

DRAFT SYLLABUS

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TROY STATE UNIVERSITY
HRM 6604 - LABOR LAW
Term 4 – March 15th to May 23rd, 2004
(Distance Learning Format)

Professor: Dr. Tudor

Email: trtudor@yahoo.com

COURSE DESCRIPTION: A study of the origins of the American labor movement including the evolution of the movement to its present form. The study is based on the national labor statutes as well as case law. The administrative regulations, procedures and policies of the National Labor Relations Board are examined in detail. The role and process of arbitration as well as approaches to and preparation for collective bargaining are emphasized.

OVERALL OBJECTIVE: This course is designed to provide students with a practical working knowledge of labor relations terms, practices, and law. The emphasis will be on skill development in the strategy and tactics of labor relations as well as the application of labor law to problems that students may face on the job. Actual labor-management contracts, arbitration cases, and National Labor Relations Board (NLRB) cases will be used to illustrate and emphasize the contemporary issues of collective bargaining and labor relations law.

SPECIFIC OBJECTIVES: Upon completion of this course, students should be able to:

1. Grasp the significance of the development of unions and labor law in the United States.
2. Understand important labor legislation and its implications for unions and management.
3. Have some insight into the structure, government, and operation of unions.
4. Understand the processes and strategies involved with collective bargaining.
5. Analyze how labor-management conflicts are resolved.
6. Explain the role and purpose of regulatory agencies and the courts in labor/management relations.
7. Discuss the major issues negotiated by the parties at the bargaining table.
8. Demonstrate research skills that can be used to prepare for successful negotiation of labor/management agreements.

REQUIRED TEXT:

Michael Carrell and Christina Heavrin, Labor Relations and Collective Bargaining, 7th edition, Prentice Hall, 2004, ISBN 0-13-140052-5.

COURSE REQUIREMENTS:

Final Examination: The final exam is drawn from the course readings and the weekly Discussion Board discussion questions – students will receive the exam by May 3rd (during the 8th week of classes) and will have until May 9th by 11:00 pm (Central USA Time) to complete it and to email the answer sheet (not the exam) back to the professor. Students may use their book and their notes. The exam should not be discussed with any other students until all have been received by the professor. Exam answers will be posted once all exams are received.

Research Paper: Students will be given a specific topic in labor relations for the completion of a research paper. The paper may be written in your assigned group (at least fourteen pages) or individually (at least twelve pages). It should include at least 10 related article references and should be written in 12 point Times-Roman (or equivalent) with 1 inch margins and double-spaced. It should also include a cover page, page numbers, extensive headings and subheadings, proper citations and bibliography, proper spelling, and excellent grammar.

Students are required to use the Publication Manual of the American Psychological Association (APA writing style) for properly documenting the references used to write the research paper. Paper Abstracts are not required. This publication is available at bookstores, libraries, and on-line sources. Excellent APA on-line sample sources include: www.easybib.com and www.apastyle.org.

In addition, helpful information is posted in SYLLABUS of the course shell, such as “Paper Guidelines and Advice”, Paper Research Sources and the On-Line TSU Library” and “APA Writing Style Guidance.” I am also here to help you. The paper is due May 19th (Wednesday) to my email address not the Digital Drop Box.

Group vs. Individual Research Paper: Students are encouraged to work in their groups (or part of their group) on their research paper. In fact, some students actually learn more this way. However, some students learn more by doing the paper individually. Both options are allowed in this course. This group participation flexibility allows students to use the learning style that works best for them. Students that prefer to work alone on the paper and/or the study guide should email their group and let this preference be known to them – this is a courtesy.

Students that never contact their group, accept group work assignments but do not complete them, or disappear from group contact, will not get credit for group work and will be expected to turn in an individual paper by the due date. Those choosing to work in the group (or in part of the group) must work in the group to receive credit with their group members. Students that initially planned to work in their group, but later are not able to work with the group, should notify their group and do the paper individually.

Students that choose to work in their group on the paper will have an opportunity to evaluate their group members. This voluntary form is available in “INFORMATION” and due by May 21st (Friday). In previous classes, almost all students have performed well in their groups and have received full credit for their group work. If the majority of the group (of the members that worked together and not individually) states that a student did not adequately do the assigned group work, this student will get reduced credit or no credit for the group work depending on how members evaluated this person.

Labor Relations and Collective Bargaining Cases: Students will individually discuss eight weekly cases in the DISCUSSION BOARD based partially on the case questions at the end of each case. This is a fun part of the course, but also highly educational. Everyone is required to be involved in the DISCUSSION BOARD discussions of all the labor cases and case questions can show-up on the Final Exam. Each discussion will take place Monday through Sunday only, then the discussion will be closed, and a new discussion will be opened for the next week. The professor will fully participate in these discussions and will post “official” comments to the discussion questions in ANNOUNCEMENTS and COURSE MATERIALS of Blackboard once the discussion is closed. Discussion grades will be posted in Blackboard each week so that you will know exactly how you are doing in each weekly discussion.

Individual Discussion Participation: Class participation grades will reflect my assessment of your knowledge gained from the class discussion assignments and your contribution to the learning environment of others. This reflects not only the frequency of your contributions in class, but also: (1) the quality of your comments (ability to draw on course materials and your own experience productively, ability to advance or sharpen prior discussion and debate, and willingness to take risky or unpopular points of view); and (2) the professionalism of your conduct (preparedness of your responses, respect of other students, and relevance of postings).

Discussion Posting Grading: All discussion postings should be at least 30 words in length, but can be as long as needed. Although discussions can typically start very “definitional/textbook”, students are expected to move away from just question definitions as the discussion progresses during the week. This involves reading the previous discussions before you post, so that there are not postings that are mainly duplicative and add very little (if anything) to the discussion. Three postings (one should be a reply to another person) per discussion, on at least two different days (1 day = 24 hours), that meets the above criteria is considered exceptional participation.

Specifically, discussion grades are determined in a very straight forward manner. First, I print the discussion for the week once it is closed. Next, I eliminate any postings that violate my above posting rules. I also eliminate any of low quality, but that is extremely rare if the posting rules were followed. Next, I count the remaining postings for grading:

Three postings (at least 30 words each on at least two different days) = 100.

Two postings (at least 30 words each on at least two different days) = 90.

Three postings (at least 30 words each on the same day) = 90

Two postings (at least 30 words each on the same day) = 80

One posting (at least 30 words) = 70

No postings for week = 0

These straightforward rules make it easy for students to track their own discussion grades and eliminate any guesswork by students concerning how they are doing in the discussions. There is no grade advantage of posting early or late during a week's discussion, but any postings made after a discussion closes are not counted in a student's participation grade. From an evaluation perspective, if a student does poorly on his or her course participation grade at the end of the course, it is almost always because the person missed class discussions or consistently did not follow the above rules. Students may miss one discussion without grade penalty. There is no graded discussion the first week or during the week the final exam is due.

EVALUATION: The course is graded using the A, B, C, D, F scale. Graded elements of this course include the final exam, the research paper, and the assigned weekly discussions. Late work for the research paper will be penalized 10 points per day and make-ups of class discussions will not be allowed. I will make exceptions to these deadlines if military orders prevent computer access. You may miss one discussion without grade penalty.

GRADING SCALE:

Research Paper = 35%
Final Exam = 35%
Individual Case Discussions = 30%

A = 90 to 100, B=80 to 89, C = 70 to 79, D = 60 to 69, and F = below 60

HONOR CODE: The University requires the highest level of ethical standards in the teacher-student relationship. All students are expected to abide by the standards published in the TSU publication, *The Oracle*, including those related to cheating and furnishing false information to the University or to a faculty member. Cheating includes plagiarism, which is claiming the written work of others as your own words, thoughts, ideas, or research. When using another's work, you must either quote it (if word for word) or paraphrase it, and must also provide the appropriate citation(s) in the paper body and the bibliography. Cheating also includes using any work completed in another class.

SUPPLEMENTAL READINGS: Supplemental readings are selected from materials that can be found in the TSU Internet library or just over the Internet.

HARDWARE AND SOFTWARE REQUIREMENTS: On-line access to the Internet for electronic mail (e-mail) capability is required. On-demand access to a PC with an operating system compatible with Windows 3.1, '95, '98, 2000, or ME is required. Any e-mail software such as Netscape or Internet Explorer will work. No video or images will be transmitted via the Internet. Application software compatible with Microsoft Office '95, '97, or 2000 is required. If you have a computer problem while taking this course, most libraries today have suitable computers and they can be found and used even while traveling.

ADMINISTRATIVE AND TECHNICAL SUPPORT: Please contact Kim Barron in the TSU Distance Learning Center [334-670-5674 or kbarron@troyst.edu] for administrative support such

as address changes, email changes, proctor issues, registration, or tuition payments. For assistance in using TSU library resources please contact Lucy Farrow [lfarro@troyst.edu]. For questions regarding technical issues with Blackboard, contact Scott Erb [1-334-670-5635 or scotterb@troyst.edu]. Technical support is also available 24 hours a day at 1-800-267-3387.

AMERICANS WITH DISABILITIES ACT: Any student whose disabilities fall within the provision of the ADA must inform the instructor at the beginning of the course of any special needs or equipment necessary to accomplish the requirements of the course.

SCHEDULE OF READINGS AND ASSIGNMENTS **TERM 4, 2004**

Week 1: March 15th to March 21st

Reading Assignments

Ch 1 - History and Law

Ch 2 - Challenges and Opportunities

Class Work:

Discussion – Post information about yourself to the Discussion Board

Discussion – First Week Questions and Group Preference Requests

Week 2: March 22nd to March 28th

Reading Assignments

Ch 3 - Establishing a Bargaining Unit

Ch 4 – Unfair Labor Practices

Class Work

Graded Discussion #1 – Case 4-1 (page 196)

Week 3: March 29th to April 4th

Reading Assignments

Ch 5 – Negotiating an Agreement

Ch 6 – Wage and Salary Issues

Class Work

Graded Discussion #2 – Case 6-2 (page 317)

Week 4: April 5th to April 11th

Reading Assignments

Ch 7 – Employee Benefits Issues

Class Work

Graded Discussion #3 – Case 7-1 (page 367)

Week 5: April 12th to April 18th

Reading Assignments

Ch 8 – Job Security and Seniority

Class Work

Graded Discussion #4 – Case 8-1 (page 415)

Week 6: April 19th to April 25th

Reading Assignments

Ch 9 – Implementing the Collective Bargaining Agreement

Class Work

Graded Discussion #5 – Case 9-1 (page 457)

Week 7: April 26th to May 2nd

Reading Assignments

Ch 10 – Grievance and Disciplinary Procedures

Ch 11 – The Arbitration Process

Class Work

Graded Discussion #6 - Case 10-1 (page 490)

Week 8: May 3rd to May 9th

Reading Assignments

None this Week

Class Work

Complete Final Exam by May 9th

Discussion – No Discussion this week

Week 9: May 10th to May 16^h

Reading Assignments

Ch 12 – Unions and Equal Employment Issues

Class Work

Graded Discussion #7 – Case 12-2 (page 563)

Week 10: May 17th to May 23rd

Reading Assignments

None for this week

Class Work

Graded Discussion #8 – What did you learn from your research paper?

Turn in Research Paper - by May 19th (Wednesday)

Turn in Group Evaluation Form – by May 21st (Voluntary and if applicable)

**Each weekly case discussion will take place Monday through Sunday only, then this discussion will be closed, and a new discussion will be opened for the next case. All assignment deadlines will use Central USA Time, but an eight hour grace period will be given. This grace period is given to be fair to everyone in different time zones.*