**History of labour and labour relations**

Prof. Nicola Martinelli; Prof. Sabina Tagliavini

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to take an in-depth, comparative (Italy, Europe, the United States) and multi-disciplinary look at transformations in production systems, technological and organisational development of companies, the creation and development of collective relationships between workers and entrepreneurs, from a long-term perspective

The role of organised labour and social players will also be considered in relation to the emergence of pluralist democratic frameworks, to the end of the “labour-goods” logic and to the incomplete emergence of the centrality of workers within companies and within the contemporary economic and social balance.

The first module explores the transformation of labour from old corporations of the past to organisational forms of twentieth-century businesses. Emphasis will be placed on the origins, nature and purposes of workers’ and entrepreneurs’ organizations in relation to economic development and various political-institutional frameworks in the European and North American environments up to the end of the Twentieth century and the emergence of new unionism.

The second module concentrates on the example of Italy and highlights the development, characteristics and limitations of the social regulation system in Italy. Corporate cases, also presented by means of accounts by experts, will introduce students to topics pertaining to negotiating relationships; active learning methodology will allow students to apply knowledge acquired from real cases and contexts and experience the complexities of negotiation.

At the end of the course students will have developed skills (knowledge, abilities and awareness) required for the management of relations with companies and trade unions and for the collective negotiation process within complex organisations. Students will be able to apply the knowledge they have gained, to enhance their awareness and ability to understand past and current complex economic phenomena. In particular, they will be able to recognise the relevance of the «human factor», of collective negotiation and of social institutions for the promotion of sustainable economic-social development processes by companies and workers. Students will be familiar with specialised language used in the environment of collective negotiation and industrial relations in general.

***COURSE CONTENT***

Module one (*Prof. Nicola Martinelli*)

1) *Labour and labour representation: the origins (nineteenth century.-1914)*

1. Introduction: basic concepts and historiographical categories.
2. The organisation of labour – manufacturing and factories.
3. The nature and purpose of labour representation: Trade unions.
4. The British ideal type and the pluralistic derivations in continental Europe.
5. Representation of interests and the economic system of industrial capitalism.

2) *Capitalism of monopolies and the restructuring of representation (1914 - 1945)*

 f. The new industrial paradigms: Taylor and Ford.

 g. Democratic freedom vs. institutionalisation.

 h. The USA experience: New deal and *«*new unionism*».*

 Module two (*Prof. Sabina Tagliavini*)

1) *The reform of «new unionism» in continental Europe*

1. Lines of development: from the Webb model to pluralist doctrines.
2. Trade unions and industrial relations in «mixed economics» systems.
3. Social relations within companies: Mario Romani’s concept.

2) *Incomplete regulation: the case of Italy in the twentieth century.*

 d. The origins of negotiation and representation.

 e. Industrial relations during the years of the «economic miracle».

 f. The contract regulation crisis and permanent conflict.

 g. The rebuilding of relations, neo-liberalism and new responsibility.

***READING LIST***

M. Romani, *Appunti sull'evoluzione del sindacato,* Edizioni Lavoro, Rome, 1981 (or later editions).

M. De Luca, *«Nel rispetto dei reciproci ruoli…». Lineamenti di storia della contrattazione collettiva in Italia,* Vita e Pensiero, Milan, 2013.

Papers, reading texts and videos provided by the lecturer and posted on Blackboard.

Attending students will receive information regarding the use of the reading list and course content for the examination.

***TEACHING METHOD***

Frontal lectures or remote lectures via Blackboard. Accounts from experts. Active learning (analysis of texts, multimedia documentation, case studies).

***ASSESSMENT METHOD AND CRITERIA***

The oral examination will be in the form of an interview. Assessment will be based on three criteria: knowledge of the basic notions of the subject and historicsl events in chronological order; the ability to perform comparative analysis between contexts and experiences located in different places and at different times; full mastery of the connections between the cause and effect of historical processes and interpretative categories of the subject .

Assessment is based on the following: the accuracy and relevance of students’ answers; the appropriate use of concepts and terminology specific to the subject; a full grasp of the chronology; the development of diachronic and synchronic analysis of phenomena; different study levels of course topics. The final element of assessment is students’ mastery of interpretative connections.

There is a single final mark and 50% of it is determined by basic knowledge (concepts, terminology, chronology), 25% by intermediate knowledge (first level of argumentation, comparative analysis), 25% by the full mastery of the subject (complex argumentation, nessi interpretative connections).

Any active participation in class work (detailed reports, analysis of documentation and video material, case studies) will make students eligible for additional assessment for the final mark awarded for the final examination.

***NOTES AND PREREQUISITES***

Students should have knowledge of the main events of contemporary history, as found in any good secondary-school history textbook.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching and assessment will be carried out following procedures that will be promptly notified to students.