

GEORGETOWN UNIVERSITY
GRADUATE LIBERAL STUDIES PROGRAM

SYLLABUS

THE HISTORY AND DEVELOPMENT OF THE AMERICAN LABOR MOVEMENT

Fall 2015

Tuesday evenings

Professor's Name: Dr. Douglas M. McCabe
Professor of Industrial and Labor Relations, Georgetown University
Member: Labor and Employment Relations Association; International
Labour and Employment Relations Association; and Society of
Federal Labor Relations Professionals.
*Recipient, Excellence in Education Award from the Labor and
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Teaching Faculty Award presented annually to the Outstanding
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First Class Meeting: Tuesday, September 8, 2015

Final Class Meeting: Tuesday, November 17, 2015

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Office Hours: Before and after class

General Learning Goals and Outcomes: The Graduate Liberal Studies Program at Georgetown University offers a course of study which engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the "liberal" arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as the humanities (e.g., theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program is to culminate in a thesis that successfully analyzes a question of value related to a student's chosen curricular field of study. More explicitly, this course will engage the student in examining the following topics as they relate to labor relations: principles of social justice and social ethics and what constitutes the social dimension of humanity.

Course (Catalog Description): Topics of study and discussion for this course on the history and development of American Labor include the following topics, among others: why unions exist; the history of collective bargaining and labor-management relations in the United States; unionism in the twentieth century; the labor movement over the past twenty years; the public policy foundation of labor-relations; union organizational campaigns and certification elections; union and management goals and tactics for collective bargaining; the negotiation process; the role of mediation and strikes; contract administration and arbitration; public, federal, and international sector labor relations; the impact of collective bargaining on organizations and society; and ethical considerations and future challenges affecting labor relations.

Course Number: LSHS-394-01

REQUIRED READINGS:

Hardcover

John W. Budd. Labor Relations: Striking a Balance. Fourth Edition. McGraw-Hill Irwin, Copyright 2013. ISBN: 007 8029430.

NOTE WELL: I am committed to the goal of giving you the best possible graduate liberal studies course offered in the country.

GRADE DETERMINATION: There will be two (2) examinations (that is, a mid-term examination and a final examination): one covering the first half of the material; the other examination will cover the second half of the material. The second examination (that is, the final) will not be comprehensive (that is, it will not cover the first half of the material) in nature.

The purpose of the examinations is to measure as accurately as possible the student's breadth and depth of comprehension and mastery of the history and development of American labor.

Each examination will be weighed 33-1/3% in the determination of the student's final grade.

POLICY ON CLASS PARTICIPATION: Students should come to class thoroughly prepared. Students are expected to have studied the required scheduled readings prior to class since meaningful and analytical class participation is expected of all students. The quality of class participation will be weighed 33-1/3% in the determination of the student's final grade.

The success of this class depends on students coming to class prepared to discuss the topics, concepts, and theories so that informed questions can be posed and responses provided.

Remember, it is the quality not the quantity of your class contribution that matters. Students are expected to attend class and to contribute to class discussions on a regular basis.

PEDAGOGICAL TECHNIQUES: Since the professor utilizes classroom discussion, case studies, simulations, and other forms of participation-interaction as learning techniques during classroom time, it is important that the student comes to class properly and completely prepared.

All of the teaching techniques mentioned above, when blended together in proper amounts, tend to sharpen and harden students' latent ability and analytical prowess. Under the combination-of-teaching techniques approach, students will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because labor relations is concerned so much with industrial justice, there should be a premium in teaching labor relations on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her professional capacity, the professor must impart techniques which essentially involve the arts of research, clear analytical thinking, and careful articulation (both oral and written).

Under the case study method, students are given a set of labor relations materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign students in advance to roles. The professor plays the role of an activist -- commenting on the way the management arguments were presented, offering two or three minute digressions, and

frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable, if the method is used judiciously. Most importantly, the class gets the benefit in classroom discussion of considered student judgments.

In a typical case discussion, the instructor will ask one group of students to “open” the class by professionally presenting their interpretation of the situation and answering specific questions. These presentations will usually deal with a decision central to the case, and the rationale behind the decision. Afterwards, the discussion will be open to the rest of the class, aiming to build a complete analysis of the situation and address the general problems and issues in the case. In the open discussion, students will be called upon to critique, play devil’s advocate, or present alternative options to those expressed in the opening. Clearly, prior preparation is therefore required from *every* student in order to thoroughly explore the case at hand. The instructor acts as a moderator of the class discussion, drawing the session to a conclusion with a summary of the points which have emerged. This approach develops a process of thinking which enhances broad perspective thinking and decision-making capabilities. Communication skills are also refined. The emphasis in discussions is on the formulation of *ethical* labor relations programs.

No pedagogical system is perfect, and changes will continue to occur. At least in liberal studies teaching, reconsideration of the relative value of different teaching approaches is a welcome development.

CLASS ATTENDANCE/ ABSENCE: *Because of the intense nature of the Liberal Studies Program, absences are not expected except in extraordinary circumstances. In all instances, the student should contact the professor regarding any absence. Absence from the first class meeting and/or several unexplained absences or an accumulation of absences usually result in withdrawing the student from the course. Individual professors may request that a student be withdrawn from the course due to absence or may reflect a student’s absence in the final course grade or by requiring additional course assignments before assigning the final grade.*

RECAPITULATION OF THE PROFESSOR’S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the student by aiding the student in maximizing his or her educational investment at Georgetown University.

Furthermore, the student is urged to discourse with the professor before and after class, during his office hours, and by appointment. My door is always open to you and your problems.

NOTE WELL: The student is responsible for mastering the body of knowledge presented in the readings, lectures, class discussions, cases, simulations, audio-visual aids, and in all the other forms of pedagogical techniques. Read newspapers and the business press every day: know what is going on around you in the area of labor relations.

CASE STUDIES: *The student must answer the following question where appropriate for each case study prior to class: “How would you rule as a member of the National Labor Relations Board (NLRB) and why?”; or, “How would you rule as the labor arbitrator in this case and why?”*

NOTE WELL: *Clearly, much learning is derived from fellow seminar participants’ contributions to class discussions and a failure to fully prepare for class should be construed as breaking a contract with them. Further, late arrivals and early departures are disruptive to the atmosphere we will be trying to create and should be totally avoided.*

<p><u>NOTE WELL:</u> <i>No cell phones, iPhones, Smart Phones, laptops, recording devices or other means of electronic communication are allowed during class.</i></p>

NOTE WELL: *The textbook must be brought to every class session unless indicated otherwise by the instructor. Failure to do so could lead to a lowering of the class participation grade by the professor.*

DISABILITIES STATEMENT: If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

The course will take an *interdisciplinary, values* perspective to the subject. Furthermore, this course will provide *ethical* questions and provide a framework of *values* for labor and management in all types of organizations.

HONOR CODE: MALS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

SEMESTER SCHEDULE OF ASSIGNMENTS

PART I: INTRODUCTION AND OVERVIEW

NOTE WELL: The Reflection questions and Ethics in Action questions at the end of each chapter should be prepared prior to class, including all Labor Discussion Cases and Grievance Discussion Cases.

Tuesday, September 8, 2015

Introductory Lecture: "Labor Relations Sectorial Analysis and How Unions are Formed"
 Budd: Chapter 1, "Contemporary Labor Relations: Objectives, Practices, and Challenges"

Vignettes to be shown where appropriate throughout the seminar:

"Labor Arbitration - - The Truth of the Matter"
 "A Labor Arbitration Case Study: The Suspension of Nurse Kevin"
 "If You Don't Come In on Sunday"
 "What Happened at Saturn"
 "Rustbelt Phoenix: Saving the American Steel Industry"
 "Hoffa"
 "The New Face of Labor Unions: Pensions and Jobs"

PART II: PROFESSIONAL BODY OF KNOWLEDGE

Tuesday, September 15, 2015

Lecture: "The History of American Labor-Management Relations"
 Budd: Chapter 3, "Historical Development"
 Budd: Chapter 2, "Labor Unions: Good or Bad?"

Tuesday, September 22, 2015

Budd: Chapter 4, "Labor Law"
 Budd: Appendix A, The National Labor Relations Act, p. 491
 Budd: Labor Discussion Case 1, p. 145
 Budd: Labor Discussion Case 2, p. 146
 Budd: Labor Discussion Case 3, pp. 147-148
 Budd: Chapter 5, "Labor and Management Strategies, Structures, and Constraints"

Tuesday, September 29, 2015

Budd: Chapter 6, "Union Organizing"
 Lecture: "Labor Negotiation Skills" Personal Bargaining Inventory
 Budd: Labor Discussion Case 4, p. 227
 Budd: Labor Discussion Case 5, p. 228
 Budd: Chapter 7, "Bargaining"
 Budd: Labor Discussion Case 6, p. 264

Tuesday, October 6, 2015

Budd: Chapter 8, "Impasse, Strikes, and Dispute Resolution"
 Budd: Labor Discussion Case 7, p. 299

Tuesday, October 13, 2015

Budd: Chapter 9, "Contract Clauses and Their Administration"
 Budd: Grievance Discussion Case 1, p. 333
 Budd: Grievance Discussion Case 2, pp. 334-335
 Budd: Grievance Discussion Case 3, pp. 335-337
 Budd: Grievance Discussion Case 4, pp. 337-338
 Budd: Grievance Discussion Case 5, p. 339
 Budd: Grievance Discussion Case 6, p. 340
 Budd: Grievance Discussion Case 7, p. 341
 Budd: Grievance Discussion Case 8, pp. 342-343
 Budd: Grievance Discussion Case 9, pp. 343-344
 Budd: Grievance Discussion Case 10, pp. 344-345

Tuesday, October 20, 2015**MID-TERM EXAMINATION****Tuesday, October 27, 2015**

In-Class Handout: Simulation/ Exercise – "Southern Electric"
 Budd: Chapter 10, "Flexibility, Empowerment, and Partnership"
 Budd: Labor Discussion Case 8, pp. 378
 Budd: Labor Discussion Case 9, pp. 379-380
 Budd: Chapter 11, "Globalization"
 Budd: Labor Discussion Case 10, pp. 415
 Budd: Chapter 12, "Comparative Labor Relations"

In-Class Handout: Negotiation Simulation – "Newtown School Dispute"
 Budd: Chapter 13, "What Should Labor Relations Do"
 Appendix B: "Universal Declaration of Human Rights," p. 519

Tuesday, November 3, 2015

Preparation for Collective Bargaining Simulation – "Newtown School Dispute"

Tuesday, November 10, 2015

Collective Bargaining Simulation – In Class
 "Newtown School Dispute"

PART III: CONCLUSION**Tuesday, November 17, 2015**

Collective Bargaining DeBrief
 Class Photo
FINAL

NOTE WELL: While this syllabus accurately reflects course plans as the fall semester begins, the professor reserves the right to make changes for educationally-related reasons.