

GEORGETOWN UNIVERSITY

LIBERAL STUDIES PROGRAM

SYLLABUS

THE HISTORY AND DEVELOPMENT OF AMERICAN LABOR

Spring 2008

Tuesday evenings

Professor's Name: Dr. Douglas M. McCabe  
Professor of Industrial and Labor Relations  
Member: Labor and Employment Relations Association;  
International Industrial Relations Association; Association for  
Conflict Resolution; International Association for Conflict  
Management; Society of Federal Labor Relations Professionals;  
and American Arbitration Association.

Office Telephone: (202) 687-3778

First Class Meeting: Tuesday, January 15, 2008

Final Class Meeting: Tuesday, March 25, 2008

E-mail: mccabed@georgetown.edu

Office Hours: Before and after class

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. Second Edition. McGraw-Hill Irwin, Copyright 2008.

Paperback

David A. Dilts. Cases in Collective Bargaining and Industrial Relations: A Decisional Approach. Eleventh Edition. Burr Ridge, Illinois: McGraw-Hill Irwin, 2007.

NOTE WELL: I am committed to the goal of giving you the best possible liberal studies course offered in the country. We can achieve that goal through mutually-sustained hard work.

GRADE DETERMINATION: There will be two (2) major 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. However, the professor reserves the right to make exceptions to this rule where he deems necessary and proper.

The purpose of the examinations is to measure as accurately as possible the student's breadth and depth of comprehension and mastery of the theories, principles, and research of the history and development of American labor, and their concomitant application by the student.

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

POLICY ON CLASS PARTICIPATION: Students must come to class thoroughly prepared. Students are expected to have studied meticulously (as opposed to a mere cursory reading) 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.

Furthermore, the quality of class participation will be significant in revising the grade upward [(that is, above and beyond the 33-1/3% weighing) (in exemplary cases)]. On the other hand, the lack of quality or absence of any class participation will be significant in revising the grade downward [(that is, below the 33-1/3% weighing) (in far-below-par cases)]. The amount of the lowering or raising of grades based solely upon the quality or lack of quality (or absence of any) of class participation is usually a minus or a plus (but not always) and is solely the objective prerogative of the professor. Poor oral communication skills will not be tolerated.

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. Class contribution includes, but is not limited to:

- (1) providing recapitulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice;
- (7) presenting one of his/her thought items to the class;
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;
- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the "I feel" syndrome, meaning your comment is embedded in some conceptual or experiential framework.

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.

The syllabus assignments represent a high level of learning activity. I believe it would be irresponsible and unprofessional on my part and misleading to you personally to demand less than the level of learning outlined in this syllabus.

PEDAGOGICAL TECHNIQUES: Since the professor utilizes classroom discussion, the Socratic method, case studies, simulations, and other forms of participation-interaction as learning techniques during classroom time, it is imperative 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 jurisprudence, 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).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular labor relations decisions, and thereby probes and explores the conflicting policy values of management controversies by question after question. It is an interesting teaching approach. Students are not only involved in the sense that they engage occasionally in a give-and-take with the professor, but because intellectual possibilities are mainly indicated through questioning. The class must reason along with the professor rather than simply copying down what the professor has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating management alternatives and balancing values.

Under the case study method, students are given a set of management 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 effective, efficient and ethical management 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. This purpose is accomplished by the professor conducting a challenging and substantive course which demands exacting scholarship. To do less would be to deprive the student of a top-notch education by failing to aid the student in achieving the highest pinnacle of academic and professional attainment.

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. Your task is also to think. Here is a list of skills and activities that you must do: document and support your conclusions -- every statement you make must be defensible; both analyze and synthesize, and reason deductively as well as inductively -- descriptions and summaries are not enough; determine logical relationships among data and arguments -- does “b” follow from “a”?; distinguish what is relevant and significant from what is unimportant and trivial; evaluate ideas and arguments; admit and consider values that are contrary to your own; be resourceful and active, not dependent or passive; do outside research; and read newspapers and the business press every day: know what is going on around you in the area of labor relations.

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

NOTE WELL: I am committed to the goal of giving you the best possible liberal studies course offered in the country. We can achieve that goal through mutually sustained hard work.

PROFESSIONAL ASSOCIATIONS: The student is also expected to be familiar with the major labor relations professional associations: Labor and Employment Relations Association; American Arbitration Association; Society of Federal Labor Relations Professionals; and the International Industrial Relations Association.

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.

\*\*\*\*\*  
“LOVE OF WISDOM THE GUIDE OF LIFE.”  
-- THE MOTTO OF PHI BETA KAPPA  
\*\*\*\*\*

VIGNETTES: Selected video case studies on pertinent issues in the history and development of American labor will be shown where appropriate. They include, among others, the following: “Biography -- Hoffa”; “Labor and Employment Practices”; “Handling Labor Relations”; “The

Labor Arbitration Process”; “On Strike”; “Committed to Change -- Starting a Labor-Management Committee”; “Labor’s Future In the Global Economy”; “Saturn and the UAW”; “The River Ran Red -- Homestead 1892”; “Labor’s Man on the Board”; “Canadians Invest in Jobs for the Future”; “In-Sourcing Work at Northwest Airlines”; “Pensions and Jobs”; “The Global Assembly Line”; “Union Maids”; “The Workers”; “Where Do You Stand”; “Rustbelt Phoenix -- Saving the American Steel Industry”; “Struggling Unions”; “Partners: Bethlehem Steel and the United Steelworkers”; “Unions in Crisis”; and “Union Democracy.”

*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.*

*NOTE WELL: No cell phones, BlackBerry devices, or other means of electronic communication are allowed during class. Furthermore, they must be turned completely off prior to entering the classroom.*

*NOTE WELL: The textbooks 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.*

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

## SEMESTER SCHEDULE OF ASSIGNMENTS

### PART I: INTRODUCTION AND OVERVIEW

#### **Tuesday, January 15, 2008**

Introductory Lecture: "Labor Relations Sectorial Analysis and How Unions are Formed"  
 Budd: "Preface," pp. viixi  
 Budd: Chapter 1, "Contemporary Labor Relations: Objectives, Practices, and Challenges"  
 Dilts: "Preface," pp. v-vii  
 Budd: Chapter 3, "Labor Relations Outcomes: Individuals and the Environment"

### PART II: PROFESSIONAL BODY OF KNOWLEDGE

#### **Tuesday, January 22, 2008**

Lecture: "The History of American Labor-Management Relations"  
 Budd: Chapter 4, "Historical Development"  
 Budd: Chapter 2, "Labor Unions: Good or Bad?"  
 Vignette: "Biography – Hoffa"

#### **Tuesday, January 29, 2008**

Budd: Chapter 5, "Labor Law"  
 Dilts: "Introduction to the Labor Management Relations Act (LMRA), pp. 3-28  
 Dilts: "Partial Text of the Labor Management Relations Act," pp. 31-46  
 Budd: Chapter 6, "Labor and Management Strategies, Structures, and Rights"  
 Dilts: Cases 1-10  
 Vignette: "The New Face of Labor Unions: Pensions and Jobs"

#### **Tuesday, February 5, 2008**

Budd: Chapter 7, "Union Organizing"  
 Dilts: Cases 11-22  
 Budd: Chapter 8, "Bargaining"  
 Budd: Chapter 9, "Impasse, Strikes, and Dispute Resolution"  
 Dilts: Cases 23-38

#### **Tuesday, February 12, 2008**

#### **MID-TERM EXAMINATION**

#### **Tuesday, February 19, 2008**

Vignette: "The Labor Arbitration Process"  
 Budd: Chapter 10, "Contract Clauses and Their Administration"  
 Dilts: "Conflict Resolution, Grievance Procedures, and Arbitration," pp. 165-183  
 Dilts: Cases 39-50

#### **Tuesday, February 26, 2008**

In-Class Handout: Simulation/Exercise – "Southern Electric"  
 Budd: Chapter 11, "Flexibility and Employee Involvement"  
 Dilts: Cases 51-62

**Tuesday, March 4, 2008**

No Class – University Holiday – Spring Break

**Tuesday, March 11, 2008**

Budd: Chapter 12, “Globalization”  
Budd: Chapter 13, “Comparative Labor Relations”  
Dilts: Cases 63-70

**Tuesday, March 18, 2008**

Budd: Chapter 14, “What Should Labor Relations Do”  
Dilts: Cases 71-81  
Vignettes: McCabe’s Video Library – “UPS” and/or “D.C. Teachers Union,” and/or “CNN’s Crossfire”

**PART III: CONCLUSION**

**Tuesday, March 25, 2008**

Class Photo  
FINAL EXAMINATION