

Works Cited

- Alinsky, Saul. "Protest Tactics." *The Social Movements Reader: Cases and Concepts*. Jeff Goodwin & James M. Jasper, eds. Blackwell Publishing: Malden, MA, 2003. 225-228.
- Bernard, H. Russell. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Third edition. New York: AltaMira Press, 2002.
- Bickel, Christopher. "Reasons to Resist: Coalition-Building at Indiana University." *Forging Radical Alliances across Difference: Coalition Politics for the New Millenium*. Jill M. Bystydzienski and Steven P. Schacht, ed. Rowman and Littlefield, New York: 2001. pp. 207-219.
- Breines, Wini. *Community and Organization in the New Left: 1962-1968*. Praeger: New York, 1982.
- Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste*. Harvard University Press: Cambridge, MA, 2002. Trans. Richard Nice.
- Clawson, Dan. *The Next Upsurge: Labor and the New Social Movements*. ILR Press, Ithaca: 2003.
- Cogan, Daniel. "Seeing Power in a College Cafeteria." *More Than Class: Studying Power in U.S. Workplaces*. Ann E. Kingsolver (Ed.) State University of New York Press: New York, 1998. 173-185.
- Croteau, David. *Politics and the Class Divide: Working People and the Middle-Class Left*. Temple University Press, Philadelphia: 1995.
- Dolgon, Corey. "Building Community amid the Ruins: Strategies for Struggle from the Coalition for Justice at Southampton College." *Forging Radical Alliances across Difference: Coalition Politics for the New Millenium*. Jill M. Bystydzienski and Steven P. Schacht, ed. Rowman and Littlefield, New York: 2001. pp. 220-232.
- Douglas, Mary. *Purity and Danger*. Routledge, New York; 2002.
- Epstein, Leon D. *Governing the University: The Campus and the Public Interest*. Jossey-Bass Publishers, Washington: 1974.
- Featherstone, Liza and United Students Against Sweatshops. *Students Against Sweatshops*. Verso: New York, 2002.
- Foucault, Michel. *Power/Knowledge: Selected Interviews & Other Writings 1972-1977*. Pantheon Books, New York: 1980.

- Freeman, Amy. "The Spaces of Graduate Student Labor: The Times for a New Union." *Antipode*. 2000.
- Gilpin, Toni et al *On Strike for Respect: The Yale Strike of 1984-85*. Charles H. Kerr Publishing: Chicago, 1988.
- Goldfarb, Jeffrey. *Civility and Subversion: The Intellectual in Democratic Society*. Cambridge University Press: Cambridge, 1998.
- Goodwin, Jeff & James M. Jasper. "Editors' Introduction." *The Social Movements Reader: Cases and Concepts*. Jeff Goodwin & James M. Jasper, eds. Blackwell Publishing: Malden, MA, 2003. 3-7.
- Jasper, James M. *The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements*. University of Chicago Press: Chicago, 1997.
- Lee, Jenny et al. "Tangles in the Tapestry: Cultural Barriers to Graduate Student Unionization." *The Journal of Higher Education*. 2004
- McCarthy, John & Mayer Zald. "Social Movement Organizations." *The Social Movements Reader: Cases and Concepts*. Jeff Goodwin & James M. Jasper, eds. Blackwell Publishing: Malden, MA, 2003. 169-186.
- Noble, David. "Digital Diploma Mills." *Steal This University: The Rise of the Corporate University and the Academic Labor Movement*. Johnson, Benjamin et al. (Eds.) Routledge: New York, 2003. 33-47.
- Piven, Frances Fox, and Richard Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. Vintage Books, New York: 1977.
- Rose, Fred. *Coalitions Across the Class Divide: Lessons from the Labor, Peace, and Environmental Movements*. Cornell University Press: Ithaca, 2000.
- Smith, David N. *Who Rules the Universities?: An Essay in Class Analysis*. Monthly Press Review: New York, 1974.
- Tarrow, Sidney. *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press: Cambridge, 1998. Second ed.
- Wacquant, Loïc. "Reading Bourdieu's 'Capital.'" Foreword to the English-language translation of Pierre Bourdieu, *La noblesse d'État*. Grandes écoles et esprit de corps (Editions de Minuit: Paris, 1989); *The State Nobility* (Polity Press: Cambridge, 1997). <http://www.homme-moderne.org/societe/socio/wacquant/capital.html> [15 May 2005]

Wilton, Robert and Cynthia Cranford. "Toward an Understanding of the Spatiality of Social Movement: Labor Organizing at a Private University in Los Angeles."

Wright, Erik Olin. "A General Framework for the Analysis of Class." *Great Divides: Readings in Social Inequality in the United States*. Thomas Shapiro, ed. Mayfield Publishing: Toronto, 2001. (Second ed.) 99-113.

Young, Iris Marion. *Inclusion and Democracy*. Oxford University Press: New York, 2000.

Appendix A: Interview guides

Questions for staff members

- How long have you been at Pseudonym College?
- Are you in an exempt or a non-exempt job?
- What would you say are some of the best things about Pseudonym College as a workplace? What would you say are some of the worst things about Pseudonym College as a workplace?
- In the time you've been here, what changes have you seen in the workplace, like changes in the College's policies, wages and benefits, the atmosphere of working here, or other factors? What do you think caused those changes to happen?
- Who do you think makes decisions about wages and other workplace issues? What do you think are the most important factors they consider in making those decisions?
- How important do you think the decision-makers consider the opinions of people in jobs similar to yours when making decisions about wages and other workplace decisions? How much do you think they consider the opinions of staff members as a whole in these decisions? How much do you think they consider the opinions of faculty members in these decisions? How much do you think they consider the opinions of students in these decisions? How much do you think they consider the opinions of members of the administration in these decisions?
- How much do you think each of these groups' opinions should be considered in these decisions?
- What are the most important issues you'd like to see addressed or changes you'd like to see made in your workplace now? Do you expect to see those issues addressed or those changes happen? What kind of process would you like to see for those issues to be addressed or for those changes to happen?
- What workplace issues do you think get talked about most on campus? Why do you think those issues are the ones most talked about?
- Do you think Pseudonym College Fair Labor Campaign has caused changes in the workplace? If so, what changes? Why do you think PCFLC has or hasn't been effective in making changes?
- If you've been here since before the founding of PCFLC, do you think that the College community now pays more, less, or about the same amount of attention to workplace issues as before? Do you think the College community now pays more, less, or about the same amount of attention to what staff members think about workplace issues compared to before PCFLC was founded?
- How do you feel about PCFLC? Why?
- How do you think other staff members feel about PCFLC? Why?
- Have you been involved with PCFLC, or taken any actions supporting or opposing it?

-What do you think are the reasons why PCFLC is a student-led group? What do you think are the effects of this?

-Anything else you want to talk about?

Questions for students

-What year are you. and how long have you been at Pseudonym College?

-From what you know, what would you say are some of the best things about Pseudonym College as a workplace for staff members? What would you say are some of the worst things about Pseudonym College as a workplace for staff members?

-How did you learn the things you know about what Pseudonym College is like as a workplace? How much do you hear about workplace issues here from staff members, faculty, students, or administration?

-In the time you've been here, what (if any) changes in the workplace, like changes in the College's policies, wages and benefits, the atmosphere of working here, or other factors, have you been aware of? What do you think caused those changes to happen?

--Who do you think makes decisions about wages and other workplace issues? What do you think are the most important factors they consider in making those decisions?

-How important do you think the decision-makers consider the opinions of staff members when making decisions about wages and other workplace decisions? How much do you think they consider the opinions of faculty members in these decisions? How much do you think they consider the opinions of students in these decisions? How much do you think they consider the opinions of members of the administration in these decisions?

-How much do you think each of these groups' opinions should be considered in these decisions?

-What workplace issues do you think get talked about most on campus? Why do you think those issues are the ones most talked about?

-Do you think Pseudonym College Fair Labor Campaign has caused changes in the workplace? If so, what changes? Why do you think PCFLC has or hasn't been effective in making changes?

-How do you feel about PCFLC? Why? Have you been involved with PCFLC, or taken any actions supporting or opposing it?

-How do you think other students feel about PCFLC? Why?

-How do you think staff members feel about PCFLC? Why?

-What do you think are the reasons why PCFLC is a student-led group? What do you think are the effects of this?

-Anything else you want to talk about?

Questions for faculty members

- How long have you been at Pseudonym College?
- What would you say are some of the best things about Pseudonym College as a workplace for faculty members? What would you say are some of the worst things about Pseudonym College as a workplace for faculty members?
- From what you know, what would you say are some of the best things about Pseudonym College as a workplace for staff members? What would you say are some of the worst things about Pseudonym College as a workplace for staff members?
- How did you learn the things you know about what Pseudonym College is like as a workplace? How much do you hear about workplace issues here from staff members, faculty, students, or administration?
- In the time you've been here, what (if any) changes in the workplace for staff, like changes in the College's policies, wages and benefits, the atmosphere of working here, or other factors, have you been aware of? What do you think caused those changes to happen?
- Who do you think makes decisions about wages and other workplace issues at the College? What do you think are the most important factors they consider in making those decisions?
- How important do you think the decision-makers consider the opinions of staff members when making decisions about staff wages and other workplace decisions? How much do you think they consider the opinions of faculty members in these workplace decisions concerning staff? How much do you think they consider the opinions of students in these decisions? How much do you think they consider the opinions of members of the administration in these decisions?
- What staff workplace issues do you think get talked about most on campus? Why do you think those issues are the ones most talked about?
- Do you think Pseudonym College Fair Labor Campaign has caused changes in the workplace for staff? If so, what changes? Why do you think PCFLC has or hasn't been effective in making changes?
- How do you feel about PCFLC? Why? Have you been involved with PCFLC, or taken any actions supporting or opposing it?
- How do you think other faculty members feel about PCFLC? Why?
- How do you think staff members feel about PCFLC? Why?
- Why do you think PCFLC is a student-led group?
- Anything else you want to talk about?

Questions for administrators

- How long have you been at Pseudonym College?

-From what you know, what would you say are some of the best things about Pseudonym College as a workplace for staff members? What would you say are some of the worst things about Pseudonym College as a workplace for staff members?

-How did you learn the things you know about what Pseudonym College is like as a workplace? How much do you hear about workplace issues here from staff members, faculty, students, or administrators?

-In the time you've been here, what (if any) changes in the workplace for staff, like changes in the College's policies, wages and benefits, the atmosphere of working here, or other factors, have taken place? What do you think caused those changes to happen?

--Who makes decisions about wages and other workplace issues at the College? What are the most important factors they consider in making those decisions?

-How important do you think the decision-makers consider the opinions of staff members when making decisions about staff wages and other workplace decisions? How much do you think they consider the opinions of faculty members in these workplace decisions concerning staff? How much do you think they consider the opinions of students in these decisions? How much do you think they consider the opinions of members of the administration in these decisions?

-What staff workplace issues do you think get talked about most on campus? Why do you think those issues are the ones most talked about?

-Do you think Pseudonym College Fair Labor Campaign has caused changes in the workplace for staff? If so, what changes? Why do you think PCFLC has or hasn't been effective in making changes?

-How do you feel about PCFLC? Why? Have you been involved with PCFLC, or taken any actions supporting or opposing it?

-How do you think other administrators feel about PCFLC? Why?

-How do you think staff members feel about PCFLC? Why?

-Why do you think PCFLC is a student-led group?

-Anything else you want to talk about?

Appendix B: Flyers

I want to buy you coffee and hear what you have to say about your workplace!



I'm a visiting student from Swarthmore College. I'm doing a study about Pseudonym College as a workplace, and about how it has or hasn't changed over the last few years since the group Pseudonym College Fair Labor Campaign got started. I'm really interested in hearing all sides of the issues, and I want to hear what you have to say!

So I would love to treat you to coffee while we talk about your experiences and opinions about working here, and about how you see your role in decision-making at the College. The interview will be totally confidential and anonymous – I will use no names in my report and I won't tell anyone the names of the people who speak with me. And we can meet either on or off-campus, at a time and place that's convenient for you.

If you're willing to come talk with me – or want more information about the project – please give me a call right away! I am only in town until Saturday, July 10, so please call (or email – either way is fine) as soon as you can. Feel free to tear off one of the tabs below.

Thanks so much! I look forward to talking with you!

Alexandra Bradbury • [email](#) address • phone number

Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]
---	---	---	---	---	---	---	---

EMPLEADOS DE UNNAMED:

¡Quiero comprarle una taza de café y platicar de su trabajo!



Soy una estudiante de Swarthmore College. Estoy estudiando el Pseudonym College como un sitio de empleo y si ha cambiado o no desde que empezó la campaña de labor justo. Quiero escuchar diferentes opiniones y lo que usted piensa.

Me gustaría comprarle un café y hablar de sus experiencias como empleado y como ve su participación en las decisiones que toma el Pseudonym College. La entrevista será completamente confidencial y anónima. No usaré su nombre en mi reporte ni le diré a nadie los nombres de las personas que hablan conmigo. Podemos reunirnos en el colegio o en un lugar más conveniente para usted.

Si quiere hablar conmigo o saber más del proyecto, por favor llámeme inmediatamente. **Estoy aquí hasta el 10 de Julio. Por favor llámeme pronto.** Puede llevarse mi número en una de las etiquetas de abajo.

¡Gracias por todo! ¡Espero hablar con usted!

Alexandra Bradbury • phone number • email address

Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]	Alexandra Bradbury [phone #] [email address]
---	---	---	---	---	---	---	---

Appendix C: Consent forms

Pseudonym College

Effects of Student Labor Action on Social Dynamics of a College Workplace

Investigator: Alexandra Bradbury
[email address & phone number]

In June and July of 2004, I am interviewing members of the Pseudonym College community as part of a research project. The goal of the project is to learn about how student-led living wage campaigns affect the social dynamics among staff members, students, faculty, and administration.

In the interview, you will be asked to answer questions about your experiences, perceptions and opinions about Pseudonym College as a workplace, about decision-making and community politics at the College, and about the organization Pseudonym College Fair Labor Campaign. The interview will be tape-recorded and will last approximately one hour, though the exact length will vary depending how much the participant chooses to say about each question.

I, _____, agree to participate as a volunteer in the Effects of Student Labor Action on Social Dynamics of a College Workplace research project which has been explained to me.

I understand that no names will be used in the research report. I also understand that I am free to refuse to participate in the project or answer any question at any time. I further understand that I am free to withdraw my consent from the whole research project at any time. Agreeing to participate in this research and signing this form does not take away (or waive) any of my legal rights. Once the project is completed, interview tapes will be destroyed; transcripts, with no names attached, will be kept by Alexandra Bradbury for future projects.

The only risk associated with participation in this research project is any personal stress the participant might feel about discussing these issues in the interview. It should also be noted that while care will be taken to ensure that individuals will not be identifiable in the report, Pseudonym College—while not named—may be identifiable to some knowledgeable readers.

The research report, which will be a senior thesis, will be finished in the spring of 2005. To receive a copy of the report, participants may write their email address (preferable) or mailing address at the bottom of this consent form.

Participant's Signature

Date

Colegio de Pseudonym
Los Efectos de la Acción de Labor de Estudiantes
en la Dinámica Social de un Lugar de Trabajo Colegial

La investigadora: Alexandra Bradbury
[phone number]
[email address]

En junio y julio de 2004, entrevisto a miembros la comunidad del Colegio de Pseudonym como parte de un proyecto de investigación. La meta del proyecto deberá aprender acerca de cuán estudiante-dirigido campañas para salario digno afectan la dinámica social entre los empleados, los estudiantes, los profesores, y la administración.

En la entrevista, usted será pedido contestar unas preguntas acerca de sus experiencias, sus percepciones y sus opiniones acerca del Colegio de Pseudonym como un lugar de trabajo, acerca de la política de la toma de decisiones y la comunidad en el Colegio, y acerca de la organización Pseudonym College Fair Labor Campaign (Labor Justo de Pseudonym College). La entrevista será cinta-registrado y durará aproximadamente una hora, aunque la longitud exacta variará dependiendo cuánto el participante escoge decir acerca de cada pregunta.

Yo, _____, concuerdo en participar como un voluntario en el proyecto de investigación sobre Los Efectos de la Acción de Labor de Estudiantes en la Dinámica Social de un Lugar de Trabajo Colegial, lo que me ha sido explicado.

Entiendo que ningunos nombres se utilizarán en el informe de investigación. Entiendo también que soy libre negarse a tomar parte en el proyecto o contestar cualquier pregunta en cualquier tiempo. Entiendo también que soy libre retirar mi consentimiento del proyecto entero de investigación en cualquier tiempo. Concordar en tomar parte en esta investigación y firmar esta forma no lleva (ni renuncia) cualquiera de mis derechos legales. Una vez que el proyecto se completa, cintas de entrevista se destruirán; expedientes escritos, con ningunos nombres conectados, serán mantenidos por Alexandra Bradbury para proyectos futuros.

El único riesgo se asoció con la participación en este proyecto de investigación es cualquier pena personal que el participante quizás se sienta acerca de discutir estos asuntos en la entrevista. Se debe notar también que mientras el cuidado se tomará para asegurar que individuos no serán identificable en el informe, el Colegio de Pseudonym—mientras no denominado—puede ser identificable a algunos lectores informados.

El informe de investigación, que será una tesis académica, se terminará en la primavera de 2005. Para recibir una copia del informe, los participantes pueden escribir dirección de correo electrónico (preferible) o su dirección de envío en el fondo de esta página.

Firma de participante

Fecha

Opcional: dirección a que se debe enviar una copia del informe completado