Industrial and Labor Relations: IndRel 701
Fall 2012
Mondays 6:00 p.m.-8:40 p.m., Bolton B91

Instructor: Jessica M. Gibson
Office: NWQ 4588
Email: gibsonjm@uw.edu or Jessica.Gibson@nlrb.gov
Office hours: Mondays 4:30 p.m. until 5:30 p.m. and by appointment
Website: Please see D2L for class information.

Course Description:
This course serves as an introduction into the field of industrial relations. Students will learn about the history of the field and of labor unions. In addition, we will review how the industrial relations system in the U.S. works in general, as well as specific areas such as the future of unions in the U.S., comparisons with the industrial relation systems of other countries, relationships with human resource management models, various models of dispute resolution, issues in labor-management cooperation, and differences and similarities between public and private sector industrial relations.

Course Objectives:
- To introduce students to the terminology, history, and models of the U.S. industrial relations system.
- To provide tools and other resources for students who will be pursuing further instruction and research in industrial relations.

Course Requirements:
- Students are expected to come to class having read the required materials for that class and to be ready to participate in class discussions. Students are strongly encouraged to utilize email and the internet as resources for information about the class, networking, communication, and research. The course will have a website on the university’s D2L site where the weekly readings, assignments, and other important information will be posted.

Texts and Reading Materials:

Texts: (available at the bookstore or at other book outlets such as Amazon, etc.)
  - This is a pared down copy of the standard text which runs about $180 new. If you wish, you may buy the standard text instead (ISBN: 9780073530338).
  - Note that this book is also used in the Econ 753 Collective Bargaining class.
  - The page numbers for the readings below correspond to the BOOK PAGES, not to the photocopied pages.

Other readings:
- All other readings listed below will be uploaded onto the course’s D2L page, unless otherwise noted. Please let me know as soon as possible if you are having difficulties accessing the readings.
Assessment of students:
Student performance will be judged using the following methods:

Class participation (200 points: 100 points for in-class participation and 100 points for the required submissions)

- With the understanding that students, many of whom have full-time jobs, may have to miss class from time to time, class participation in discussions is vitally important for learning in the course. While I will not take attendance, missing substantial numbers of classes will adversely affect this part of your grade. If possible, please let me know if you are going to miss a class.

- In order to encourage substantial discussion, you will be required on certain dates to submit discussion questions/issues and/or additional research related to that week’s assigned readings. On the first day of class, I will pass out a sheet indicating which student is in which group (A, B, C, or D). As indicated on the syllabus, almost every week, two groups will be required to make submissions for that week’s lecture.
  
  ➢ When your letter matches the group identified under the lecture date and “Questions” is written after it, you will need to email me, by noon of that lecture, at least two questions or interesting issues from that week’s assigned readings. For example, September 24: Group A-Questions means that, by noon on September 24, each member of Group A must submit two questions/issues to me based on that week’s assigned readings. I will use these submissions to guide that evening’s lecture. The questions should be substantial and not have just a “yes” or “no” answer. This is not a group project and these questions need to be submitted individually.

  ➢ When your letter matches the group identified under the lecture date and “Research” is written after it, you will need to find and read an article related to that week’s assigned readings. After you have read the article, you must email me, by noon of that lecture, the name and author of the article, and two interesting issues/points from that article. It might make most sense to locate and read an article referenced in that week’s assigned reading (i.e. referenced explicitly or in a footnote). However, how you find your article is up to you. This is not a group project and these submissions need to be submitted individually.

Over the course of the semester, each student will be required to submit questions twice and submit interesting issues from a new article twice. This will make a total of four submissions over the semester, with each being worth 25 points. Please note submissions are still required by noon, even if you plan on being absent from lecture that evening.

Periodic assignments (200 points: 4 assignments at 50 points each)

- Throughout the semester, there will be four periodic assignments, which must be completed by the date indicated on the syllabus. The assignment topics are currently posted on the class D2L site. It is your responsibility to obtain the assignment topics off of the D2L website. These will not be handed out in class. The assignments should be typed in 12 point font, double spaced, be no more than 4 pages long, and have 1 inch margins. Grammar, spelling, and length do count! Please bring a printed copy of your assignment to class. If you will not be attending lecture, please email me your assignment by the beginning of class.
**Take-home exam (200 points)**

- There will be a take-home exam, given on **October 29** and due on **November 5**. The midterm should be typed in 12 point font, double spaced, be **no more than 8 pages long**, and have 1 inch margins. Grammar, spelling, and length do count! You can use notes or readings from the class, but not each other.

**Group project (400 points- 80% group/20%individual)**

- As a research project experience and an exercise in teamwork, the class will be split into small 3-4 student groups. Each group will be responsible for a 25-30 page research paper on a topic in industrial/labor relations. The topic is up to the group, but **these topics must be approved by me by October 29 at the very latest**. I strongly encourage you to start thinking and working early on the project, as the end of the semester can become very hectic. Source materials can come from the course readings or research outlets (e.g. books or articles), but a substantial portion must come from peer-reviewed journal articles. See the attached page (or the one on D2L) for more details about the paper and a list of potential topics. If you need recommendations for topics, please feel free to speak with me and I would be more than happy to make suggestions.

- The grading of the project will be based on two things. First, 80% of your score will be based on the quality of the research and knowledge of the topic, demonstrated ability to identify the crucial issues and their implications, and the professionalism (including grammar, spelling, and overall appearance) of the report. This will be the same grade for all group members. Second, the final 20% will come from a peer evaluation from your group members. They will judge you along the following criteria: attendance at group meetings; participation in meetings; completion of work on time; completed work was useful and relevant to topic; and sufficient contribution enough to make the workload relatively equal. See the class D2L site for an example of the peer evaluation sheet. This is a not-so-subtle carrot (stick??!) to help the groups work together on their project.

**Extra credit (10 points)**

- Documentary film director Barbara Kopple has won two Academy Awards during her career. The first was for her 1976 documentary, *Harlan County, USA*, about a Kentucky miners’ strike. The second was for her 1991 documentary, *American Dream*, about the year-long strike at Hormel. If you would like to earn up to 10 points of extra credit, watch one of these films and write a paper, no more than 4 pages in length, about what lessons can be learned from the film. Both films can be obtained through the Milwaukee County library system, Netflix, or from me.

**Grading scale**

- A: 1000-930 points; A-: 929-900; B+: 899-880; B: 879-830; B-: 829-800; C+: 799-780; C: 779-730; C-: 729-700; D: 699-650; F: below 649

**Assessment of the class:**

- I strongly encourage all forms of feedback, whether positive or negative, about the coursework, the readings, the material, my teaching style, the lecture, etc. To encourage honest feedback, I will post a link to a survey on SurveyMonkey.com every Tuesday, which will allow you to provide your thoughts and feelings on the previous evening’s readings, assignments, lecture, guest speaker, etc. These surveys are completely anonymous, so I strongly encourage you to make your voice (anonymously) heard. I can only try to make the class better if I hear from you as to what you have liked and disliked about the course. When you log into D2L every week, please take two minutes
out of your schedule and fill out the survey. Please also feel free to voice your thoughts and concerns to me outside of the survey, whether that is in-person, over the phone, or by email.

Other important information:

- Information on MHRLR policies regarding participation by students with disabilities, accommodation for religious observances, academic conduct, complaint procedures, grade appeal procedures and other standing policies (e.g., sexual harassment, incompletes) is available in the MHRLR office in NWQ 4595. Any students with special needs of any sort should contact me after class, by phone or in the office during the first week of classes. For more information see: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf.

- **Academic Misconduct**: The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Student academic misconduct information can be found at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm.
### Class Schedule:

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<tr>
<th>Date</th>
<th>Activity</th>
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<td>Sept 3</td>
<td>No Class - Happy Labor Day!!! A history of Labor Day in the U.S.</td>
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| Sept 10| **Course Introduction**  
The goals for this class are to cover the syllabus and outline the course, as well as introduce the subject of Industrial and Labor Relations.  
**Required Reading:**  
- Budd, Chapter 1: 'Contemporary Labor Relations: Objectives, Practices, and Challenges' |
| Sept 17| **Library Visit** (6:00 p.m.-7:00 p.m. in the Instruction Room B in the North Commons of the Soref Learning Commons at the UWM Library)  
Because this is the first graduate course for many of you and most of the courses that you take in the MHRLR program involve writing research papers, I have scheduled time for a UWM Librarian to show us the resources available in the library on human resources and labor relations. Do NOT come to our classroom for the start of class – come directly to the library. After the presentation we will go to our regular classroom. A map of where we are meeting in the library has been uploaded into D2L.  
**Modeling the Employment Relationship**  
This class examines how IR/HR/ER scholars think about the employment relationship and the four basic models used to analyze the employment relationship.  
**Required Readings:**  
- Budd, Chapter 2: 'Labor Unions: Good or Bad?' pp. 25-49  
| Sept 24 | **Setting Up the Employment Relationship - Internal and External Considerations**  
In contrast to the previous lecture, which was more theoretical, this class examines the practical implications of setting up (or continuing) an employment relationship.  
**Required Readings:**  
**Assignment # 1 Due** |
| Oct 1  | **Labor Unions: History and Economic Effects**  
This class will begin the examination of labor unions. In this class, we will specifically address the history of labor unions, as well as their economic effects of on wages, employment, and other aspects of the employment relationship.  
**Required Readings:**  
- Budd, Chapter 3: 'Historical Development'  
- Budd, Chapter 2: 'Labor Unions: Good or Bad?' pp. 49-58  
Labor Union as Organizations
This class will examine the labor union as an institution with a focus on its organizational structure, administration, its members, its state and national affiliates, and the laws governing its organization.

Required Readings:

- Please review the website for the Office of Labor Management Standards at http://www.dol.gov/olms/.

After an hour of lecture, we will be walking over as a group to the Edith Hefter House for the Lurie Ceremony.

Lurie Ceremony
This ceremony honors the recipients of the Melvin Lurie Memorial Student Prize and the Melvin Lurie Labor-Management Cooperation Prize. The ceremony is free (and there is food!!!). The reception starts at 7:00 p.m. with the guest speakers (including the winners of the prizes) will begin at 7:30. (Click on the hypertext for more information.)

Assignment #2 Due

Oct 15

Labor Law
This class will provide a survey of labor law, focusing on the National Labor Relations Act.

Required Readings:

- Budd, Chapter 4: 'Labor Law'
- Please review the website for the National Labor Relations Board at http://www.nlrb.gov/

Optional Reading:

- Budd, Chapter 6: ‘Union Organizing’

Assignment #2 Due

Oct 22

Public Sector Labor and Employment Relations
Guest speaker: Steven Cupery, Staff Representative with Wisconsin Educators Association Council

Required Readings:


Assignment #3 Due
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Oct 29</td>
<td><strong>Arbitration in Union and Non-Union Settings</strong></td>
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<td>In this class, we will begin to examine the various avenues of dispute resolution used in U.S. workplaces. While many people associate arbitration with union settings, its use in non-union facilities is increasing. We will briefly examine what arbitration is, when it is used, and the differences between its use in union and non-union settings.</td>
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<td>After a brief lecture, we will watch a 60-minute video entitled: <em>A Labor Arbitration Case Study: The Suspension of Nurse Kevin</em>. This video shows a mock arbitration hearing and allows you to be the arbitrator. We will spend the rest of the case engaging in substantial discussion about the video. Attendance at this class is very important for your in-class participation grade!</td>
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<td><strong>Required Readings:</strong></td>
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<td></td>
<td>• Budd, Chapter 9: ‘Contract Clauses and Their Administration’ pp. 313-321 &amp; 329</td>
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<td><strong>Group project topics must be approved by today</strong></td>
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<td><strong>Midterm handed out- due November 5</strong></td>
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<tr>
<td>Nov 5</td>
<td><strong>Midterm due today!</strong></td>
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<td><strong>Alternative Dispute Resolution</strong></td>
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<td><em>Guest speaker: Doug Drake, Commissioner of Federal Mediation &amp; Conciliation Services</em></td>
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<td>In this class, we will continue our examination of dispute resolution methods. While we focused primarily on one avenue in the last class (arbitration), we will cover a wide array of alternative dispute resolution methods in this course, such as mediation, open-door policies, and grievance procedures.</td>
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<td><strong>Required Readings:</strong></td>
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<td>• Please review the website for Federal Mediation and Conciliation Service at <a href="http://www.fmcs.gov">http://www.fmcs.gov</a></td>
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<td>Nov 12</td>
<td><strong>Labor-Management Cooperation</strong></td>
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<td><em>Guest speaker: Moira Kelly, President of Kelly Consulting, LLC and 2011 Lurie Labor-Management Cooperation Award recipient.</em></td>
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<td>One of the earliest issues in industrial relations was emphasizing of the 'mutuality of interests' between management and labor. This class will review some of this history and discuss current attempts to promote cooperation.</td>
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<td><strong>Required Readings:</strong></td>
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<td>Date</td>
<td>Group C - Questions</td>
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| Nov 19 | Participatory Work Systems  
Participation in the decision making of firms by workers is an increasingly important aspect of the employment relationship. This class examines the rationale for this and some of the obstacles in setting up such systems.  
**Required Readings:**  
- Budd, Chapter 10: ‘Flexibility, Empowerment, and Partnership’  
**Assignment #4 Due** |
| Nov 26 | Comparative Industrial Relations  
Industrial relations has a long history outside the U.S., with many different models being developed across the world. This class will continue the discussion of the industrial relations systems of different countries and compare them to the U.S. system.  
**Required Readings:**  
- Budd, Chapter 12: 'Comparative Labor Relations'  
| Dec 3 | The Future of Industrial and Labor Relations in the U.S.  
This class will examine the following key future issues in industrial and labor relations: an increasing immigrant workforce; the reduction of global trade restrictions; declining unionization in the U.S.; and an aging workforce.  
**Required Readings:**  
**Optional Reading:**  
- Budd, Chapter 11: ‘Globalization’ |
| Dec 10 | No class. This date is set aside for groups to work together on their papers. |
| Dec 17 | Papers due and presentations. |