org/0302fletcher.htm)

Preview:
[http://books.google.com/books?id=Ui3QxHFbNPkC](http://books.google.com/books?id=Ui3QxHFbNPkC)


Sarah Mahler documents the struggles of immigrants who came to the U.S. in search of better lives but find themselves marginalized in their new home. The immigrants she interviews blame themselves for their inability to improve their lives here; however, Mahler’s investigation reveals that the conditions that bar immigrants from success are beyond their control.

Preview:

“Morristown: In the Air and Sun.” USA (2007). Director: Anne Lewis. (60 minutes).
[http://www.annelewis.org/morristown_info.html](http://www.annelewis.org/morristown_info.html)
This documentary looks at the issues of immigration, factory flight and the demand for economic justice. The film travels to the U.S.-Mexican border to explore the reasons for factory flight out of Morristown, Tennessee and into Mexico to look at the reasons for immigration. It ends with a union victory at a poultry plant in Morristown.

“tries to really open up this topic and connect the dots between plant closings and immigration, using the story of a particular town in Tennessee as the lens …. It was shot in Tennessee and also in Juarez and Guanajuato, Mexico, and includes both Spanish and English Interviews, with subtitles in English and Spanish going both ways. So it would be useful in language classes as well as social science ….” Frances Lee Ansley

Anne Lewis’s Faculty Profile:
http://rtf.utexas.edu/faculty/lewisa/


The authors look at the high-tech region of Silicon Valley to examine environmental racism within the context of immigrant patterns, labor markets, and the historical patterns of colonialism.

Preview:
http://books.google.com/books?id=Z4TI-niBdGkC


This report details how this NAFTA played out in the labor markets of Mexico, Canada and the US.

Free Downloadable Format:

This study explores six cases of women's grassroots activism in Mexico, El Salvador, Brazil, and Chile.

Preview: [http://books.google.com/books?id=7W5D_qz2TeEC](http://books.google.com/books?id=7W5D_qz2TeEC)


Lynn Stephen examines contemporary Mexican Zapatismo and contextualizes the Zapatista movement. She focuses on the meaning that Emiliano Zapata, the symbol of land reform and human rights, has for rural Mexicans. Stephen shows how activists used symbols of the revolution to build the political movement.

Lynn Stephen’s Faculty Profile:
[http://csws.uoregon.edu/home/s_stephen.htm](http://csws.uoregon.edu/home/s_stephen.htm)

Preview: [http://books.google.com/books?id=HZdHu2o5IiIC](http://books.google.com/books?id=HZdHu2o5IiIC)


“Transnational Tradeswomen’ is a film that deals with globalization and the gendering of work. It also looks at how the strength of unions and involvement of labor associations make a difference in establishing good working conditions.” Vivian Price
Vivian Price’s Faculty Profile:
http://cah.csudh.edu/faculty_detail.asp?fID=91

More information about the film available at:
http://www.hardhatvideo.com/


UALE is an organization of labor educators dedicated to promoting education as a tool in for unions, to develop new leadership, and to strengthen the field of labor education.

The UALE Immigration Task Force provides labor educators with resources to build and strengthen the labor movement by incorporating immigrant workers into the ranks of organized labor.
Introduction to Sociology

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Recommended Readings for Introduction to Sociology

http://www.powells.com/biblio/1-9781844670864-0

This is considered an important book on the subject of nationalism. Benedict addresses the questions about what makes people live, die and kill in the name of nations?

“always inspires my students” Mike Davis

Interview with Benedict Anderson:  
http://www.culcom.uio.no/aktivitet/anderson-kapittel-eng.html

Preview:  
http://books.google.com/books?id=4mmoZFtCpuoC


Edna Bonacich and Richard Appelbaum investigate the return of sweatshops to the apparel industry, especially in Los Angeles.

Interview with Edna Bonacich:  
http://www.pbs.org/wgbh/pages/frontline/shows/walmart/interviews/bonacich.html

Publications by Edna Bonacich:  
http://unjobs.org/authors/edna-bonacich

Richard Appelbaum Faculty Profile:  
http://www.global.ucsb.edu/faculty/appelbaum.html  
http://www.soc.ucsb.edu/AppelbaumBio.html

The Nation Articles by Richard Appelbaum:

Karen Brodkin interviews 16 activists involved in the Los Angeles area labor and immigrant rights movements to describe how social movements arise out of the way activists analyze their own politicization process and how their cultural communities and their politics lead them to challenge prevailing cultural views and strengthen their social vision.

Karen Brodkin’s Faculty Profile:
http://www.anthro.ucla.edu/people/faculty?lid=963

Other Publications by Karen Brodkin:
http://unjobs.org/authors/karen-brodkin


Barbara Ehrenreich took minimum wage jobs across the county to find out if one can survive on such wages in the U.S. She took the cheapest lodgings available and worked as a waitress, hotel maid, house cleaner, nursing-home aide, and Wal-Mart salesperson. She found that you can’t survive in this country on minimum wage.

Barbara Ehrenreich’s Web Site
http://www.barbaraehrenreich.com/

NY Times Review:

Barbara Garson interviews workers and tells the story of their work experiences. She reveals the importance of bringing humanity to work and lets the reader experience what it is like to do unglamorous work.

“A bit out of date but students do like it” Ruth Milkman


Steven Lopez demonstrates how a few unions have organized hundreds of thousands of low-wage service workers in the past few years, defying the idea that organized labor is not dead. He illustrates how post-industrial, low-wage workers are providing the backbone for a reinvigorated labor movement across the country.

“Great book about SEIU organizing in Pittsburgh by an up and coming sociologist, readable.” Ruth Milkman

http://www.powells.com/biblio/7-9780195133738-0
C.W. Mills sets forth his views on how social science should be pursued. This book calls for a humanist sociology linking social individual issues with important social ones.

"C.W. Mills The Sociological Imagination endures as a classic." Mike Davis

Bio of C.W. Mills:
http://www.faculty.rsu.edu/~felwell/Theorists/Mills/

Preview of Chapter 1:
http://www.faculty.rsu.edu/~felwell/Theorists/Mills/


This book demonstrates that American workers are indeed class conscious and that they have not been so divided by race or gender specific interests that they forgot their common class position.

Reeve Vanneman’s Faculty Profile:
http://www.bsos.umd.edu/socy/vanneman/default.html

Publications by Lynn. W. Cannon:
http://unjobs.org/authors/lynn-weber-cannon

Book Information:
http://books.google.com/books?id=oLuhGwAACAAJ&dq=9780877225935
Recommended Films for Introduction to Sociology

http://www.wmm.com/filmcatalog/pages/c519.shtml

“It looks at how affirmative action for women and men of color and residents came under judicial oversight as a result of the displacement of communities due to the construction of the Century freeway in Los Angeles. It focuses on gender in non-traditional work, and touches on issues of class, race, and sexuality.” Vivian Price

http://www.andersongoldfilms.com/films/documentaries/oaw_lagmotj.htm

This film documents the stories of three gay workers over the course of five years. It follows them at home, at work and through their collective fight to secure workplace safety, job security and employee benefits for gay and lesbian workers.

“A film which looks at homophobia in the workplace and how unions can make a difference in standing up for LGBT workers.” Vivian Price

Information about Kelly Anderson:
http://www.newday.com/filmmakers/Kelly_Anderson.html

Information about Tami Gold:
http://www.wmm.com/filmcatalog/makers/fm179.shtml
ENGLISH COMPOSITION AND LITERATURE

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Gibson, William cyberpunk novels (such as Neuromancer, Count Zero and Mona Lisa Overdrive. Visit the author’s web page for a list of his books. Available for purchase from www.powells.com.)


Recommended Readings for English Composition


Book Information:
[http://books.google.com/books?id=0Zw1HQAACAAJ&dq=9780312447038](http://books.google.com/books?id=0Zw1HQAACAAJ&dq=9780312447038)


Sherry Linkon presents a volume of essays offering approaches to a class-conscious pedagogy.

“several essays on a humanities perspective on class”  Steven Pitts

Sherry Linkon’s Faculty Profile:
[http://www.as.ysu.edu/~amerst/Linkon.html](http://www.as.ysu.edu/~amerst/Linkon.html)

Sherry Linkon’s Blog
[http://linkonavenue.blogspot.com/](http://linkonavenue.blogspot.com/)

Preview:
[http://books.google.com/books?id=ueljkx--E4gC](http://books.google.com/books?id=ueljkx--E4gC)

Mike Rose draws from his experience as a struggling working class student in Los Angeles and a professional educator to explore the failures of the educational system and suggests innovative solutions for this crisis. Originally published in 1989, this book still holds relevance for today.

Mike Rose’s Faculty Profile:
http://www.gseis.ucla.edu/faculty/members/mrose

http://www.middleweb.com/MikeRose.html

Book Information:
http://books.google.com/books?id=hHGnAAAAACAAJ&dq=9780143035466


The classic manual for writing.

“Nothing more concise, elegant or invaluable” Mike Davis

Preview:
http://books.google.com/books?id=IAy6NCD0lq0C
**Recommended Literature**


Chris Abani writes about the story of a boy growing up in post-colonial Nigeria who hopes to escape the ghetto where he is tempted by the underworld.

Chris Abani’s Web Page:

Interviews with Chris Abani:
[http://www.truthdig.com/interview/item/20060418_chris_abani_truthdig_interview/](http://www.truthdig.com/interview/item/20060418_chris_abani_truthdig_interview/)
[http://www.believermag.com/issues/200404/?read=interview_abani](http://www.believermag.com/issues/200404/?read=interview_abani)
[http://www.poetix.net/abani.htm](http://www.poetix.net/abani.htm)

Chris Abani’s Talk on TED (Technology, Entertainment and Design) about the Stories on Africa (streaming video)

Preview:
[http://books.google.com/books?id=u6zHkHqjdjIC](http://books.google.com/books?id=u6zHkHqjdjIC)


Kevin Baker’s novel takes place in turn-of-the-century New York City. His novel includes gangsters, feminist strikers, the Lower East Side, Coney Island, Freud and the Triangle Factory fire. His book touches on themes of the immigrant experience and the unfulfilled promise of the American Dream using subplots that explore different ethnic and cultural perspectives.

Kevin Baker’s Web Page:
[http://www.kevinbaker.info/](http://www.kevinbaker.info/)

HarperCollins Information on Kevin Baker:

Kevin Baker writes about the 1863 Draft Riots, which occur after President Lincoln announces a conscription law, which allows the sons of rich men to avoid the draft if they pay $300. Thousands of New Yorkers, primarily Irish immigrants, riot. Three working-class women are caught in the chaos and find support in each other as they try to survive the events that befall them.


Kevin Baker’s book is set in Harlem during the summer of 1943, when the war still rages. Underneath Harlem’s glitter, its black residents remain second-class citizens, shut out of jobs, charged more rent than whites, and are ignored and harassed by police. Here two different young men, one the future Malcolm X and the other, Reverend Jonah Dove, cross paths. Their encounter changes their lives and foreshadows the coming civil rights movement.
Sandra Cisneros’s admired novel of a young girl growing up in the Latino section of Chicago.

Sandra Cisneros’s Web Site:
http://www.sandracisneros.com/

Information about Sandra Cisneros
http://voices.cla.umn.edu/vg/Bios/entries/cisneros_sandra.html

Interview with Sandra Cisneros
http://www.identitytheory.com/people/birnbaum76.html

Teacher Resource File for Sandra Cisneros
http://falcon.jmu.edu/~ramseyil/cisneros.htm

Book Information:
http://books.google.com/books?id=u876GwAAACAAJ&dq=9780747560876


Ranging from early colonial times to the present, this book presents more than 300 literary texts that exemplify the songs, stories and writings of American workers. A timeline of working-class history, rich illustrations, sidebars, reading lists, and a bibliography of critical commentary are also included.

Nicholas Coles Faculty Profile:
http://www.english.pitt.edu/people/faculty/coles.html

Publications by Janet Zandy:
http://unjobs.org/authors/janet-zandy

Book Information:
http://books.google.com/books?id=LcggAAAACAAJ&dq=9780195144567

Gibson, William cyberpunk novels (such as Neuromancer, Count Zero and Mona Lisa Overdrive. Visit

“Cyberpunk” is a genre of science fiction that started in the 1980s. William Gibson is considered one of the genre’s pioneers with novels like *Neuromancer, Count Zero* and *Mona Lisa Overdrive*. Cyberpunk depicts a dark uncertain future where computer technology and humanity has closely merged and where oppressive corporations hold power and have essentially replaced governments. Society in this future is comprised of the corporate elite, gangs, the poor and the insane. Cyberpunk protagonists are often cynical outcasts who work outside the system and those in power.

“Any of William Gibson’s cyberpunk (or ‘steampunk’) novels are excellent for seminar discussions about technology, power, the society of surveillance, anti-Matrix resistance, etc.” Mike Davis

Williams Gibson’s Web Page (lists his books, biography, Q&A, etc.)
http://www.williamgibsonbooks.com/

Levity.com (links to other pages about William Gibson, interviews, etc.)
http://www.levity.com/corduroy/gibson.htm

Rolling Stone Interview:
http://www.rollingstone.com/politics/story/17227831/william_gibson_the_rolling_stone_40th_anniversary_interview/print

Interview with William Gibson
http://www.josefsson.net/gibson/


Fred Glass offers a survey of fiction about the California Labor Movement.

Francisco Jimenez presents 12 autobiographical short stories presented from the perspective of a young boy, in which he writes about his experiences growing up in a family of Mexican migrant farm workers.

“A beautiful memoir of migrant labor in California during the 1940s. Perfect for an ESL class as it is written for a middle school/high school audience. I used it with a group of high school students in Santa Ana and they loved it! The text resonated with them much more than Grapes of Wrath for the same time period.” Vicki Ruiz

Francisco Jimenez’s Faculty Profile:
http://www.scu.edu/fjimenez/

Francisco Jimenez Biography, Work and Interview:
http://www.learner.org/channel/workshops/tml/workshop8/authors2.html

Alan Review Article, “Challenges Give Meaning to Our Lives: Francisco Jiménez and Social Justice”
http://findarticles.com/p/articles/mi_qa4063/is_200410/ai_n9463049

Book Information:
http://books.google.com/books?id=slUgaachN4sC&q=9780826317971&dq=9780826317971&pgis=1


Maxine Hong Kingston tells the story of the lives of three generations of Chinese men in America.

“I use M. King Hong’s China Men extensively and my students always love its rich texture of social and family history.” Mike Davis

Maxine Hong Kingston Biography:
http://www.cc.nctu.edu.tw/~pcfeng/CALF/ch1.htm
http://voices.cla.umn.edu/vg/Bios/entries/kingston_maxine_hong.html

Interview with Maxine Hong Kingston:

In this book, based on historical events that took place on the Texas-Mexico border in the 1850s, Cormac McCarthy chronicles the experiences of the Kid, a fourteen-year-old from Tennessee who encounters a brutal West where Indians are murdered and scalped so that their scalps can be sold.

“may be a little difficult for JC students, but it is sublime and terrifying and mostly true (a history of the Anglo conquest of the Southwest).” Mike Davis

Cormac McCarthy’s Web Page:  

The New Yorker Article about Cormac McCarthy  

The New York Times Review of **Blood Meridian**  

[http://www.geocities.com/john_rothfork/Mccarthy_blood.htm](http://www.geocities.com/john_rothfork/Mccarthy_blood.htm)

Book Information:  

Rohinton Mistry writes this novel set in Mumbai, India between 1975 and 1977, when the government declared a state of emergency. During this period the government expanded power and cracked down on civil liberties. Against this background, four characters from varied backgrounds—Dina Dalal, Ishvar Darji, his nephew Omprakash and the young lad Maneck are thrown together.

Rohinton Mistry Biography and Information:
http://www.contemporarywriters.com/authors/?p=auth73
http://postcolonialweb.org/canada/literature/mistry/mistryov.html

January Magazine Interview with Rohinton Mistry:
http://januarymagazine.com/profiles/mistry.html

Book Information:
http://books.google.com/books?id=6HbLKAACAAJ&dq=9781400030651


Tillie Olsen writes four short stories about a working-class family.

Site about Tillie Olsen, with excerpts, bio and interview:
http://www.english.uiuc.edu/maps/poets/m_r/olsen/olsen.htm

Tillie Olsen’s Tribute Web Site:
http://www.tillieolsen.net/index.php


A collection of 169 poems by 74 poets writing about blue-collar America at work.

Peter Oresick’s Faculty Profile:

Alan Paton writes a story about the Zulu pastor Stephen Kumalo and his search and discovery of his son Absalom. The book is set in 1940s South Africa.

SparkNotes Study Guide for *Cry, The Beloved Country*
http://www.sparknotes.com/lit/cry/

Alan Paton’s Biography:
http://www.kirjasto.sci.fi/apaton.htm

Alan Paton Teacher Resource File (includes biography and lessons)
http://falcon.jmu.edu/~ramseyil/paton.htm

Lesson Plans for *Cry, The Beloved Country*:
http://www.webenglishteacher.com/paton.html

Preview (for Electronic Book Version):
http://books.google.com/books?id=aUe-Dfez6gAC


Having been committed to a mental ward, Connie Ramos suddenly finds herself able to travel into the future where she encounters a utopian society based on need, not money.

Marge Piercy’s Web Page:
http://www.margepiercy.com/
NY Times Article, “Life of Prose and Poetry -- an Inspiring Combination” by Marge Piercy

Web Page About Marge Piercy and Her Work:
http://hubcap.clemson.edu/~sparks/piercy/mpindex.html

Book Information:
http://books.google.com/books?id=0KkpEFxDq70C&q=women+on+the+edge+of+time&dq=women+on+the+edge+of+time&pgis=1


“(about a working-class Italian American trying to transcend the narrowness of his ethnic ghetto) is a brilliant modern novel about race, class and personal self-determination.” Mike Davis

NY Times Archive of Interviews (including audio), Reviews of Richard Price
http://www.nytimes.com/books/98/06/07/specials/price.html

Interview with Richard Price:
http://www.identitytheory.com/people/birnbaum90.html

Preview:
http://books.google.com/books?id=vGyso-ZuX1sC


Homicide detective Rocco Klein’s passion for his job returns after Victor Dunham, a young man with a steady job and clean record, confesses to a shooting. Detective Klein focuses on Victor’s brother, a street-corner crack dealer who seems a more likely suspect.

“a Zola-esque novel (and provided some of the inspiration for the Baltimore-based HBO series, The Wire).” Mike Davis

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Cheri Register’s memoir tells a story of small-town, working-class life. She recalls the 1959 meatpackers’ strike that divided her hometown of Albert Lea, Minnesota. She weaves her own memories, historical research, and oral interviews into a narrative about the value of blue-collar work and the dignity of workers.


Luis Rodriguez's novel is about three generations of an American family, the Salcidos, who built their lives around the decaying steel industry of the late 20th century. The main character, Johnny, is a second-generation mill worker who tries to fight the abusive powers at the mill. Rodriguez dramatizes the conflict between the mill’s minority workers and white workers in the 1970s.


"a fabulous novel of a railroad workers strike in then French West Africa. It really gets into the dynamics of a community-based movement—and is based on a real strike that was the beginning of the end of France's colonialism there.” Karen Brodkin

Ousman Sembene’s Biography
[http://english.emory.edu/Bahri/Sembene.html](http://english.emory.edu/Bahri/Sembene.html)
[http://www.newsreel.org/articles/OusmaneSembene.htm](http://www.newsreel.org/articles/OusmaneSembene.htm)

Interview with Ousman Sembene:
[http://film.guardian.co.uk/interview/interviewpages/0,,1501203,00.html](http://film.guardian.co.uk/interview/interviewpages/0,,1501203,00.html)

Preview:
[http://books.google.com/books?id=5jPSaS1GkC](http://books.google.com/books?id=5jPSaS1GkC)


A compilation of poems and prose based on Sue Doro’s experiences as the only female machinist at a tractor plant during a period of closings and cutbacks.

Book Information:
Tom Wayman's Web Page:
http://www.library.utoronto.ca/canpoetry/wayman/

*Note: Publisher went out of business, so book cannot be ordered directly from publisher.


A collection of essays, stories, poems, and oral histories reflecting the history and personal experiences of working-class women in America

Book Information:
http://books.google.com/books?id=ry3sGwAAQAAJ&dq=Calling+Home+Janet+Zandy


This book about working-class identity, consciousness, and agency. The 25 contributors reveal the connection between labor and cultural work through poems, stories, photographs, lectures and music that they produce and their multicultural autobiographies.

Preview:
http://books.google.com/books?id=uxpvyVvH-AC

List of Books for Young Readers downloadable at: [www.sfu.ca/labour/Bibliography.pdf](http://www.sfu.ca/labour/Bibliography.pdf)

This is a 9-page bibliography listing fiction and non-fiction books about labor, strikes and politics.
Recommended Readings for Career Technology and Vocational Education


Gordon Lafer provides a political analysis of why job training still remains popular despite reports indicating its failures and concludes that job training is a political strategy aimed at managing the popular response to economic distress.

“An excellent book that might fit into an upper division labor studies course is *The Job Training Charade* by Gordon Lafer. A most important issue to confront—are the poor and the non-affluent in general lagging because they lack training, skills, etc.? Or because they are losing a class struggle? Are training programs an answer or a mostly ideological tool to divert and delude?” Frank Stricker

Gordon Lafer’s Faculty Profile:
[http://www.uoregon.edu/~lerc/about/lafer.html](http://www.uoregon.edu/~lerc/about/lafer.html)


Preview:
[http://books.google.com/books?id=5n7j._EhB3IC](http://books.google.com/books?id=5n7j._EhB3IC)
COMING SOON

Moments in
The History of
Working People

Brief synopsis of key moments in the history of working people in the U.S. Data has been organized with the intent to stir discussion and not meant to be a comprehensive resource.

The following pages are preview excerpts.
RECONSTRUCTING MOMENTS OF HISTORY AND RECOMMENDED USES

It is highly recommended that these “Moments of History” be used across a variety of disciplines from the social sciences to English composition. Because individuals and groups make decisions within a historically constructed framework, they provide a common reference point for the students and can offer a more nuanced understanding of class material and added relevance to their lives. (The past does not necessarily decide our future but it defines our choices.)

The one-page format of a described event is designed to stir discussion, not be a main source of information, and its brevity allows the instructor the freedom to incorporate it within a range of lesson plans or classroom exercises. For instructors who wish to further expand on the material presented, the sources used have been listed on the bottom of each page presented.

The following “historical moments” have been carefully chosen. In order to better comprehend the past and articulate changes over time, historians divide history into discrete labeled blocks. Scholar Gary Okihiro, in his essay “Periodization,” asserts that the historian’s assumptions underlie the chronology he or she has created.¹ The beginning and end points reveal the particular perspective and judgment of the historian. The danger of periodization is that the historian has to decide not only what is significant but also what he or she chooses to ignore. Lacking any effective alternative, the historian must carefully choose the central questions to ask.

How did we get here? How can we make a better world for all working people? More specifically, what has led to the current class divisions and racial tensions within the Los Angeles community? These questions inform the historical moments that we have chosen to define the experience of working people in Los Angeles.

After an African slave revolt in 1712 in New York and a couple more in South Carolina and the Caribbean, rumors of more slave rebellions spread. Additionally, anti-Catholicism, fueled by the war between Protestant England and Catholic Spain, led to New York passing a law threatening life imprisonment for any Catholic priest who came into town. In 1741, several buildings were mysteriously burned down including the governor’s mansion. A captured person fleeing another set of fires testified to a plot between Irish immigrants and African slaves to seize control of the government and kill all the “whites.” At this time, Irish immigrants were not considered “white” and Ireland was a colony of Great Britain. Nearly half of African male slaves were arrested, some executed, a significant percentage deported, and several Irish immigrant leaders were hung by chains, instead of rope.

In 1790, the first national act establishing citizenship limited naturalization to “free whites.” This enabled many European and Irish immigrants to become citizens (Indentured servants who paid off their debt could become naturalized). In the 1800s, there have been a number of riots by Irish immigrant working poor against the “rich” and African slaves such as the 1863 Draft Riot.

Moments of solidarity, though short-lived, between the Irish and African slaves took place during the 1800s. In 1841, African American abolitionist Charles Lenox Remond, who had been fundraising and speaking in Ireland, returned to the US with a letter written by Dublin abolitionists James Haughton and R.D. Webb and signed by over 60,000 Irishmen that called upon the Irish in the US to support the abolition movement.

“Treat the colored people as your equals, as brethren. By all your memories of Ireland, continue to love liberty—hate slavery—CLING BY THE ABOLITIONISTS—and in America, you will do honor to the name of Ireland!”

Excerpt from Haughton and Webb letter

What would our country look like today if 1741, not 1776, became the basis of the founding of the United States?

What does this event tell us about the nature of “whiteness,” race and citizenship?

The 1848 Treaty of Guadalupe Hidalgo turned over large portions of Mexico to the U.S. consolidating the nation’s expansion across the continent. It also officially designated Mexicans as “white.” Industries wanting to take advantage of the new land began using cheap Chinese immigrant labor to build the transatlantic railroad. Los Angeles soon became one of the main settlements for Chinese immigrants leading to the establishment of Chinatown.

The leadership of the American Federation of Labor, a national association of trade unions, felt threatened by Chinese immigrants because, compounded by their prejudice against anyone non-white, they feared that the factory industry, which relied on cheap Chinese labor, would displace their small businesses, independent trades and highly paid skilled jobs. In 1871, a fight between two rival tongs in Chinatown led to the accidental killing of a white man. Over 500 whites and Mexican workers (10% of the LA population) descended upon Los Angeles Chinatown beating up every Chinese immigrant they saw and destroying their property. 19 Chinese were lynched. In 1882, organized labor, with exception of the Industrial Workers of the World, succeeded in passing the Chinese Exclusion Act, which forbade Chinese workers and their families from entering the country and was the first significant restriction on free immigration in US history. In 1884, it was amended to restrict ethnic Chinese, regardless of country of origin and by 1917 all people from Asian countries with the exception of American possessions were denied entry. Complete exclusion was lifted in 1952 but replaced with the “Asia-Pacific Triangle” that capped immigration to anyone of Asian descent, regardless of country of origin including European countries.

What does this event tell us about race, class and citizenship? Can any parallels be made today?

On May 1, 1886, over 300,000 workers in 13,000 businesses across the US walked off the job for the 8-hour day. In Chicago, majority of the industries were shut down when over 40,000 went on strike. On May 4, violence erupted at a rally at Haymarket Square in Chicago. An unknown assailant threw a bomb at the 180 police who marched into the square to disperse the rally and the police responded by firing into the crowd. The event was used to defame the Knights of Labor, the largest labor organization in the U.S. at the time.

Despite the lack of evidence, the court indicted eight anarchist worker leaders with conspiracy to murder (Only three of them were even present at Haymarket Square). Four of them were executed. Almost 500,000 people lined the route of the funeral procession. US workers eventually won the right for an 8-hour day and workers in France, Holland, Russia, Italy and Spain took on the struggle. Three years later, the International Socialist Congress declared May 1 to be “International Workers Day.” In 1893, the governor of Illinois pardoned the remaining three worker leaders who were alive on the grounds that they were innocent and had endured an unjust trial.

May 1 is officially celebrated as Labor Day in sixty-six countries in the world and unofficially in many more, except the U.S., Canada, Australia and New Zealand. In 1947, a joint session of US Congress declared May 1 as “Loyalty Day” for reaffirmation of allegiance to the US.

"If you think that by hanging us you can stamp out the labor movement--the movement from which the downtrodden millions, the millions who toil in want and misery expect salvation--if this is your opinion, then hang us! Here you will tread upon a spark, but there and there, behind you and in front of you, and everywhere, flames blaze up. It is a subterranean fire. You cannot put it out. The ground is on fire upon which you stand."

August Spies, one of the Haymarket Martyrs

**Why do we not celebrate Labor Day on May 1?**

**Why did so many workers in the nation fight to limit the work day to eight hours?**

*Samuel Fielden, one of the eight men convicted, once remarked that “whether a man works eight hours a day or ten hours a day, he is still a slave.” What did he mean?*
In the early 1900s, substandard workplace conditions persisted in the New York garment industry. In 1909, the International Ladies Garment Workers Union (ILWGU) called a mass meeting with the workers, mostly young Jewish immigrant women between the ages of 16 and 25, from several different factories. The male union leaders, uncertain whether women can handle a strike, gave speeches and cautioned them about striking. 20-year old Ukraine-born Clara Lemlich stood up, went to the stage and demanded that they go on strike. The room erupted in applause and they unanimously took an oath—“If I turn traitor to the cause I now pledge, may this hand wither from the arm I now raise.”

The next morning, twenty-thousand women from 500 shops went on the first mass strike by women in the US for 14 weeks. The Women’s Trade Union League, a group of college women and prominent New York women who fought for the right to vote, joined with the working women’s struggles in the workplace. By 1910, a union contract was established at almost every factory, except the Triangle Shirtwaist which also ignored the workers’ demand to unlock the doors of the rooms while they worked.

In 1911, a fire ravaged the Triangle Shirtwaist factory and 146 women were trapped and died. There was much public outcry and over 120,000 people participated in the funeral march. As a result, 36 laws tightening safety regulation were passed at the state legislature. The tragedy became the focus of International Women’s Day events globally (The Socialist Party of America declared the first National Women’s Day in 1909 and, in 1910, the Socialist International called for March 8 to be International Women’s Day, the same day as the 1857 march of 15,000 women in New York demanding shorter hours, end of child labor and the right to vote).

“I have listened to all the speeches. I am one who thinks and feels and suffers from the things they describe. I, too, have worked and suffered. I am tired of the talking. I move that we go on a general strike.”

Clara Lemlich
(translated from Yiddish)

What linkages did the Women’s Trade Union League possibly see between women’s suffrage fight and the strike of the garment workers? And the women’s right to vote and workers’ rights?

What is the significance of this strike?

In March 1903, over twelve hundred Japanese and Mexican workers in Oxnard carried out the first successful strike against white employers in California. Despite the rampant anti-Asian sentiment shared by majority of the labor movement, the Los Angeles County Council of Labor (LACCL) adopted a resolution to support the strike in what was to be the first time a labor council publicly supported Asian workers in the nation.

Both Japanese and Mexican labor had come to replace the dwindling Chinese population that had been restricted from entering the U.S. after the 1882 Chinese Exclusion Act. A month before the strike, these workers formed the first multiracial major farmworkers union in California—the Japanese-Mexican Labor Association (JMLA). Holding their meetings in Spanish, Japanese and English, they planned on how they were to rectify the exploitation they experienced under the Western Agricultural Contracting Company.

Although the JMLA secured a victory in the fields, the American Federation of Labor (AFL) refused to grant them an official union charter unless the Mexican workers expelled the Japanese from the union. AFL president, Samuel Gompers, in a letter to the JMLA, declared, “it is…understood that in issuing this charter to your union, it will under no circumstances accept membership of any Chinese or Japanese.” The Mexican workers stayed united with the Japanese workers.

Unfortunately, AFL anti-Asian activities persisted for several years and the JMLA eventually disappeared. By World War I, the AFL would give up organizing farmworkers for over 45 years until the efforts of Cesar Chavez, Dolores Huerta, Philip Vera Cruz, Larry Itliong and others.

“We would be false to them and to ourselves and to the cause of unionism if we accepted privileges for ourselves that are not accorded to them. We are going to stand by men who stood by us in the long, hard fight which ended in a victory over the enemy. We therefore respectfully petition the AFL to grant us a charter under which we can unite all the sugar beet and field laborers in Oxnard, without regard to their color or race. We will refuse any other kind of charter, except one which will wipe out race prejudices and recognize our fellow workers as being as good as ourselves.”

J.M Lizarres, secretary of the Mexican branch of JMLA

1912

Bread and Roses Strike

“We want bread, but we want roses too!”

Largely led by women, 23,000 workers in the textile mills of Lawrence, Massachusetts went on a 10-week strike. The 25 different nationalities, mostly immigrant women from the Middle East, Southern and Eastern Europe that worked in these mills could no longer deal with the unsafe and poor working conditions. 36 out of every 100 workers died before reaching the age of twenty-five. Half of the total were girls between the ages of fourteen and eighteen. A new state law had reduced the workweek from 56 hours to 54 hours. The mill owners responded by speeding up the machines and shortening the workers’ pay. Polish immigrant women were the first to notice the cut in pay and marched off into the street. Very quickly more workers joined them.

At the time, the predominant skilled-worker union association the American Federation of Labor (AFL) refused membership to women but 21-year old Elizabeth Gurley Flynn and several other organizers from the Industrial Workers of the World (IWW), aka the “Wobblies,” organized alongside with the workers. The IWW, unlike the AFL, did not discriminate against anybody joining and believed in organizing both skilled and unskilled workers in all industries into one big union and that industrial unions would become the basis for a new social order (anarchosyndicalism). Union meetings were translated into 25 different languages as they all worked to unite the many different ethnicities.

The mill owners and the city administration unleashed the state militia, jailed a number of the strikers, hosed them with water during winter and sent the police to harass them. When the workers tried to send their children to stay with supportive families, the city forbade it and sent the police who brutally clubbed defiant mothers and their children. This led to public outrage and a congressional investigation brought additional pressure to force the owners to give in to the strikers’ demands.

The IWW did not put faith into union contracts. Why did the IWW value direct action over contracts?

How would the nation look like today if industrial unions became the basis of governance of society?

1919-1921
Palmer Raids

In 1915, President Woodrow Wilson warned about “hyphenated Americans who have poured the poison of disloyalty into the very arteries of our national life. Such creatures of passion, disloyalty and anarchy must be crushed out.”

With the 1917 Russian Revolution in the background, the bombings of eight cities, mass worker strikes, race riots and the campaigning of anarchists Emma Goldman and Alexander Berkman to resist the draft for World War I, President Wilson ordered Attorney General A. Mitchell Palmer to take action. Attorney General Palmer created an intelligence division and assigned responsibility to Department of Justice attorney Edger J. Hoover. (This department eventually evolved into the Federal Bureau of Investigation). Using the 1917 Espionage Act and 1918 Sedition Act, this division with local police arrested over 10,000 individuals suspected of being radicals from 1919 to 1920. This included many immigrants who were members of the Industrial Workers of the World, Union of Russian Workers and Communist Labor Party, other union leaders and African American World War I veterans.

All non-citizens were immediately deported without evidence or trial (The October 16, 1918 Immigration Act allowed the deportation of anarchists or anyone who teaches “disbelief or opposition to organized government”). In one instance, they rounded up 249 people of Russian descent including Emma Goldman and shipped them to the USSR. The American Legion at the time claimed that radicals mostly came from non-English speaking groups. In 1921, US Congress passed the Emergency Quota Act which restricted immigration from eastern and southern Europe and an even more restrictive Immigration Act in 1924.

I have been asked to what extent deportation will check radicalism in this country. Why not ask what will become of the United States Government if these alien radicals carry out the principles of the Communist Party? ... The whole purpose of communism appears to be the mass formation of the criminals of the world to overthrow the decencies of private life, to usurp property, to disrupt the present order of life regardless of health, sex or religious rights. These are the revolutionary tenets of the Communist Internationale. These include the IWW’s, the most radical socialists, the misguided anarchists, the agitators who oppose the limitations of unionism, the moral perverts and the hysterical neurasthenic women who abound in communism.


How did citizenship, national security and nativism interact in this situation?

Should there be limits to public dissent for reasons of national security?

During the Great Depression, the Immigration Naturalization Services and local law enforcement seized up to 2 million Mexican Americans (about 400,000 from California) from their homes and jobs and forcibly deported them to Mexico. (In 1931, up to 50,000 Mexican Americans in Los Angeles were loaded up in trains). 60% were US born and the vast majority were legal residents. President Herbert Hoover authorized the deportations to free up jobs for “real Americans.” The Roosevelt administration cut funding for it but counties across the nation continued the program. On January 2006, California officially apologized with the passage of the “Apology Act for the 1930s Mexican Repatriation Program” authored by California State Senator Joseph Dunn but Governor Arnold Schwarzenegger vetoed a companion bill that would have created a commission to study reparations for the surviving deportees. The apology includes a monument to be erected in a location to be determined in Los Angeles.

“They wanted us out of the country. I didn’t understand why when we’d been born here. And I didn’t know anything about Mexico - my parents never talked about it…. At the station there were a lot of people crying. I was crying too.”

Emilia Castaneda, one of the deportees

What does this event reveal about the nature of citizenship and the relationship between legal and cultural citizenship?

Does this event have any relevance to the current immigration debate?

During and after World War II, over 6.8 million workers across the nation struck at historical proportions (14,471 strikes). The United Auto Workers (UAW) negotiated contracts that set the standard for many of the unions across different industries. In November 1945, over 320,000 autoworkers struck against the nation’s largest employer General Motors (GM). UAW leader Walter Reuther took the unusual step of arguing that GM increase wages without passing the cost to consumers in the form of higher prices. He demanded that they “open the books” and prove that they couldn’t afford to give higher wages and offer lower prices. At the end, GM refused to make profits and prices subject to collective bargaining.

What would have happened if the UAW won their demand for GM to “Open the Books?”

How would this have changed the role of labor and the corporation in US society today?

Harry Coen (GM): Is the UAW fighting the fight of the whole world?

Walter Reuther (UAW): We have been fighting to hold prices and increase purchasing power. We are making our little contribution in that respect.

Cohen: Why don’t you get down to your size and get down to the type of job you are supposed to be doing as a trade-union leader, and talk about money you would like to have for your people, and let the labor statesmanship go to hell for awhile.

Irving Howe and B.J. Widick, The UAW and the Walter Reuther, New York: Random House (1949);
1968
Rev. Dr. Martin Luther King’s Last Campaign

“All labor has dignity...it is a crime for people to live in this rich nation and receive starvation wages.”
Martin Luther King, Jr.

On February 12, 1968, 1,300 African American sanitation workers, went on strike in Memphis, Tennessee to protest poor working conditions and low wages and for recognition of their union American Federation of State, County and Municipal Employees (AFSCME) Local 1733. These workers lived below poverty with almost no benefits. Heralding the slogan “I am a man,” this strike was more than about raises but dignity and respect as a human being.

When the mayor of the city refused to bargain with the workers, local ministers invited Rev. Dr. Martin Luther King to come and help. His presence helped lift the media blackout and he energized the community. He saw a union as the best anti-poverty program for the working poor. On April 3, Dr. King gave his famous “I’ve Been to the Mountaintop” speech to the strikers and supporters. He was assassinated the next day before seeing the successful conclusion of the strike.

"One era of our struggle came to a close and a new era came into being. Now our struggle is for genuine equality, which means economic equality."

Rev. Dr. Martin Luther King Jr. after the passage of the civil rights and voting rights bills in 1964 and 1965

Why would some people feel more threatened by Rev. Dr. Martin Luther King’s involvement in economic equality struggles rather than his previous campaign to dismantle segregation?

Why did King equate genuine equality with economic equality?

In 1980s, the Cold War drained the economies of both the US and USSR whereas Japan made an amazing recovery when it entered the world market. The US economy experienced an additional hit when the loci of production shifted to lower-wage regions around the globe. (Technology enabled Transnational Corporations to expand its operations with ease, resulting in the displacement of local franchises in poorer countries as well leaving large industries, such as the auto industry, in Western nations vulnerable to outsourcing). Consequently, the auto industry began to decline in the United States leading to the loss of hundreds of jobs. US auto worker union leaders and activists projected their ire towards economically successful Japan and launched a “Buy American” Campaign. It was not unusual to see autoworkers holding signs declaring “Remember Pearl Harbor” as they swung a sledgehammer on a Japanese import automobile at a rally. In 1982, the same year Newsweek featured a frontpage article of “Asian Americans: A Model Minority,” two autoworkers in Detroit beat up Vincent Chin, who was not Japanese but Chinese American. The murderers reportedly called Vincent Chin a “Jap” and blamed him for the loss of his job. That night, the two white factory worker followed Vincent Chin and beat him to death with a baseball bat.

How did the issue of job loss become racialized?

What does this event reveal about the process of racialization especially in the areas of class conflict and the global economy?

What were the factors that led to the killing of Vincent Chin?

Has this ever happened in US history before and can it ever happen again?

Introduction


"Educating to Organize"


