L380 Theories of the Labor Movement (C) (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: Marquita Walker
Office: AD 2020
Phone: 317.278.2066
Email: marqwalk@iupui.edu
Office Hours: by appointment

Course Description

This course examines various perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.

Course Overview

Theories of the Labor Movement explores the internal and external forces which, over the course of history, contribute to the formation of collectives known as labor unions and how these elements can be categorized into manageable chunks of information known as theories which help organize associated concepts to explain the development, evolution, and continuation of the collective. We ask questions about the origination, pattern growth, economic and political influences, individual and group intent, and the compulsory nature of labor unions to better understand the functions of collectives. We will view these theories through the lens of political economy which studies the relationship of production and trade with public policy and governments.

Course Objectives

Students will be able to:

1. Define the word “theory” in lay terms in one written paragraph using Walker’s (2014) chapter 4. (PLUS 1 Communicator)
2. Detail in written form Common’s (1931) definition of intuitional economics. (PLUS 1 Communicator)
3. Articulate in a written one-page summary one phase of Common’s (1931) strategy to solve the labor problem. (PLUS 2 Problem Solver)
4. Summarize in a one-two page paper, the Neo-Marxist Theory of the State according to Miliband, Poulantzas, and O’Conner. (PLUS 2 Problem Solver)
5. Summarize in table and written form the differences in the five labor movement theories articulated in Modules 1-6 in a 5–6-page paper. Include in your summary the following for each theory: author, time frame, name of theory and the ideas behind the theory, how the theory explained the circumstances/predicaments of the working class, what social and economic institutions were involved in explain the theory. (PLUS 3 Innovator)

Required Texts

There is no required textbook for this course. All material is available via Canvas.
Resources

- Canvas email will also be used as a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Readings/Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Introductions to the course.</td>
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<tr>
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<td><strong>Readings:</strong></td>
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<td>Walker, M., 2014, Chapter 4: Theoretical Models Associated with the Labor Movement</td>
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<td>Assignment to submit: According to Walker (2014), define the term “theory” in one paragraph.</td>
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<td>Week 2</td>
<td>Module 2: Moral conditioning theory: The belief that unions are organized by right thinking people who will inspire individual workers to improve ethical behavior</td>
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<td>Suggested Reading:</td>
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<td>2000: Novack, Liberal morality: The controversy between John Dewey and Leon Trotsky, pgs. 53-68.</td>
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<td></td>
<td>1886: The labor movement in America</td>
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<tr>
<td></td>
<td>Citation: Ely, R.T., 1886. The labor movement in America. New York, Thomas Y. Crowell and Co.</td>
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<td><a href="https://www.google.com/books/edition/The_Labor_Movement_in_America/PDQUAQAAMAAJ?hl=en&amp;gbpv=1&amp;dq=richard+ely&amp;pg=PR1&amp;printsec=frontcover">https://www.google.com/books/edition/The_Labor_Movement_in_America/PDQUAQAAMAAJ?hl=en&amp;gbpv=1&amp;dq=richard+ely&amp;pg=PR1&amp;printsec=frontcover</a></td>
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<tr>
<td></td>
<td>Assignment to submit: Based on John Dewey's article, &quot;Liberal Morality&quot;, Dewey and Trotsky share the idea that &quot;the ultimate ends of socialist action are the increase of the power of man over nature and the abolition, as a consequence, of the power of man over man (social oppression): (Dewey, 2000, p. 58). Dewey (2000) takes exception to Trotsky's position that &quot;the only force in modern society capable of carrying through this job was the organized working class. [and] The only way labour can eliminate oppression and complete the conquest of nature was by developing to the very end its struggles against the capitalist beneficiaries and upholders of economic privilege&quot; (58). Dewey (2000) contended there were other ways of achieving desired goals rather than the &quot;exclusive reliance upon the prosecution of the class struggle&quot; (p. 58).</td>
</tr>
</tbody>
</table>
So, Dewey and Trotsky differed over the moral theory of how to achieve the desired goal or the method to achieve social advancement of the working class. Their debate revolved on this question: Does the means justify the ends?

Using Dewey's article, "Liberal Morality", explain, in your own words, Dewey's stance versus Trotsky's stance concerning "the ends justify the means". Please cite quotes you directly borrow from the text. A sufficient explanation should take at least one page, single spaced, in 11–12-point font.

Submit the essay in the Assignments.

Week 3
Module 3: Revolutionary theory: Class conflict—unionism allows working class to wage war against bourgeoisie


1884: The Manifesto of the Communist Party:
https://www.marxists.org/archive/marx/works/1848/communist-manifesto/

Suggested Reading(s):

1971: Marxism and the Sociology of Trade Unionism

1935: Role of the trade unions in the general class struggle of the proletariat
Citation: Lozovsky, A., 1935. The role of the trade unions in the general class struggle of the proletariat. In Trade Unions. Harmondsworth, Penguin.

Assignment to submit: Marx and Engels (1884) posit the overthrow of the bourgeoisie (ruling/capitalist class) by the proletariat (working/laboring class) was necessary for a classless society to exist and this would be facilitated by the revolt of the working class. They posit ten points (listed on pgs. 26-27 of the required reading) which would signal the existence of a classless society. In a one-page response paper, list the points you believe have been achieved by the working class in the U.S.? If some of the points have been achieved under capitalism, what does this fact tell you about the Communist Manifesto? Why is it that some have been at least partially achieved, and yet some seem as far away as ever?
Submit your response in Assignments.

Week 4
Module 4: Social Movement Unionism

Legal-historical approach that grants unions the status of social structures and sees their function as the protection of job opportunities

Readings: 1931: Commons: Institutional Economics

Suggested Reading(s):

2006, The Blackwell Companion to Social Movements

2007, Varieties of Social Unionism towards a Framework Comparison
## Department of Labor Studies

### 1922: History of Trade Unionism in the US


### 1928: A Theory of the Labor Movement


### 2002: How the Civil Rights Movement revitalized labor militancy


### Assignment

The theory of institutional economics deals with the relationship of man to man (instead of the previous theory of classis and hedonist economics which deals with the relationship of man to nature). Commons (1931) states "Thus an institution is collective action in control, liberation and expansion of individual action" (651). So institutional economics is a framework which houses the behavior of individuals who make transactions. In a one-page Word document, single-spaced and 11–12-point font, and using Common's (1931) "Institutional Economics" article, explain Common's definition of institutional economics using the three criteria he uses: control, liberation, and expansion of individual action.

Submit the document in Assignments.

### Week 5

**Industrial Relations, Trade Unionism, and Syndicalism Theory**

**Reading: John R. Commons and the Wisconsin School on Industrial Relations Strategy and Policy**

**Citation: Kaufman, B., 2003, *John R. Commons and the Wisconsin School on Industrial Relations Strategy and Policy*, 57 (1), pgs. 3-30.**

**Suggested Readings:**


**Assignment** According to Kaufman (2003), "labor problems are the various behaviors and outcomes growing out of the employer-employee relationship that adversely affect economic efficiency and human well-being" (4). Commons and the Wisconsin industrial relations strategy for improving labor problems, according to Kaufman (2003), rested on three principles: stabilization of product and labor markets, equality of bargaining power between employers and workers, and constitutional government in industry (industrial democracy). Commons' goal was to preserve these three principles under the umbrella of a capitalist economic system which favored private property and representative government. Common's four phase strategy to accomplish this was:

- Phase 1: Unions and trade agreements
- Phase 2: Labor law and social insurance
- Phase 3: Personnel management and monetary stabilization
- Phase 4: The Depression and the New Deal
Using one of Common's phases, articulate, in a single-spaced Word document with 11–12-point font, a one-page summary of the strategy.
Submit the summary in Assignments.

**Week 6**

Module 6: Neo-Marxism, (New Left Labor Movement Theory)

**Readings:** The Neo-Marxist Theory of the State

**Citation:** Solo, R., 1978. The Neo-Marxist theory of the state. *Journal of Economic Issues*, **12**(4), 829-842.

**Suggested Readings:**


**Assignment:** Write, in a one-two page Word document, using 11-12 point font, Solo's (1978) interpretation of the Neo-Marxist Theory of the state in one summative paragraph of Miliband's idea of how the welfare state continues to exist in a capitalist society, one summative paragraph of Poulantzas's idea that socialism must always be organic to exist and can never come into being through a slow methodical shift from capitalism, and one summative paragraph of O'Connor's idea that within a capitalist framework, there should be three divisions which contribute to and feed off each other to maintain an economic balance. Pay particular attention to the highlighted texts in the article.
Submit your response in Assignments.

**Week 7**

Putting it all together

**Assignment:** In table form, input the five major theories as explicated in modules 1-6 and include the following:

<table>
<thead>
<tr>
<th>Theory</th>
<th>Author</th>
<th>Time Frame</th>
<th>Idea behind theory</th>
<th>How theory shaped the labor movement</th>
<th>Benefits/detriments of the theory to the labor movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Conditioning</td>
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<tr>
<td>Revolutionary</td>
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<tr>
<td>Social Movement Unionism</td>
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<td>Industrial Relations, Trade Unionism, Syndicalism</td>
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<tr>
<td>Neo-Marxism (New Left Labor Movement Theory)</td>
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<td>---------------------------------------------</td>
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</tbody>
</table>

Using this table or making a table of your own, please include the five major theories we have studied to date and fill in the cells with concise data. This table will be beneficial to you as a foundational piece for writing the final assignment. You may use any of the information put forth in this course. Please do not use outside resources.

Submit the table in Assignments.

**Week 8 Module 8: Final**

**Assignment:** Using the table you perfected in Module 7, write a 5-6 page paper which explains in detail the five major theories associated with the labor movement. Cite your sources within the paper. Citations are included as an attachment in Module 8. The final should include at least 3/4 of one page to one page per theory with a one-page closing summary written in your own words. Remember, theories help us explain how some phenomenon works. So, the final should include how each theory explained the circumstances/predicaments of the working class. Because each theory primarily was in vogue during various time frames, there is some chronological progression to the theories evolution.

Always title your paper with an award-winning title.

Please include in your paper the idea/intent and impact each theory had on the labor movement. Previous assignments you’ve submitted should help you fashion your final responses proletariat, working class, peasants, social institutions, etc.?

Did the theory remain relevant for was the theory discarded in favor of a newer theory?

Some questions you might want to entertain in your paper are the following:

How did the author of the theory explain how/why the working class was exploited?

What institutions were involved in explaining the theory: markets, governments, the state, bourgeoisie, proletariat, working class, peasants, social institutions, etc.?

Did the theory remain relevant for was the theory discarded in favor of a newer theory?

Submit your final paper in Assignments.

**Assignments and Grading**

**Assignments**

**Class Participation:**

For you to be successful in the course, it is important to keep up with the readings and submit assignments by their due date. I am most assessable by email, so please contact me if you have questions, comments, or concerns about this course.
Grading Criteria for Papers

Written communication requires good writing skills to communicate information accurately and concisely to others. For this reason, formal writing assignments in Labor Studies courses will be evaluated for content, ideas presented, and clarity of the presentation. The grade for a paper will be based on the following criteria:

I. Presentation and Appearance

A. Neatness
B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
C. Use of non-sexist language
D. Spelling
E. Punctuation

II. Organization

A. Structure and format of the paper
B. Logical sequencing and continuity of ideas
C. Clarity of expression
D. Conciseness

III. Content as indicated by specific paper assignment

In each course, a specific content outline may be included here so that each student will know specific topics to be addressed in the assignment. All formal papers will be typed, double-spaced, and paginated.

Students experiencing writing difficulties are advised to seek assistance at the University writing centers on their respective campuses.

Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own.

Course Evaluation: Consistent with the program’s academic policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Grading

There are 100 points available for the course; you may access your course grade in the grade book. The writing assignments are graded manually.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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Module 1-6 writing assignments @ 5 points each | 30%
---|---
Table/Outline Writing Assignment | 20%
Final Writing Assignment | 50%
Total | 100%

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<thead>
<tr>
<th>Name</th>
<th>Range</th>
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<tbody>
<tr>
<td><strong>A+</strong></td>
<td>100 % to 97.0%</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>&lt; 97.0 % to 93.0%</td>
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<tr>
<td><strong>A-</strong></td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>&lt; 90.0 % to 87.0%</td>
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<tr>
<td><strong>B</strong></td>
<td>&lt; 87.0 % to 83.0%</td>
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<tr>
<td><strong>B-</strong></td>
<td>&lt; 83.0 % to 80.0%</td>
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<td><strong>C+</strong></td>
<td>&lt; 80.0 % to 77.0%</td>
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<td><strong>C</strong></td>
<td>&lt; 77.0 % to 73.0%</td>
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<tr>
<td><strong>C-</strong></td>
<td>&lt; 73.0 % to 70.0%</td>
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<td><strong>D+</strong></td>
<td>&lt; 70.0 % to 67.0%</td>
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<td><strong>D</strong></td>
<td>&lt; 67.0 % to 63.0%</td>
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<tr>
<td><strong>D-</strong></td>
<td>&lt; 63.0 % to 60.0%</td>
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<tr>
<td><strong>F</strong></td>
<td>&lt; 60.0 % to 0.0%</td>
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</tbody>
</table>

**Course Policies**

You may access course policies specific to your campus through the Course Policies link on the left side of the Canvas website.

**Americans with Disabilities Act Policies**
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. This should be discussed with the instructor within the first three weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.

Course and Instructor Evaluation. Consistent with the School’s academic policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Grade Appeal. If, at the end of the semester, you feel you did not get the grade you deserve, and you have discussed the matter with your instructor, you may appeal your grade to the Labor Studies Department: Dr. Marquita Walker, Interim Chair and Associate Professor at marqwalk@iupui.edu.

*For a full description of The Code of Student Rights, Responsibilities, and Conduct see http://www.iupui.edu/code/

Netiquette

Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own. One thing to always keep in mind when taking any online course is that the others with which you interact throughout the semester - including your facilitators - are human beings and worthy of respect. The first rule of Netiquette is to "remember the human" when you are communicating with us or with your peers. When everyone works together in a professional and collegial manner it creates a more positive experience for all.

The second rule is to "adhere to the same standards of behavior online that you follow in real life." It's not likely that you would yell at, mock, belittle, bully, or harass another student in (or outside of) a face to face class, so please don't do it here either. The feeling of anonymity that some people have when they are online can lead to those sorts of behaviors, but they are not acceptable here or in any other online class. To help make sure your text comments are received in the manner you meant, please feel free to use emoticons such as :-) or ;-) or ¯\_(ツ)_/¯ if you think your humor may be taken as serious. :-) 

Please take a few minutes before we begin and review all the Core Rules of Netiquette.

Resources

• Visit the Keep Learning website for information about transitioning online.
• Enroll in the Keep Learning Canvas site for information about the most widely-used technologies for online courses at Indiana University. (Requires you to enroll in the Canvas site through Expand, the portal that IU uses for a variety of student and staff training resources.)
• UITS Tech Support: Open 24/7 to help with your technology questions.
• Coronavirus COVID-19 FAQ: The most up-to-date resource to address questions about COVID-19 in the IU community.
• Canvas Student Guide: Detailed instructions for using Canvas as a student.
• IU Knowledge Base: Find answers to your detailed questions about technology at IU.

IUPUI Syllabus Supplement (including Fall 2020 COVID-19 Policy)

Indiana University is concerned for the health and well-being of the entire community. The nature of COVID-19 is such that each of our individual actions affects not only our personal well-being but also those of every other person with whom we interact or share a space. Given the fluidity of the current situation, students and faculty alike will need to be adaptable and flexible as events may occur that necessitate a change in the course schedule or mode of delivery. To
minimize the disruption that might occur if a student falls ill or is unable to attend classes for some other legitimate reason, class materials must be made available electronically to students unless the nature of the work makes this impossible.

To keep the IUPUI community safe, it is expected that every member of this course acknowledges the following university guidelines.

Masks

All students are expected to sign the Student Commitment Form. Agreement to abide by the public health measures outlined in the form is a condition of physical presence on the campus this fall. Included in that commitment are requirements for wearing masks in all campus buildings and maintaining physical distancing in all campus buildings. Both are necessary classroom requirements that will help keep our community safe.

1. All students and instructors must arrive to class wearing a mask over their mouth and nose. If a student does not have a mask, the student must pick up a disposable mask (available throughout campus) before joining the class session.
2. If a student enters a class without wearing a mask, the student will be told by the faculty member that they must put one on.
3. If a student refuses to put on a mask after being instructed to do so, the instructor will request that the student leave the class and will file a Public Incident Report with the Office of Student Conduct in the Division of Student Affairs. If the student refuses to leave, the faculty member will end the class immediately, and file a Public Incident Report with the Office of Student Conduct in the Division of Student Affairs.
4. If a student comes to class without wearing a mask a second time and again refuses to put it on, the student will be told to leave and will be advised that they can only attend the online version of the course, if such option is available, for the remainder of the semester. The faculty member will again file a Public Incident Report with the Office of Student Conduct.
5. If the course is not available online, the student will be informed that the in-person course is the only option and they will be given one more opportunity to return to class and wear a mask.
6. If a student appears in class without a mask a third time the student will be administratively withdrawn from the course and will again be referred to the Office of Student Conduct. The student will not receive a refund of tuition or fees.
7. Students should check for additional syllabus guidelines regarding additional PPE for laboratory classes.
8. Students who have concerns about wearing masks for medical reasons should request an accommodation from Adaptive Educational Services. (Contact: aes@iupui.edu or 317-274-3241.)

Student Absences

Consistent with the Student Commitment Form, students unable to attend class due to COVID 19 policy or another serious illness will:

1. notify their instructor and follow campus guidelines regarding a safe return to campus;
2. not be penalized for class absences assuming they make up missed assignments in a timely fashion, in consultation with (and at the discretion of) the instructor; and
3. be provided reasonable accommodations to access all course materials and will be given the opportunity to complete missed assignments online as is practicable.

IUPUI Policy on Disability Accommodations

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241 or emailing aes@iupui.edu.
IUPUI Policy on Religious Holidays

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request in writing to the course instructor by the end of the second week of the semester and should use the Request for Course Accommodation Due to Religious Observance Form. More information is available in the IUPUI Policy on Religious Holidays.

IUPUI Policy on Academic Integrity

The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit the Definitions appendix on the Student Code website. For information on how faculty and students are expected to handle cases involving academic misconduct, visit Academic Misconduct on the Student Code website. Additional information about the rights and responsibilities of IU students is available in the Code of Student Rights, Responsibilities, & Conduct.

IUPUI Policy on Sexual Misconduct

What you should know about sexual misconduct: Title IX and IU’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the university can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Counseling & Psychological Services (CAPS) at 317-274-2548 (counseling services)
- Confidential Advocacy Resources at 317-274-5715 or saadv@iupui.edu
- IUPUI Student Health Center at 317-274-2274 (University Blvd. location) or 317-274-8214 (West Michigan St. location) (health and medical services)

It is also important that you know that Title IX and university policy require faculty to share any information brought to them about potential sexual misconduct with the campus Deputy Title IX Coordinator(s) or IU’s Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the university can respond and assist.

Find more information about sexual violence, including campus and community resources on the IU's Stop Sexual Violence website.

Other resources:

- Stop Sexual Violence: Resources for Employees
- Stop Sexual Violence: Frequently Asked Questions

IUPUI Non-Discrimination Policy

Indiana University prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. If you
feel like you have been discriminated against, please contact IUPUI’s Office of Equal Opportunity (OEO). OEO is located in Lockefield Village, LV 4443. You can reach the office by calling 317-274-2306.

IUPUI does not tolerate acts that are damaging to our safe, civil, and inclusive community—and neither should you. If you experience or witness an incident of bias, you should report it. For more information, see Student Incident Reporting.

Military Related Personnel Statement

IUPUI recognizes that National Guard Members, Reservists, veterans and active duty military personnel have special circumstances such as upcoming deployments, drill requirements, disabilities, and required veterans affairs health appointments. Students are encouraged to communicate any military related obligations that affect their educational pursuit, in advance if possible, to the instructor.

The Office for Veteran and Military Personnel (OVMP) is committed to serving all the needs of our military related student population including but not limited to providing advice, guidance, advocacy, and services assisting in the transition from military life. If you are a student Veteran, National Guardsman, Reservists, Active Duty Member or a military dependent and need any assistance with your transition, please contact the OVMP by visiting the Campus Center, Room 268, emailing gibenefi@iupui.edu, or phoning 317-278-9163. Thank you for your service.

Two-Step Login (Duo)

IUPUI students are required to enroll in Two-Step Login (Duo) to gain access to sensitive documents and Canvas using IU login credentials. The security of student information is critical. Be sure to bring your primary device (like a cellphone or tablet) to class, so you can log in to secure IU systems. Also, make sure you have a backup device like a hardware token or Google Voice. If you get stuck without a working device, the UITS Support Center can give you a bypass code, but you will need to verify your identity.

To learn more about or get help with two-step login, consult the following resources:

- Help for Two-Step Login (Duo)
- Two-Step Login (Duo) device recommendations
- Contact your campus IT Support Center (for locations of UITS Support Centers and phone numbers and a chat feature).