Last Revised 8/10/15

 **Management 303: Section 01**

 **Principles of Labor-Management Relations**

 **Fall, 2015**

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*Office:* 416-A Wimberly Hall (a.k.a. “North Hall”)

*Office Hours:* 9:30 – 10:30 a.m. M & F; 10:00 – 11:30 Tu & Th and by appointment

*Phone:* 785-8450 (you can leave a message; I check it every MWF morning just before class)

*E-Mail:* wross@uwlax.edu (I check it every morning, so plan accordingly)

*Webpage:* <http://websites.uwlax.edu/wross/> (not much course-related info here…just this syllabus; to find it

 from the website select the “Courses I teach” link and then the “MGT 303” link.)

*D2L Page:* https://uwlax.courses.wisconsin.edu or <http://www.uwlax.edu/d2l/> (lots of course-related info

 here…like PowerPoint presentation and Word documents)

*Class Times:* Section 001: 11:00 a.m. – 11:55 a.m. MWF in 226 Wimberly Hall

*Objectives:* 1. To explore selected issues in collective bargaining and industrial relations. These topics will be examined from both researchers' and practitioners' viewpoints.

 2. To prepare you for graduate studies in Labor & Employment Relations or Human Resource

Management. For a listing of graduate degree programs, visit:

<http://www.lera.uiuc.edu/irhr/index.html>

 3. To help you become an informed manager and an informed U.S. citizen.

*Texts:* 1. Holley, W. H., Jr., Jennings, K. M., & Wolters, R. S. (2012). *The Labor Relations Process, Tenth Edition*. Mason, OH: South-Western/Cengage.

 2. Hilgert, R. L. & Dilts, D. A. (2003). *Cases in collective bargaining & industrial relations: A decisional approach, 10th edition.* Homewood, IL: Irwin.

 3. Occasional additional readings that you can download from databases such as ABI-Inform at the Murphy Library website (not on e-reserves, but easy enough to find).

*Supplementary*

*Readings:* Additional readings may be distributed either in class or via the D2L website. Generally, this course involves a LOT of reading, as the book chapters are sometimes long – you might even call it a “Reading Emphasis” course.

*Disclaimer:* Information in this syllabus is accurate, to the best of the instructor’s knowledge, as of the date that it was written. If circumstances change, then the instructor may adjust course requirements, grading methods, or course content, as the instructor deems appropriate.

*Expectations:* Students taking this course are expected to adhere to University of Wisconsin – System and University of Wisconsin –La Crosse codes of conduct (outlined in the *Student Handbook)* as well as the basic Judeo-Christian ethics that undergird our society (e.g., no stealing)*.* In particular, academic dishonesty and behaviors that hinder student learning are unacceptable. Because my students adhere to high ethical standards, this is almost never an issue.

*Course Requirements (or, as the lawyers say, “Essential Functions”):*

 1. **Preparation**. All students are expected to read the assigned material prior to the class meeting (except for the first class) and to actively participate in class discussion. This includes asking reasonable questions of those who present cases (“asking questions” factors into your presentation grade). PowerPoint files posted to D2L are accurate, yet purposely incomplete, so come to class. Additionally, when I was a college student I found that each professor’s class was easier to follow if I had read (or at least skimmed) the assigned material in advance.

 2. **Examinations.** There will be four examinations--three mid-semester examinations and a final exam. The final exam will **not** be cumulative. Examinations will consist mostly of multiple-choice items, although some short discussion questions may also be included. Because of time constraints, you should know the material thoroughly prior to the exam so that you can answer each question and complete the test within the time period allocated for one class. Exams often require you to know facts, distinguish among concepts, recognize examples of ideas, and explain the application (and the implications) of specific concepts.

 **Each exam counts 15% of your course grade; the four exams together make up 60% of your grade.**

 3. **Labor History role play.** History can often seem like just a bunch of names and dates. In order to help make labor history more interesting, you will be assigned to a group of 3-5 people and your group will perform a short role play. You will be assigned a topic, event, or historical character to present. **This assignment is described on the following two pages**. About a week into the semester, your group will give a short (6-8 minute) role play presentation about your assignment. However, it cannot simply be a lecture (no PowerPoint or Prezi lectures for this assignment!) Nor can you simply show a video that someone else made.

 **You must enact a role play** (e.g., a skit) of some sort (you can make a video and show it if you prefer). Make sure people learn at least three “key points” of your choosing. Be creative (but in appropriate “good taste”) and have fun with the assignment!

 **The Labor History role play presentation constitutes 10% of your grade.**

**Group Homework & Presentation Assignment: Labor History Role Play**

***Due Date:*** Be ready to present on Sept 16 (next Wednesday); some groups *may* present on Sept. 18.

History can often seem like just a bunch of names and dates (and in the case of labor-management relations, a bunch of names of labor unions and union leaders). In order to help make labor history more interesting, your group is going to do a **six-minute role-play**. In order to be successful at this, you will need to do the following:

1. Read about your assigned union, person, and/or events in the textbook Be aware that not every topic in labor history is covered in your textbook (most of these aren’t in the book).
2. Do some “library research” on the union, person, and/or events. Sometimes a periodical found in the Murphy Library databases, such as *Labor History,* is helpful; for other topics, books are more useful. Don’t just repeat what you’ve already learned from the textbook, any in-class videos, class notes, or from the PowerPoint files on D2L.

1. Identify the three or four main points that you think the class should know about this

aspect of labor history.

1. Write a script, complete with dialogue, that illustrates the points that you want to make.

Please remember that with a script, it is often better to *show* people than to tell them a bunch of facts with a lecture format. Remember that you only have six minutes to present the information, so the script doesn’t have to be that long.

1. Present the role play to the class. If you have a camcorder, you can make a video and present it to the class if you wish. If you show a video, it has to be one that you make.

Be creative (but in appropriate “good taste”)! You can use any of a variety of formats commonly seen on TV. Here are some examples:

 -Drama

 -Parody of a Soap Opera

 -Comedy

 -Crime & Detective Show

 -1940s style Newsreel

 -News Broadcast format

 -Superhero program

 -Commercial

 -Kid’s TV show

 -Lego-type animated video

 -Computer-animated video

 -Musical.

**Labor History Group Assignment:**

**Fall 2015, Section 001**

*Group # Group Members Topic*

|  |  |  |
| --- | --- | --- |
| 1 | For Group Members’ Names, see the D2L version of the syllabus. [*The D2L version is available only to those Enrolled in the class*.] | ⮚Francis Cabot Lowell and the early (1830s) factories of Lowell, Waltham, Pawtucket Falls, in the northeastern U.S. or⮚Ely Moore, the General Trades Union of New York, the Locofocos, and the National Trades Union of the 1830s-1840s. |
| 2 |  | Uriah Stephens, Terrence Powderly, the Knights of Labor and the union’s strikes against railroads (e.g., Union Pacific) in the 1880s. How did this relate to the rise and fall of the KOL? |
| 3 |  | Pres. Teddy Roosevelt, John Mitchell, the United Mine Workers, and the Presidential Commission that arbitrated the causes of the 1902-1903 coal strike. Why is this important?  |
| 4 |  | The 1901 & 1909 strikes at U.S. Steel subsidiaries. In response, George W. Perkins unveils a workers’ stock option plan and other ‘paternalistic’ programs. Long term effects? |
| 5 |  | ⮚Walter T. Nef, E.F. Doree, the Industrial Workers of the World (“the Wobblies”; 1905 – 1920) and how the IWW sought to organize farm workers as well as factory workers or ⮚Lucy Parsons, “Mother Jones,” and other women of the IWW |
| 6 |  | Organized Labor’s response to immigration between 1890 and 1941 (prior to World War II). For example, the role of the American Federation of Labor (AFL) in lobbying for the federal Immigration Act of 1924. Effect on U.S. and labor history?  |
| 7 |  | Walter Reuther and his brothers and the United Auto Workers (CIO) in the 1930s-1950s. Long-term implications of his work? |
| 8 |  | George Meany, the merger of the American Federation of Labor and the Congress of Industrial Organizations into the AFL-CIO, and the merged union during his tenure as its leader. |
| 9 |  | ⮚The Professional Air Traffic Controllers (PATCO) strike in the early 1980s or ⮚The Arizona Copper Miners’ strike of 1983 against the Phelps-Dodge Corporation.Discuss the role that the strike played in the decline of the organized labor in the U.S..  |

4. **Case Presentation.** Each student will be assigned to one of two roles (union or management) and asked to research and present one case (some cases will come from the textbook; some from the Hilgert & Dilts book; others come from other sources and may either be posted to D2L or hyperlinked from this syllabus). This assignment will consist of the following:

 First, you must research your case by finding and reading similar cases. (If you find your own case while doing research, **don’t reveal who “won” in your presentation!**) Precedent cases may be found at the university library or on the Internet. Research is very important; you cannot simply rely on the information in the case as the total of your presentation.

What should you look for when researching your case? The short answer is: "similar cases that your side won!" After all, your goal is to persuade the class that your side is right and one powerful type of evidence consists of precedent cases that your side won. (*Note:* While some grievance arbitrators are dismissive of cases involving other companies and their unions, in this class, similar precedent decisions are relevant, even if they involve other unions and businesses.) **You must mention at least one precedent case in your presentation if you want full credit on this assignment**.

 How do you research a case? Here are a few methods; they vary slightly depending on the type of case:

 *(1) Using the Internet for an NLRB labor law case:*

 a. Read your case. What topics are covered?

b. If the case involves the Labor-Management Relations Act (LMRA), then you will need to

 consider how this labor law relates to the case. Read the parts of the LMRA that are

 cited in the case and think about how they relate to the case. The LMRA is found in the

 Hilgert & Dilts book (approx. pp. 35-50), along with helpful commentary (pp. 3-33).

c. Go to [www.nlrb.gov](http://www.nlrb.gov) and “hover the mouse” over “cases and decisions.”

d. A drop-down menu will appear. Click on “Search Cases”

e. As you search for other cases that deal with similar issues as yours, what search terms will

 you use in this database? [*Hint:* don’t search too broadly (e.g., “union organizing” returns

 approximately 9,000 decisions).] Type in your search term(s). You can limit the parameters

 of your search to certain types of documents but I have found that searching “All” will be

 probably generate relevant results.

f. You will see a list of cases. If you click on the case number, you will see a list of

 relevant case documents. Typically, a case is first heard by an Administrative Law Judge

 (ALJ) and is then appealed to the National Labor Relations Board. Sometimes the NLRB

 tells the ALJ to reconsider the case; sometimes that second ALJ decision gets appealed to

 the NLRB. Occasionally, NLRB decisions are appealed to a federal Court of Appeals, and

 in rare cases, they go to the U.S. Supreme Court. So you might find multiple documents

 listed with one case. Typically there are just two: The ALJ decision and the Board

 decision. Click on the ALJ decision to learn details about the facts of the case, as those are

 not all repeated in the Board decision. Does the case seem appropriate? Did your side win?

 You can search appeals court and Supreme Court decisions in the Murphy Library Lexis-

 Nexus database (<http://libguides.uwlax.edu/az.php>).

g. Often cases involve multiple issues (e.g., a union throws a lot of charges against a company

 hoping that “something sticks.” To easily find the relevant parts of your case, if you click

 on the case, a .pdf file will open. Pressing “Ctrl F” (pressing the “F” key while holding

 down the “Control” button) allows you to “find” a specific word within the document. This

 will help you see whether the ALJ or NLRB discussed the topic (vs. it being merely in a

 tangential footnote) and whether the ruling was in your side’s favor. If your side “won,”

 then the case might make a good precedent case to mention in your presentation.

 *(2) Using the Internet for a labor arbitration case:*

 a. Read your case. What topics are covered?

 b. Go to the Murphy Library website at UW-L, where databases are listed by title:

 <http://libguides.uwlax.edu/az.php>

 c. Select “L” and then the “Lexis-Nexus Academic” database.

 d. You will see a big red search box. Immediately underneath it is the phrase,

 “Advanced Options ⏷” Click on the down arrow.

 e. You will see several fields for limiting your search. One of them is “Source.”

 In “Source” type the letters “AAA” and wait about five seconds.

 f. You will see several types of sources listed involving the American Arbitration Association (AAA), a private organization that handles labor cases. From these, select:

 “AAA Labor Arbitration Awards.” Note that for these cases, the names of the employer

 and union may be redacted if either party requested anonymity. This database has cases

 from about 2003 to the present.

 g. Click the red “Apply” box near the bottom of the screen.

h. Now, enter your search term(s) in the search box and press “return” (“enter”).

 *Hint:* don’t search too broadly (e.g., “discipline” returns approximately 1,000 decisions).

1. Be sure to consider the wording of the contract clause. Is it similar to that of your case?

 *(3) Other ways to research arbitration cases online:*

\*If you have access to the BNA Labor & Employment Law Library (perhaps you have a friend who

 attends a university – perhaps with a law school – who can grant you access), you can search

 NLRB and arbitration cases quickly online.

 \*The National Academy of Arbitrators is an “elite” group of labor arbitrators who hold an annual

 conference and publish essays on various arbitration topics in their *proceedings.*  The volumes

 from 1948-2010 are available, full-text, for free at: <http://naarb.org/proceedings/index.asp> . These

 are searchable by keyword or by a drop-down menu. Useful if you are looking for cases on a

 subject or you want to see the implications of a case – or a particular factor such as “seniority.”

\*In the Railroad industry, grievance cases are heard by a National Mediation Board (NMB) panel. (Grievances are sometimes called “minor disputes.” By the NMB). Decisions are found at the National Mediation Board website, <http://www.nmb.gov/> . Even though these cases are a matter of public record, they involve the interpretation and application of private contracts between a railroad and one of its unions. Yes, you may use such contract interpretation cases as precedent cases even if your arbitration case is from a different industry. Here’s how to search:

 a. From the NMB home page, open the “Arbitration” tab (near the bottom of the page).

 b. Click on “Arbitration Awards” at the Arbitration page.

 c. Next, you will see the “NMB Knowledge Store Search Form.” Here you can enter your

 search term to the right of “Keywords” (e.g., “sleeping” if the case involves an employee

 sleeping on the job).

 d. A list of cases will appear. A sentence in which the word appears will also be included,

 (e.g., “At this point, Supervisor Kelley shined his flashlight in his face and confirmed he

 was in a sleeping position and not responding to the light.”)

 e. Click on “File Link” to connect to a .pdf of the text of the case. Use Ctrl-F to search

 within the document for the specific term. Read the case. Some of them are very short, as

 these are frequently appeals of decisions by a Hearing Officer to a three-member NMB

 panel (comprised of one representative from the railroads, one from the RR unions, and one

 neutral member from the government).

\*Some states have public-sector unions with labor agreements. Grievances arising under those

 agreements can be searched within their websites. Each state has its own laws and rules for

 handling labor contract interpretation disputes. For example, the State of Washington Office of

 Financial Management has a searchable list of arbitration cases at:

 <http://www.ofm.wa.gov/labor/arbitration/grievance/decisions.asp>.

 Wisconsin Employment Relations Commission (WERC) cases are searchable at:

 <http://werc.wi.gov/Decisions/GrievanceAwards.aspx>. Click “Search on WERC Site July 1989 on”

 Minnesota has a list of public-sector grievance arbitration cases, but it is not searchable by Key

 Word, at: <http://mn.gov/admin/bms/arbitration/awards/> so it is hard to find cases on specific

 topics.

 It is important if you look at state public-sector cases to make sure that you are looking at contract

 interpretation grievances (interpreting an existing contract) and NOT: (1) interest arbitration cases

 (determining the terms of a NEW contract) or (2) unfair labor practice (ULP) cases based on

 interpretation of state law (alleged legal violations). Only contract interpretation grievance cases

 provide suitable precedent cases for your contract interpretation grievance arbitration case.

 *(4) Using Labor Law Reporter (in case you’ve lost your Internet connection the day you need to do research):*

 a. Read your case in the Hilgert & Dilts casebook (if it comes from there; otherwise find the relevant case at the appropriate website as indicated in the syllabus). What general topics are points of conflict?

 b. Read the relevant portion of labor law (Hilgert casebook, pp.3-50) cited in the case (if any).

 c. Use information from *Labor Law Reporter* (a binder service in the basement at Murphy Library) as a starting point (*Volume 1* is the *topical index*, guiding you to information found in vols 2-6). These volumes give one-sentence summaries of cases and references where you can find the full text of the cases. These cases are found in other binder services:

* *(1) CCH NLRB Decisions, (2) Decisions and Orders of the NLRB, (3) Court Decisions Related to the NLRA,* and *(4) Labor Cases.* These are useful for NLRB legal cases (e.g., Hilgert& Dilts cases #1-#38);
* *(1) Labor Arbitration Awards, (2) Labor Arbitration Information System,* and *(3) Labor Arbitration Cases* for arbitration cases (e.g., Hilgert & Dilts cases #39-#81). Otherwise, just go to a recent volume of the most appropriate-sounding volume of cases and search the topic index.

d. Consult the relevant binder service and read the relevant cases. Judiciously select one or two cases that you can easily include in your presentation. You want to briefly mention supporting cases, yet not go into so much detail that the class gets confused as to what facts go with what case. [I once saw a case presentation where one speaker cited a precedent case to support his side; however, the opponent had also researched the same precedent case and demonstrated to the class how the first speaker had failed to reveal several significant facts about how that case differed from the case they were debating!]

 e. Using ABI-Inform, Lexis-Nexis, or other databases to assist you, consult appropriate journals (e.g., *Labor Law Journal, Dispute Resolution Journal, HRMagazine*, various law journals) to find other articles that may contain facts that may support your position. Again, the point is not to overwhelm the audience with too much information, but to selectively find and use information to make a key point or to refute your opponent's points. There is no substitute for preparation.

 *Possible sources that may be relevant for researching cases in Murphy Library:*

 Here's what is found in the reference compact storage area in the basement of the library:

**Publisher: BNA**

*The United States law week*. Bureau of National Affairs (Arlington, Va.); Bloomberg LP. 1933

Available at UW La Crosse Murphy Library Law Books Compact Storage (basement) (K25 .N5 )

*Labor arbitration reports*. (Abbreviated *LA*) Bureau of National Affairs (Arlington, Va.) 1946-

Available at UW La Crosse Murphy Library Reference Compact (KF3421.3 .L3 )

*Labor relations master table of cases*. Bureau of National Affairs (Arlington, Va.) 1960-

Available at UW La Crosse Murphy Library Reference Compact (KF3308 .L31 )

*Labor arbitration and dispute settlement : decisions and recommendations*.

Bureau of National Affairs (Arlington, Va.)

Available at UW La Crosse Murphy Library Reference Compact (KF3421.3 .L31 )

*Labor relations cumulative digest and index with table of cases.*

Bureau of National Affairs (Arlington, Va.) 1946-

Available at UW La Crosse Murphy Library Reference Compact (KF3308 .L3 Index )

*Directory of U.S. labor organizations*. Bureau of National Affairs (Arlington, Va.) 1982-

Available at UW La Crosse Murphy Library Reference (HD6504 .D64 2014 )

*Labor Relations Reference Manual: Includes the law of labor relations including statutes, opinions of the courts and decisions of (1) the National Labor Relations Board, 1937- and (2) United States National War Labor Board* (1942-1945); Bureau of National Affairs (Arlington, Va.) Available at UW La Crosse Murphy Library Reference Compact (KF3308 .L3 ). (often abbreviated *LRRM*)

**Publisher: Commerce Clearing House (CCH)**

*Federal employment laws: a desk reference* / by Amy DelPo and Lisa Guerin.

*Historical encyclopedia of American labor* / edited by Robert Weir and James P. Hanlan.

Available at UW La Crosse Murphy Library Reference (HD8066 .H57 2004 )

*NLRB decisions; a reporter of formal decisions of the National Labor Relations Board.*

Commerce Clearing House. (often abbreviated as *NLRB*) in Compact shelves (KF3372.A56 C6 )

*Labor, employment, and the law : a dictionary* / Christopher Thomas Anglim.

Available at UW La Crosse Murphy Library Reference (KF3317 .A54 1997 )

*Labor Cases: a consolidation of controlling court decisions pertaining to labor law reported from 1937-* Commerce Clearing House. 1962- (often abbreviated as *LC*).

Available at UW La Crosse Murphy Library Reference Compact (KF3310 .C6 )

*The labor law source book : texts of federal labor laws* / Robert M. Schwartz, editor.

Available at UW La Crosse Murphy Library Reference (KF3306 2003 )

*Labor law reporter: Federal labor relations*. Commerce Clearing House.

Available at UW La Crosse Murphy Library Reference Compact (KF3365.A7 C6 )

*Labor law reporter : State laws*. Commerce Clearing House

Available at UW La Crosse Murphy Library Reference Compact (KF3321.A6 C6 )

*Labor law reporter: wages, hours*. Commerce Clearing House. c1977-

Available at UW La Crosse Murphy Library Reference Compact (KF3486.5 .C6 )

 How should you present the case?

 ⮚First, a Union Representative will summarize the facts of the case for the class (unless the parties agree that someone else should summarize the case). The presenters should distribute a handout summarizing the facts of the case (see below).

 ⮚Next, the students will present their respective sides of their case (6 mins each, with the union usually presenting first).

 ⮚Then, each side will have a rebuttal (2-3 minutes).

 ⮚Class members should then ask union and management representatives questions. Cases are short (3-5 pages). You should read the case prior to class, so that you are prepared to ask questions. Asking questions of the presenters will comprise up to 15% of your grade for this assignment. **Thus 85% depends upon *your* presentation and 15% depends upon your occasionally *asking questions* of other people who present throughout the semester.**

 ⮚Finally, class members will vote in favor of either the union or the management position; then I will tell the actual case ruling.

 Do you like it when people read to you for fifteen minutes straight? Most folks don't--they find it hard to pay attention. So...your grade may be lowered for "excessive reading aloud." If you want to convince someone that your ideas are correct it is usually more persuasive if you can explain them to them, right?

 **About the Case Handout:** In the past, some students have launched into their arguments without first explaining the background of the case--leaving a bewildered class to wonder what the people were arguing about! To overcome this problem, members of the two sides should create a one-page typed handout summarizing the facts of the case and listing the questions under consideration. You may want to include any relevant contract clauses or legal paragraphs (e.g., a section of the Labor-Management Relations Act) that are under consideration. If you have precedent cases that support your side, listing the name and a one-two sentence summary of the case plus the ruling may also be helpful for the class. I’ve seen the two sides jointly create one handout; I’ve also seen the two sides distribute separate handouts; either approach is acceptable.

 It is your group's responsibility to insure that the handout is created, typed, xeroxed (at your own expense), and distributed at the beginning of your presentation. [Approximately 28 students pre-registered for this section of the course this semester.] Points will be deducted if there is not a handout. If each side agrees, you may also create (at your own expense) any of the following: posters, overheads, or separate additional handouts listing each side's arguments.

 **The case presentation is 10% of your course grade, including both**

 **(a) your case presentation and**

 **(b) your asking some questions of others who present throughout the semester.**

6. **Group Paper.** In pairs, working with an assigned partner, you will submit a 6-8 page group paper on ONE of the following topics. **The Group Paper is 20% of your Course Grade.** This paper will involve watching **Labor Videos** and doing extra research**.**

|  |  |
| --- | --- |
| **Topic No.** | **Topic for Presentation:** |
| 1 | Videos About Union Avoidance |
| 2 | How do **commercial movies and TV shows** portray union organizing? |
| 3 | Videos About Union Corruption and/or Organized Crime |
| 4 | Links between Unions, and the Women’s Civil Rights Movement |
| 5 | How do **commercial movies and TV shows** portray strikes? |
| 6 | Links between Unions, and the Civil Rights Movement for Hispanics/Latinos |
| 7 | Unions and Communism, and/or Socialism |
| 8 | Links between Unions, and Civil Rights for African-Americans and/or Asian-Americans |
| 9 | What about Co-Ops and Worker-Owned and/or Worker-Occupied Businesses? |
| 10 | How do **commercial movies and TV Programs** portray miners? |
| 11 | Should Public School Teachers or Professors have Collective Bargaining Rights? |
| 12 | Labor Portrayals in Children’s Films and literature (both fiction and documentary) |
| 13 | The Impact of Globalization on Workers and Labor Unions |
| 14 | What is the Future of Unions and the Labor Movement?  |

 You will be asked for your preferences early in the semester as to topics and partners. Taking your preferences into consideration, I will then assign you to a partner and a topic.

 Additional details about each assignment, including a list of the videos for each topic, will be posted to D2L after the topics are assigned.

*Page Length:* Your paper should be 6-8 pages, excluding cover page and “References” page.

*Margins & Spacing:*  Your paper should have 1” margins and be double spaced.

*Font:* 11 point font (Arial) or 12 point font (Times New Roman or Calibri)

*References:* Either American Psychological Association (APA) style or “Endnotes” style; each source should be cited within the body of the paper and found in either the References list or Endnotes list.

 Detailed “housekeeping” instructions will be found near the end of the file describing the assignment.

 The paper is due **Monday, Nov. 9th at the beginning of class** (paper copy plus an e-mailed copy to me).

 Generally, “labor & working-class film” paper grades are based upon the following criteria:

 (A) 20% Adequate summaries of the films (no more than 1/3rd of the paper)

 (B) 5% Clearly identifying several important course-related issues raised in the book

 (Let me know what topics you plan to discuss in your paper!)

 (C) 40% Quality of the points you make, your logical arguments, relating films to course.

 It is OK to take positions on issues if you wish; it is also OK to take a more detached

 “critique of the filmmakers’ biases” if you wish.

 (D) 20% Outside research (referencing scholarly articles or books; using theories or

 research as appropriate). You should cite ***all*** of your sources as you use

 them, so that I know which sources provided you with specific ideas.

1. 5% Addressing other perspectives, interpretations, opposing arguments, or competing

 theories; perhaps synthesizing different perspectives.

 (F) 10% Style (e.g., are the sentences clear?), grammar (e.g., do you know when

 ----- to use "there," "their," and "they're"?), reference page, misc.

 100%

 Remember, your paper should relate the videos to the course and actual labor history; your paper should not merely describe the films. Some films also allow you to write a *persuasive* paper if you wish (e.g., “History has proven the filmmaker wrong when he argues that socialism is the answer to labor’s troubles”).

 The paper is due **Monday, Nov. 9th at the beginning of class** (paper copy plus an e-mailed copy to me).

 **The group "labor film/video" paper counts 20% of your course grade.**

*Grading Policy*

 To summarize, your grade in the course equals:

 (.15 x points from Mid-Term Exam #1)

 + (.15 x points from Mid-Term Exam #2)

 + (.15 x points from Mid-Term Exam #3)

 + (.15 x points from Final Exam – Exam #4)

 + (.10 x points from the Labor History 8-10 minute presentation)

 + (.10 x points from the NLRB or Arbitration case presentation)

 + (.20 x points from the group “film/video” Paper)

 100%

 Letter grades for each exam, etc. will be assigned in the following manner:

 •First, I will find the scores of the top 5% of the class.

 •Second, I will take the average of these top scores *plus* the best score possible without any bonus

 points (at the end of the semester, I will use the sum of these averages as the reference average point

 for calculating course grades).

 •Third, I will find the following cutoffs:

 92% of the average will be the lower cutoff for an "A"

 89% of the average will be the lower cutoff for an "AB"

 82% of the average will be the lower cutoff for a "B"

 79% of the average will be the lower cutoff for a "BC"

 70% of the average will be the lower cutoff for a "C"

 65% of the average will be the lower cutoff for a "D"

 Scores lower than 65% will be considered failing ("F").

 Scores lower than 60% of the total possible points (e.g., 120 out of 200) are failing, regardless of the "curve." So there is an absolute minimum number of points needed to pass the course.

 *Note:* There is no rounding upward. The grade you earn is the grade you get.

 *Example:*

 The test had 45 items. The top two scores, out of 38 enrolled (*plus* a perfect score) were 40, 39, and 45. Kristine made a 38, Milo made a 33, and Dud made a 27. What grade did each make?

 The mean of the top scores (plus a perfect score) was 41.33.

 The lower cutoff for an A = (.92 x 41.33) = 38.0

 The lower cutoff for an AB =(.89 x 41.33) = 36.8

 The lower cutoff for a B = (.82 x 41.33) = 33.9

 The lower cutoff for a BC =(.79 x 41.33) = 32.7

 The lower cutoff for a C = (.70 x 41.33) = 28.9

 The lower cutoff for a D = (.65 x 41.33) = 26.9

 -Kristine earned an "A" and was happy ("I got an A! What a wonderful class!")

 -Milo made an "BC" and was irritated about his ambiguous grade ("What's this ‘BC’ stuff? Is it a

 ‘B’ or is it a ‘C?’ I can't deal with this mental anguish!")

 -Dud made a "D", whereupon, in disappointment, he dropped out of college.

 *Advantages of this grading system:*

 1. You are not simply compared to the top student but rather to the top 5% of the students in the class. This reduces the likelihood that one "superstar" will alter the curve so much that a passing grade is beyond the reach of the mere mortal.

 2. Your score is not compared to any arbitrary number of points. This solves the problem of a test that is too hard for the entire class (e.g., in the above example, Kristine needed to get only 85% (38.0/45) correct to get an "A"). Yet, by including a perfect score in the calculation of the reference average, it insures that an "A" is meaningful and comparable across sections and semesters. The curve fluctuates, but not dramatically.

 3. There are no fixed percentages of "A"s, "B"s, etc. It is possible for everyone who works very hard to get an "A."

 *Special Requests and Reasonable Accommodation*

 If you have any concerns about any requirements, policies & practices, course content, or if you have other concerns or feel that you need special accommodation, please see me.

 If you have a bona fide religious practice (e.g., a holy day) that conflicts with a course requirement, please see me during the first three weeks of school and we will make appropriate mutually-agreed-upon alternative arrangements. Note that you will still be expected to fully complete all course requirements. Religious holidays likely to affect many UW-L students are noted in the course outline for your reference; this acknowledgement does not constitute the ‘establishment’ of any particular religion by the instructor, UW-L, or by the State of Wisconsin.

 Any student with a documented disability (e.g., physical, psychiatric, learning, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact both the instructor and Disability Resources Services, 165 Murphy Library Building at the beginning of the semester. Students currently using Disability Resource Services will have a copy of a contract that verifies that they are qualified students with disabilities who have documentation on file in the Disability Resource Service office. If you have a diagnosed disability you are urged to visit the staff at the Disabilities Resource Services. If, due to your handicap or disability, you need to make special arrangements (e.g., extra time for taking an exam, hiring a note-taker, etc.) please inform both Disabilities Resource Services and inform me during the first three weeks of school. We will make appropriate, mutually-agreed-upon arrangements. Note that you will still be expected to complete all course requirements.

 *Supplementary Aids*

 Murphy library carries several books and reference materials that you may find useful when

 doing researching for this course. These are:

 1. Labor Relations Books. Found in HD6500 to HD6511 section of the library.

 2. Labor Law Books. Found in Kf3000 to Kf3500. Also see *Labor Law* *Journal.*

 3. Industrial Psychology Books. HD6900 to HD7000.

 4. *Labor Relations Reporter* (bound and reprinted as *Labor Arbitration Awards*).

 5. *Labor Relations Reference Manual*. (1935-1947 are bound; the 1948 volume should arrive any day now...) Kf3308.

 6. *Court Decisions Related to the NLRA* (1961-present). Found in L.R.1.14.

 7. *Decisions and Orders of the NLRB* (1964-). L.R.1.

 8. *The Wall Street Journal* and other newspapers are in *Newspaper Source Plus* database*.*

 9. Other materials in the Compact Shelves of the Library in the basement include: *CCH's NLRB Decisions, Public Sector Labor Arbitration Information System, Labor Cases, and Public Bargaining Cases.* (all at Kf3300 to Kf3500).

*More Supplementary Aids…*

1. *ABI Inform* Computerized Data Base search and abstract retrieval service.

Helpful for researching papers.

1. *Psych Lit*  (abstracts) and *PsychArticles* (full text for APA journals) Computerized

 Data Bases. Useful for finding information about social psychology theories

 (e.g. theories of bargaining or persuasion) from scholarly journals and books.

1. *History Abstracts, American Life and History, Academic Abstracts, and*

 *Ethnic Abstracts*. These Data Bases may be helpful for research for papers.

1. *Worldcat.* Identifies books in various university libraries throughout the state. See Murphy Library webpage. Use with inter-library loan.

 14. *Government Documents Computerized Data Base.* Useful for research utilizing government reports, documents, or import-export trade figures.

 15. *Labor-related websites:* There are several of these. <http://www.aflcio.org/> provides commentary on news items*.* For a list of labor unions (and their respective websites) see <http://en.wikipedia.org/wiki/List_of_trade_unions> **.**

 16. For history-related topics, see print journals such as *Labor History, Labor’s Heritage* magazine, *or American Federationist* (the old AFL news magazine; 1967 – 1976 volumes are found bound in Murphy Library)*.*

1. *Lexis-Nexus* is useful when researching law-related topics and cases.

 *A few words about language...*

 1. Some readings, films, lectures, labor novels, and student presentations may contain ideas and/or language (swear words) that may offend you. One aspect of labor-management relations is that there are often two (or more!) opinions about each topic – and these opinions are often widely divergent. (Sometimes you wonder if the commentators, Public Relations spokesmen, and lawyers for each side are even talking about the same issue.) Feel free to see me if you feel it is necessary to discuss such matters. If you are extremely sensitive about such matters, perhaps you should take a different elective.

 2. In this course Standard English and Modern English are used interchangeably. As you probably know, Standard English advocates assume that the word "man" applies equally to both sexes (as it says in the King James version of the *Bible*, "God created man; male and female created He them"). They prefer terminology such as, "Fireman," "Policeman," "Craftsman," and "Chairman."

 Modern English advocates assume that "man" applies only to the male sex, and prefer words such as "Firefighter," "Police officer," "Craftsperson," and "Chairperson." In the workplace you will encounter both Standard English and Modern English, so you will encounter both types of English here. While most people today use Modern English, I will not “count off” or label you as “sexist” if you use Standard English for your examinations or papers.

 *How this Course Contributes to College of Business/Department of Management “Student Learning and Curriculum Outcomes”:*

 The Faculty of the College of Business Administration and the Department of Management have each established certain Student Learning and Curriculum Outcomes. Listed below is each outcome and how various course requirements contribute to each:

 *Learning Outcome Relevant Course Requirement:*

 1. Effective Communication Skills ⮚Case Presentations provide an opportunity to

 *(the ability to convey information* use formal, persuasive, oral, communication skills.

 *and ideas effectively in oral* ⮚Any in-class bargaining exercises provide opportunities

 *presentations, reports, and via*  to practice informal persuasion with an audience that

 *technology, adapting one’s*  has a different perspective than the presenter.

 *communication style to match*  ⮚Film critique assignments ask students to analyze and

 *diverse audiences)*. Evaluate the messages being communicated.

 ⮚Written assignments provide opportunities to use

 formal written communication.

 2. Decision Making and Critical ⮚Any in-class bargaining exercises provide an

 Thinking *(the ability to evaluate*  opportunity for competing students to evaluate

 *Alternatives and to understand the*  alternatives within a business context and solve a

 *Ramifications of those alternatives* complex problem— “how do I achieve my/our team

 *Within a business context).*  goals while simultaneously reaching an agreement

 that is acceptable to the opposing side?”

 ⮚Case presentations require the audience to role-play

 either the National Labor Relations Board or private

 labor arbitrators and to critically evaluate information

 and testimony and to make decisions.

 3. Awareness of the Global Context ⮚In this course we discuss Labor-Management

 of Business *(the ability to integrate* Relations in selected countries other than the United

 *global perspectives in business*  States, identifying relevant social, legal, and cultural

 *decisions, including the recognition*  factors that shape those labor relations systems.

 *of the role of cultural diversity and*  ⮚We also discuss the unique challenge that

 *the ability to analyze the global* Multi-National Corporations pose to workers, labor

 *impact of political, social, economic,* unions, and to various governments and the responses

 *and legal issues on business decisions)* of those groups to Multi-National Corporations.

 4. Social Responsibility *(the ability to* We consider historical business practices that affected

 *consider the effects of business*  worker health & safety and workers’ ability to organize

 *decisions on the entire social system,*  for their own benefit & to lobby for relevant legislation.

 *and to recognize the importance of*  We also consider modern abuses by companies (and some

 *standards of ethical business conduct).* unions) resulting in child and sweatshop labor and

 other behaviors that many consider to be unethical and/or

 illegal. Film assignment also may address this topic.

5. Competency in the Major Business students should understand Labor-

 Management Relations. It is a vital component of

 many majors because students in a variety of fields

 (finance, accounting, retail, service, health care, &

 industrial sectors) will probably hold managerial—

 and not merely technical--positions. Thus students

 will need to understand the legal, social, and

 psychological contexts of union organizing drives,

 collective bargaining, benefits determination, and

 grievance procedures. These topics are particularly

 relevant for Management students who often hold

 managerial positions immediately after graduation.

*Other, CBA-related goals:*

 6. Behavioral Skills ⮚Learning about labor-management relations can

 improve problem analysis and decision making.

 (e.g., what, if anything, should a manager do upon

 learning of a union organizing drive? If workers

 want a union, what should they do?)

 ⮚This course provides opportunities for students to

 learn about and to practice negotiation and conflict

 management skills.

 7. Integrated Knowledge of Business This course allows students to use knowledge from

 other courses that they may have taken

 (e.g., economics, legal environment of business,

 introductory management courses) and to integrate

 and apply those to labor-management relations

 (e.g., in this course, we discuss a bit of labor

 economics, legal regulation of labor-management

 relations, and how some management practices are

 relevant for both nonunion and union firms).

 8. Technology By using *Lexis-Nexus,* students can research arbitration

cases and students can become familiar with this type of

 database product. By using specific websites, students

 can research NLRB cases, watch labor-related videos, and

 learn news from both union and management perspectives.

 Through the Internet, students have an opportunity to use

 modern technology for research.

 9. Practical Experience Class lectures provides many examples.

 There are also practical examples in the cases that

 are debated in class. Less directly, this course

 provides a necessary foundation for certain types of

 internships and jobs.

For a full statement of the most recent version of these CBA undergraduate learning outcomes visit:

[http://www.uwlax.edu/CBA/Undergraduate-curriculum-Learning-Goals-and-Objectives-(including-rubrics)/](http://www.uwlax.edu/CBA/Undergraduate-curriculum-Learning-Goals-and-Objectives-%28including-rubrics%29/)

**Management 303 Course Outline: Fall, 2015 A.D., Section 001** -Revised 8/10/2015

## Dates Topics Holley Reading Assignment

## Sept. 7 Mon Labor Day – No Class

 ***PART I: HISTORY, LAW, & STRUCTURE OF THE U.S. IR SYSTEM***

Sept. 9 Weds Overview: U.S. Industrial Relations (IR) System Ch. 1

Sept. 11 Fri History of U.S. Labor-Management Relationships Ch. 2

Sept. 14 Mon History of U.S. Labor-Management Relationships Ch. 2

Sept. 16 Weds History of U.S. Labor-Management Relationships Ch. 2

 *\*\*\*Labor History Presentations!*  (most of them…)

Sept. 18 Fri History of U.S. Labor-Management Relationship s pp. 155-156

 *\*\*\*Labor History Presentations!*

*Sept. 22 Tues. Yom Kippur*

Sept. 21 Mon Legal Influences: Statutory Regulations of Employment Relations Ch. 3

Sept. 23 Weds Why and How Unions Are Organized Ch. 3 & 5

 \***Case from D2L:** “Was “a Troublemaker” Laid off for Sharing Wage

 Information? Or for Business Reasons?” (*Potts v. ARC*)*.*

Sept. 25 Fri Why and How Unions Are Organized -- ctd. Ch. 3 & 5

 \***Case 5-4** **from the Holley textbook** (pp. 234-235):

 “The T-Shirt Offer & Picnic Photographs” (adapted from *Nu Skin*

 *International,* vs. *Graphic Communications International Union*;

 NLRB Case #10–RC–14132; so don’t cite that one as a precedent case!).

Sept 28 Mon Unfair Labor & Management Practices Ch. 3 & 5

 \***Case #6 from Hilgert casebook** (“Is the company’s posted notice an

 unlawful threat?”) Note that the word “cards” in the notice should read “cars.”

 Also look up the *multiple meanings* of “brickbats” in a good college dictionary.

Sept 30 Weds Unfair Labor & Management Practices -- ctd. Ch. 3 & 5

**Oct. 2 Fri. \*\*\*\* EXAM #1**

 **Holley textbook,**

 **pp. 155-156 (“Landrum-Griffin Act”),**

 **CHAPTERS 1, 2, 3, 5,**

 **Give the greatest emphasis to those chapters we spent the most time on in class.** *Dates Topics \_\_\_\_\_\_Holley Reading Assignment*

Oct. 5 Mon. Union avoidance as a corporate strategy; union responses Ch. 4

 Current Structure of the Labor Movement (***Excluding*** pages 156-167) (Excluding “Union Security,” through “Right-to-Work” topics)

 ***PART II: THE COLLECTIVE BARGAINING PROCESS & OUTCOMES***

Oct. 7 Weds. Bargaining: The importance of Preparation Ch. 6

 (Excluding “Mgt. Rights,” “Successor Employers,” & “Bankruptcy”) (***Excluding*** pp. 269-274)

 \***Case from D2L:** “Refusing to Provide Information about

 Retiree Benefits”

 (*FirstEnergy vs. IBEW, Local 272,* Case *06-CA-121513,* April 27, 2015)

Oct. 9 Fri. Bargaining: Intra-Organizational Bargaining Ch. 6

*Oct. 12 Mon. Professor’s Wedding Anniversary*

*Oct. 12 Mon. Columbus Day (observed)*

Oct. 12 Mon. Formal Models of Bargaining; Distributive Bargaining Ch. 6

 Also read: Wallihan, J. (2003). Reverse bargaining: Some oddities that

 Illustrate the “Rules.” *Negotiation Journal, 19,* (3), 199-206.

 Durable link via ABI-Inform through the Murphy Library website:

<https://libweb.uwlax.edu/login?url=http://proquest.umi.com/pqdweb?did=424425391&sid=1&Fmt=10&clientId=3845&RQT=309&VName=PQD>

Oct. 14 Weds Integrative Bargaining: Strategy & Tactics Ch. 6

Oct. 16 Fri Attitude Structuring Ch. 6

Oct. 19 Mon Situational Factors and Bargaining; Ch. 6 & 9

 \* **Case** **from D2L**, adapted from BNA’s Labor & Employment Law website:

 “Was this Bargaining in Bad Faith?”

 (*Brinks v. LEEBA*, 186 LRRM 1315, July 2009)

*Dates Topics \_\_\_\_\_\_Holley Reading Assignment*

Oct. 21 Weds Mediation within bargaining Ch. 9

 (Excluding “Fact-Finding,” “Interest Arbitration” & “Med-Arb”) (not pp. 384-387)

 Also read: Scott, K., & Wilson, C. (2008). Questions Clients have about

 whether (and how) to mediate and how counsel should answer them.

 *Dispute Resolution Journal, 63* (2), 26-36. [Although written for lawyers

working with commercial mediation, much of the information is relevant

 for labor mediation also.] Murphy Library ABI-Inform Link:

<https://libweb.uwlax.edu/login?url=http://proquest.umi.com/pqdweb?did=1490310651&sid=6&Fmt=3&clientId=3845&RQT=309&VName=PQD>

*Oct. 23 Fri. “Innovative Healthcare Partnerships” conference on campus, sponsored by College of Business Administration*

Oct. 23 Fri Strikes and Lockouts Ch. 9

 **\*Case #17 from Hilgert casebook** (“The…definition of a Scab”)

Oct. 26 Mon Strikes and Lockouts; Labor-Management Cooperation Programs Ch. 9

*Oct. 28 Weds CBA Distinguished Lecture Series/Cleary Business Leadership Lecture: Dr. Ram Charan, Consultant, Northwestern U.*

**Oct. 28 Weds** **\*\*\*\* EXAM #2:**

 **Holley text:**

 **Ch. 4** (excluding pp. 156-167, “Union Security,” through “Right-to-Work”),

 **Ch. 6** (excluding pp. 269-274, “Mgt. Rights,” “Successor Employers,” & “Bankruptcy”)

 **Ch. 9** (excluding pp. 384-387, “Fact-Finding,” “Interest Arbitration” & “Med-Arb”),

  **Readings by**

 **(1) Wallihan**

 **(2) Scott & Wilson**

 **\*\*\*\***

*Oct. 30 Fri Last Day to Drop the Course*

*Dates Topics \_\_\_\_\_\_Holley Reading Assignment*

***PART III: SUBJECTS OF COLLECTIVE BARGAINING***

Oct. 30 Fri Grievance Procedures & Contract Administration Ch. 10

*Nov. 1 Sun. Daylight Savings Time ends (set clock back one hour)*

Nov. 2 Mon Grievance Arbitration Ch. 11

 **\*Case from D2L,** adapted from BNA’s Labor & Employment Law website:

 “Sleeping at Safeway” (*Safeway v. IUOE, Local 39,* case no. 133 LA 621, 2014)

*Nov. 3 Tues. Election Day*

Nov. 4 Weds Employee Discipline Ch. 12

 **\*Case from D2L,** Adapted from BNA’s Labor & Employment Law website:

 *Hawaii Health Systems and Hawaii Gov’t Employees’ Assoc*; 125 LA 741 (2008)

Nov. 6 Fri Management and Union Rights pp. 269 – 274

 **\*Case from D2L,** “The Influenza Work Rule”

 (*Mercy Hospital v. Regional Nurses Association,* adapted from NLRB

 Case 19–CA–030154; Case 19-CA-30154; 357 NLRB No. 53)

**Nov. 9 Mon. \*\*\*\* “Labor Video” Paper Due at the Beginning of Class\*\*\*\***

Nov. 9 Mon Management & Union Rights – ctd. pp. 156-176

*Nov. 11 Veterans’ Day*

Nov. 11 Weds Union Rights: Seniority Systems Ch. 8

Nov. 13 Fri Administrative Issues: Productivity, and Employment Security Ch. 8

 **\*Case from D2L,** Adapted from BNA’s Labor & Employment Law website:

 “Superseniority for Shift Assignments” (*Electrolux v. Machinists,*

 Case No. 132 LA 1559, January, 2014)

Nov. 16 Mon Wage theories, Wage Determination, and Employee Benefits Ch. 7

 **\*Case #40 from Hilgert casebook** (“The stolen or missing tools”)

*Dates Topics \_\_\_\_\_\_\_\_ Holley Reading Assignment*

Nov. 18 Weds Employee Benefits Ch. 7

 **\*Case #77 from Hilgert casebook:** (“Tuition reimbusement denied…”)

Nov. 20 Fri Wages & Benefits – ctd. Ch. 7

Nov. 23 Mon. Wages and benefits Ch. 7

 Also read:

Stumpff, A. (2009). Fifty Years of Utopia: A Half-Century After Louis Kelso's *The Capitalist Manifesto*, a Look Back at the Weird History of the ESOP. *The Tax Lawyer, 62*, (2), 419-431. Durable ABI-Inform link <https://libweb.uwlax.edu/login?url=http://proquest.umi.com/pqdweb?did=1783293011&sid=9&Fmt=3&clientId=3845&RQT=309&VName=PQD>

**Nov. 25 Weds \*\*\*\* EXAM #3**

 **Holley textbook,**

 **pp. 156-176: “Union Security,” through “Right-to-Work”**

 **pp. 269-274: “Mgt. Rights,” “Successor Employers,” & “Bankruptcy”**

 **CHAPTERS 7, 8, 10, 11, 12,**

 **Readings by**

 **(1) Harcourt,**

 **(2) McGhee &**

 **(3) Stumpff \*\*\*\***

***Nov. 26 – Nov. 29. No Class – Give Thanks!***

***PART IV: DIFFERENT PATTERNS OF INDUSTRIAL RELATIONS***

Nov. 30 Mon. Different Patterns of Industrial Relations in Different Economic Sectors ----

 Also read:

Putre, Laura (July 10, 2015). What’s ahead for UAW negotiations. *Industry Week,* at:

<http://libweb.uwlax.edu:2187/docview/1695968148/fulltext/25C973D4DF9D40A5PQ/4?accountid=9435> or

<https://libweb.uwlax.edu/login?url=http://libweb.uwlax.edu:2187/docview/1695968148?accountid=9435>

Dec. 2 Weds. Labor Relations in the Public Sector --legal framework Ch. 13

 **\*Case from D2L:** Adapted from BNA’s Labor & Employment Law website:

 *(Randolph County, Alabama Board of Education and Individual Grievant*

 *129 LA 183.)*  Does this bus driver deserve to be discharged?

*Dates Topics \_\_\_\_\_Holley Reading Assignment*

Dec. 4 Fri. Labor Relations in the Public Sector --right to strike Ch. 13

*Dec. 6 Sun. First day of Hanukkah*

Dec. 7 Mon. Labor Relations in the Public Sector --alternatives to the strike Ch. 13

Dec. 9 Weds Industrial Relations in Europe Ch. 14

 Let's go German; carmakers and unions. (2013, Aug 3). *The Economist,*

 *408*, pg. 56. [*Update*: The UAW lost a union representation election but plans to

 go forward with the German “Works Council” concept in Chattanooga]. Retrieved from:

 <http://libweb.uwlax.edu:2187/docview/1417570556?accountid=9435> or

<https://libweb.uwlax.edu/login?url=http://libweb.uwlax.edu:2187/docview/1417570556?accountid=9435>

Dec. 11 Fri. Industrial Relations in Other Countries

Dec. 14 Mon. International Industrial Relations & Multinational Corporations Ch. 14

 John Gennard.  (2009). A new emerging trend? Cross border trade

 union mergers. *Employee Relations, 31,* (1), 5-8. ABI-Inform link:

<https://libweb.uwlax.edu/login?url=http://proquest.umi.com/pqdweb?did=1600807721&sid=1&Fmt=2&clientId=3845&RQT=309&VName=PQD>

Dec. 16 Wed. Emerging areas in Industrial Relations; The future of Industrial Relations ----

**DEC. 21 Mon. \*\*\*\* FINAL EXAM**

 **Holley,**

 **pp. 384-387: “Fact-Finding,” “Interest Arbitration” & “Med-Arb”**

 **CHAPTERS 13-14, plus**

 **Readings by:**

1. **Putre**
2. **“Let’s go German”**

 **(3) Gennard**

 Section 001 (11:00 class, Room 226) Exam: Monday, Dec. 21, 8:15 a.m. – 9:45 a.m.

 (note that I am giving you an extra half-hour to sleep and/or study for the exam!)

*Dec 20 Sun Commencement*

*Dec. 25 Fri. Christmas*

*Jan 1 Fri. New Year’s Day*

*Holidays are included for your convenience (if applicable to you) and do not imply endorsement by the Dept. of Management, UW-L, or the State of Wisconsin. However, the greeting card companies -- and their unionized workers -- sure like them!*