

autonomy of wage bargaining, lobbying European institutions and involving transnational organizing. Erne finds that industry determinants, in this case the specific conditions in the metalworking and construction sectors, explain union preferences and actions much better than national interests or identities of participating unions. This is confirmed by his comparison of labor actions in the context of two company mergers, where the same participating unions pursued entirely different strategies, in one case operating within the technocratic mode of EU policy making, in the other relying on political mobilization. In addition, the Europeanization of union actions—as opposed to either social democratic or competitiveness-centered renationalization strategies—reflects institutional factors, namely the specific role and competence of the commission and the nation-states, respectively, and learning processes regarding the optimal way of satisfying economic self-interests.

Erne has made an important contribution to the debate about the possibilities and limitations of labor transnationalism. With his focus on the European Union, however, he cannot avoid the arcane “Euro-speak” of this peculiar institution, and thus ultimately his book has to be considered a study for specialists interested in Europe.

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How the University Works: Higher Education and the Low-wage Nation. By Marc Bousquet. New York: New York University Press, 2008. 281 pp. \$19.80 paper.

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The specter of neoliberalism has left no facet of working life untouched. Even the notorious left-wing, academic think tank—the university—has not been able to oust its presence. Since the 1970s, employees of institutions of higher education have been victims of corporate downsizing and slashed wages while students pay soaring tuition rates. It does not take an economist to realize that low-wage workers coupled with an overly priced product equates to a high profit outcome. And where do the profits go? According to Marc Bousquet, into the pockets of shareholders and administrators.

How the University Works: Higher Education and the Low-wage Nation primarily focuses on the current issues faced by humanities and other departments in higher education. Still, this text is an invaluable source for anyone involved in, or thinking of becoming involved in, postsecondary studies. Its six chapters are concisely written, and Bousquet, whose area of specialization is media studies, has created a companion weblog for the book at www.howtheuniversityworks.com.

The book depicts how universities have been subjected to managerial restructuring vis-à-vis the Japanese Toyota-esque “just-in-time” management style as well as every other *nouveau technique* that attempts to fulfill management’s desire of

cutting costs to suit the needs of the marketplace. What are actually being cut are full-time and tenured positions in favor of an increase in student services and university merchandise. Bousquet describes the working world of the nontenurable (the majority of faculty members) as instructors holding part-time positions in three or four various universities in an attempt to eke out a livable existence. Other teaching positions are held by graduate students (a term that the author changes to *graduate employee* to reinforce the notion of graduate students as workers) attempting to earn job-related experience. When the degree is complete, the workers will likely be let go as their labor has become too costly for the employer and will typically be replaced with another graduate student since “as few as one in every three holders of the Ph.D. can expect to eventually find tenure-track employment” (16).

Bousquet also discusses Kentucky college students in a school-to-work program with a major postal outlet. These students work the midnight shift in exchange for a mere pittance in pay, plus tuition reimbursement unless they quit from workplace stress and injuries before the year is over. But their leaving just means less money the postal outlet would have to pay and more money made by the college. What is just as shameful is the idea that half a dozen professors are teaching in the postal outlet with schedules commencing at 3:00 a.m.!

How the University Works does not end on a low note. Bousquet poses one possible solution that is seemingly obvious to *Labor Studies Journal* readers: worker solidarity against exploitation. This solidarity should be between every single university employee who has become a victim of downsizing, that is, contingent faculty, full-time faculty, tenured faculty, graduate employees, clerical workers, and service workers, all of whom should be demanding a fair provision of material prosperity and opportunity. This book is a call for workers of the university to unite!

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What Do Unions Do? A Twenty-Year Perspective. Edited by James T. Bennett and Bruce E. Kaufman. New Brunswick, NJ: Transaction Publishing, 2007. 660 pp. \$39.95 paper.

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In this massive book of 660 pages, preeminent U.S. labor economists and industrial relations scholars reevaluate Richard Freeman and James Medoff’s classic 1984 book *What Do Unions Do?* examining how well the book’s claims hold up after 20 years.

Utilizing a “two faces of unionism” model (a “monopoly” face and a “collective voice/institutional response” face), Freeman and Medoff (hereafter F&M) found that U.S. unions affect virtually everything about the employment relationship, for the

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