

## SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

### ADMINISTRATION

Edward J. Lawler, dean  
 Robert Smith, associate dean, academic affairs  
 Gordon Law, librarian  
 Allan Lentini, director, administrative services  
 Martin Wells, director, research  
 Christopher Haley, director, external relations  
 Laura Lewis, director, office of student services  
 John Bunge, graduate faculty representative  
 Tove Hammer, editor, *Industrial and Labor Relations Review*

### DEGREE PROGRAMS

Industrial and Labor Relations	Degree
	B.S.
	M.I.L.R.
	M.P.S.
	M.S.
	Ph.D.

### THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 750 undergraduates and approximately 180 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

ILR students study in modern, technologically advanced lecture halls, seminar rooms, and libraries.

Almost half of the school's typical freshman class comes from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Women constitute about 50 percent of entering classes, and minority students comprise about 25 percent of freshmen and transfer students.

Students enrolled in the School of Industrial and Labor Relations at Cornell may take a substantial number of courses in the other six undergraduate colleges and schools of the university, including the College of Arts and Sciences. Cornell students have access to all of the libraries and other services of the university.

The school operates in four areas: 1) resident instruction, 2) extension and public service, 3) research, and 4) publications. It provides instruction to undergraduates and graduate students who are preparing for careers in industrial and labor relations, as well as to men and women already engaged in industrial relations activities and the general public

through its Extension and Public Service Division.

The school's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

The Research Division develops materials for resident and extension teaching and originates studies in industrial and labor relations. The Publications Division publishes and distributes the research results.

### GRADUATE DEGREES

More than 150 students on the Cornell campus are enrolled in graduate study in industrial and labor relations, one of the largest graduate fields in the university. Students may work toward the degrees of Master of Industrial and Labor Relations, Master of Professional Studies, Master of Science, and Doctor of Philosophy. For further information on graduate programs, contact the Graduate Office, School of Industrial and Labor Relations, Cornell University, 216 Ives Hall, Ithaca, NY 14853-3901.

### DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

#### Collective Bargaining, Labor Law, and Labor History

In the study of workers, employers, and the government policies affecting them, members of this faculty concentrate on subjects of industrial and labor relations best understood by reliance on the fields of administration, economics, history, and law. Courses explore subjects within the framework of American society, stress fundamental forces of change, and analyze texts and empirical data with methods drawn from the social sciences, the humanities, and the legal professions.

#### Human Resource Studies

This department offers specialization in human resource studies. Human Resources focuses on employer-employee relationships and deals with such topics as human-resource planning, staffing, computer applications to personnel, personnel information systems, training, management development, performance appraisal, compensation administration, organization development, and the sociological environment of human resource management. The study of human resource policy focuses on government efforts to enhance the population's ability to be employed. Although primarily concerned with governmental measures that influence the supply of labor (for example, training, education, health, mobility, and immigration),

the subject area also includes policies in private industry that relate to the demands for labor.

#### International and Comparative Labor

International and Comparative Labor Relations is concerned with industrial and labor relations systems and labor markets in other parts of the world. Countries include those in Western Europe as well as in Asia, Latin America, and South America.

#### Labor Economics

Labor Economics deals with labor markets: that is, the institutional arrangements, terms, and conditions under which workers supply their labor and under which firms demand their labor. Faculty members are especially concerned with understanding the workings of labor markets and the effects of various public policies. The topics dealt with in courses and research include the following: analysis of the labor force, employment and unemployment, wages and related terms of employment, income distribution, income security programs, health and safety in industry, retirement, pensions and social security, economic aspects of collective bargaining, and economic demography.

#### Organizational Behavior

By studying individuals, groups, single organizations, and associations or organizations, persons in the field of organizational behavior understand human behavior within organizations as well as the actions of the organizations themselves. At the individual level of analysis, courses consider motivation, leadership, attitudes, personality, group processes, organizational change, and worker participation. At the organizational level, courses examine occupations, deviance in the workplace, conflict, power, organizational design, public policy regarding organizations, and industrial conflict. The department also offers courses on research methods in organizational research and general survey courses in both psychological and sociological research.

#### Social Statistics

Economic and social statistics includes the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

A full list of required and elective courses is available from the Office of Student Services, 101 Ives Hall.

### RESIDENT INSTRUCTION

This division conducts the on-campus programs leading to the degrees of Bachelor of Science, Master of Industrial and Labor Relations, Master of Professional Studies, Master of Science, and Doctor of Philosophy from Cornell.

**Office of Student Services**

Staff members from the Office of Student Services, 101 Ives Hall, work closely with faculty and faculty committees to administer degree programs for the school and many of the school's support services. The office's responsibilities include the admitting and orienting of new students, maintaining students' personal and academic records, and counseling students on personal and academic problems. The office also works closely with seniors who are planning graduate study.

**Counseling and Advising**

New students are advised on orientation, academic procedures, and course registration by counselors in the Office of Student Services.

Each of the school's academic departments names faculty members to serve as advisers for students who wish to consult with them regarding career possibilities in the field, postgraduate programs, or similar matters. Questions or issues related to graduation requirements, course registration, and related academic procedures should be raised with counselors in the Office of Student Services.

**Minority Programs**

Cornell University administers a variety of special opportunity programs designed to provide financial and other forms of assistance to 1) minority students and 2) low-income students meeting program guidelines. The purpose of these programs is to provide access to a Cornell education for capable students who otherwise might not secure the admissions consideration, financial assistance, or supportive services necessary for their success at the university. The associate director for minority education in the Office of Student Services provides academic and personal counseling to all ILR minority students. ILR offers a variety of support services to enhance academic achievement.

See the Minority Affairs web site at [www.ilr.cornell.edu/studentservices/ac/minority.html](http://www.ilr.cornell.edu/studentservices/ac/minority.html).

**STUDY OPTIONS**

Several study options are open to ILR undergraduates, making it possible to tailor a program to fit special circumstances.

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Some students elect to spend a semester in New York City, Albany, or Washington, D.C., with a chance to observe actual labor problem solving as interns in congressional offices, labor organizations, personnel offices, and state and federal agencies. For more information, see "Special Academic Programs" below.

Study abroad options are also available at a number of foreign universities. Qualified students may spend a semester or a full year studying abroad.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area and elsewhere in New York State.

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed

studies if the program is supervised by a faculty member.

**Study in Absentia**

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit toward completion of the Cornell degree. This study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee.

**Leave of Absence or Withdrawal**

If a student desires to withdraw or take a leave of absence from the university, an interview should be scheduled with a counselor in the Office of Student Services. Counselors will assist students in petitioning for approval of a leave of absence and in contacting the appropriate offices or departments of the university.

**REQUIREMENTS FOR GRADUATION**

To earn the Cornell Bachelor of Science degree in industrial and labor relations, the student must successfully complete 120 credits. This requires eight terms for an average of 30 credits a year although some students accelerate their studies.

**Freshman Year**

**Fall Semester**

Freshman Writing Seminar	3
Introductory Microeconomics (ECON 101)	3
History of American Labor: Nineteenth Century (ILRCB 100)	3
Introduction to Micro Organizational Behavior and Analysis: The Social Psychology of the Workplace (ILROB 170)	3
ILR Colloquium (ILRID 150)	1
Elective	3
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**Spring Semester**

Freshman Writing Seminar	3
Introductory Macroeconomics 102	3
History of American Labor: Twentieth Century (ILRCB 101)	3
Introduction to Macro Organizational Behavior and Analysis (ILROB 171)	3
Elective	3
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Physical Education, fall and spring	

**Sophomore Year**

**Fall Semester**

Statistics I (ILRST 210)	3
Development of Economic Institutions (ILRLE 140)	3
Labor and Employment Law (ILRCB 201)	3
Human Resource Management (ILRHR 260) Fall	3
Elective	3
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**Spring Semester**

Statistics II (ILRST 211)	3
Economics of Wages and Employment (ILRLE 240)	3
Distribution: Cultural Perspectives	3
Distribution: Western Intellectual Tradition	3
Elective	3
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**Junior and Senior Years**

Economic Security (ILRLE 340)	3
Collective Bargaining (ILRCB 300)	3
Distribution: International and Comparative Labor ILRIC	3
Distribution: Upper-Division Writing	3
Distribution: Science and Technology	3
ILR and General Electives	
ILR Electives—30 credits (one course must be ILRIC)	
Minimum of 12 credits of ILR course work including 495 (Honors), 499 (Independent Study) and approved list of courses from the LE Department.	
Maximum of 12 credits from foreign languages, advanced math, or other non-ILR courses as approved by ILR departments.	
Maximum of 9 credits for one semester abroad or 15 credits for a full year.	
Maximum of 9 credits for internships (497: 3 credits; 498: 6 credits S-U).	
General Electives—34 credit hours of which up to 22 hours may be freely elected in the university's endowed divisions	

**Required Courses**

(49 credits)

The curriculum prescribes the courses and subjects listed in the table above; some are illustrative.

**Elective Courses**

(71 credits)

From the courses offered by the school, students must select a minimum of 30 credits of ILR elective courses. No more than 9 of these credits may be satisfied by ILR 497-498, internships, or one semester of study abroad.

Undergraduates are required to select one intensive writing course (for a minimum of 3 credits) from a list of designated courses.

The remaining 34 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 34 credits in the endowed colleges (the

College of Architecture, Art, and Planning; the College of Arts and Sciences; the Johnson Graduate School of Management; the College of Engineering; and the School of Hotel Administration) must pay for each credit taken in excess of 34, whether or not the courses are passed. For the precise fee per credit, students should call the Office of the Bursar.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the school.

### ILR Math Requirement

A student who took AP calculus in high school and scored a 3 or better on the AB exam or subscore of BC exam has fulfilled the ILR math requirement. If AP calculus wasn't completed, or if the scores noted above were not achieved, you will be expected to take and pass the ILR Math Assessment before registering for required courses in Statistics and Labor Economics. The Math Assessment is based on materials covered in New York State Regents Exams for Courses 2 and 3. (Calculus is not covered in those courses.)

The ILR Math Assessment will be scheduled in August, January, and May. Those who do not pass in the first attempt will be expected to register in an appropriate math course and pass the assessment *before the beginning of their third semester* in the school. Any student who cannot meet the requirement by the beginning of the third semester will be enrolled for a terminal term and will be expected to leave the school thereafter.

Transfer students will be expected to meet the same standards in math: either present the score required by Cornell University for AP calculus (AB or BC) credit, or pass the ILR Math Assessment before being permitted to register in ILRST 210 or ILRLE 240 with a terminal semester possible after failing the assessment given at the beginning of a third semester as an ILR student.

## SCHEDULING AND ATTENDANCE

### Schedule Changes

Occasionally it may be necessary for a student to request changes in his or her course schedule either before a term begins or during the semester. Such requests must be directed to the Office of Student Services to avoid possible loss of academic credit.

### Class Attendance

It is each student's responsibility to attend all scheduled classes unless excuses have been approved by the faculty. In some courses an instructor may permit a maximum number of class absences without a grade penalty or dismissal from the course. An explanation for absence from class may occasionally be secured from the Office of Student Services in advance of the expected absence. An approved absence may be warranted by:

- 1) participation in authorized university activities such as athletic events, dramatic productions, or debates;
- 2) medical problems supported by a record of clinic or infirmary treatment;
- 3) serious illness or death in the immediate family;

- 4) other circumstances beyond the student's control.

A request for explanation of an absence should, when possible, be made to the Office of Student Services before the date of expected absence. A reported and explained absence does not relieve a student from fulfillment of academic requirements during the period of absence. The course instructor has the authority to determine what work must be completed. The office can only confirm the explanation for absence. Students should inform the Office of Student Services of any problems they have meeting course requirements.

## STANDING AND GRADES

### Academic Integrity

In 1987 the faculty of the School of Industrial and Labor Relations approved a revised code of academic integrity. This code, while based on the Cornell University code, varies somewhat.

Absolute integrity is expected of all Cornell students in all academic undertakings. They must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity. The code specifically prohibits:

- 1) knowingly representing the work of others as one's own;
- 2) using or obtaining unauthorized assistance in any academic work;
- 3) fabricating data in laboratory or field work;
- 4) giving fraudulent assistance to others;
- 5) fabricating data in support of laboratory or field work.

Full details on the applications of those prohibitions to course work, term papers, examinations, and other situations are listed in the code. Copies are available from the Office of Student Services, 101 Ives Hall.

### Dean's List

A Dean's List is compiled for each of the four undergraduate classes each term on the seventh day following receipt of final grades from the registrar. Eligibility for the Dean's List is determined by applying all of the following criteria:

- 1) achievement of a term average for freshmen of 3.3 or better; for sophomores of 3.4 or better; and for juniors and seniors of 3.6 or better;
- 2) a minimum course load for the term of 12 letter-graded credits;
- 3) completion of all courses registered for at the beginning of the term;
- 4) satisfaction of all good-standing requirements.

### Academic Standing

Good standing requires that all of the following criteria be met at the end of each term:

- 1) an average of C- (1.7) for the semester's work, including a minimum of 8 completed and letter-graded credits;
- 2) no failing grades in any course, including physical education;
- 3) a cumulative average of C- (1.7) for all completed terms.

If at the end of any term a student fails to maintain good standing or if overall academic performance is so marginal as to endanger the possibility of meeting school and university degree requirements, his or her record is reviewed by the Committee on Academic Standards and Scholarships. The committee may issue a written warning to the student at that time. If a student does not improve after the written warning, he or she may be denied permission to register for the next term.

### Involuntary Separation from the School for Academic Reasons

A student may be denied permission to reregister at the end of any term when he or she has failed:

- 1) to establish good standing after a semester on warning;
- 2) to maintain an average of 1.7 in any term after a previous record of warning;
- 3) to achieve good standing after being on warning any two previous semesters;
- 4) two or more classes in one term or has a term average of 1.0 or below.

The Academic Standards and Scholarship Committee may decide to permit a student to remain on warning more than one semester if there has been significant improvement even though the cumulative average is still below 1.7.

### S-U Grading Policy

An undergraduate may register to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses that offer this option—either in the school or in other divisions of the university—subject to the following conditions:

- 1) the S-U option may be used in ILR and in out-of-college course electives only, not in directed studies;
- 2) students are limited to registering in *two* S-U courses a term;
- 3) S-U registration is limited to 4 credits for each course;
- 4) students registering for S-U grades must be in good standing;
- 5) students must fulfill the graduation requirement of 105 letter-graded credits.

ILR faculty members assign a grade of U for any grade below C- and a grade of S for any grade of C- or better. A grade of U is considered equal to an F in determining a student's academic standing, although it is not included in the cumulative average.

No change of grading (from letter to S-U or from S-U to letter) may be made after the first three weeks of class. There are no exceptions to this restriction, and appeals will not be accepted.

## Grades of Incomplete

A grade of incomplete is assigned when the course has not been completed for reasons that are acceptable to the instructor. It is understood that the work will be completed later and credit given. Instructors may grant a grade of incomplete for a limited number of clearly valid reasons, but only to students with substantial equity in a course. A firm and definite agreement on the conditions under which it may be made up must be made with the instructor. The school's policy allows a maximum of two full terms of residence for removal of a grade of incomplete. If it is not made up within this time, the grade automatically becomes an F.

## SPECIAL ACADEMIC PROGRAMS

To meet the special academic objectives of some students, the school's faculty has established several special academic programs. For additional information, students should contact a counselor in the Office of Student Services. Counselors will explore the program with students to help them decide if it suits their interests.

### Five-Year Master of Science Degree Program

With early planning it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish concentrated study in an area of specialization in the school for a master of science degree. Students considering this program should consult a counselor in the Office of Student Services after their freshman year.

### Internships

Many ILR students decide to participate in the ILR Credit Internship Program, working in cities all over the country, typically during the junior year. Most sponsors expect that interns will have completed the introductory required courses before coming to work with them, so the junior year is the earliest opportunity to test out what's been learned in the classroom. The majority of ILR interns will be located in either New York City or Washington, D.C. Contact ILR's Off-Campus Programs office and visit Professor Clete Daniel's ILR Credit Internship web site at [www.ilr.cornell.edu/creditinternships/](http://www.ilr.cornell.edu/creditinternships/).

### Summer Internships

What is a summer internship? If, during the summer, you work in a job that is related to industrial and labor relations, you may find that your employer refers to that employment as an internship. Their terminology differs from that used by ILR and Cornell to refer to credit-bearing internships. Academic credits earned: ILR considers an internship to be a learning experience engaged in during the academic year, for which you earn academic credit, are supervised by a faculty member, are evaluated, have a grade recorded, and pay tuition. With very few exceptions (the Clem Miller Scholarship, Saul Wallen internship, Chaim and Ida Miller Scholarship, all of which are summer support provided to selected ILR students) summer employment has little in common with the semester credit internship program. Approval is required in advance. Some companies tell students that they cannot be employed unless they receive academic

credit for a summer internship. Cornell does not grant credit unless you are registered, pay tuition, have a faculty supervisor, and are in a position approved for internship credit.

### Programs in Washington

Two Washington programs are available to ILR students: the ILR Credit Internship Program and the Cornell in Washington program, sponsored through the College of Arts and Sciences.

**ILR Credit Internship Program:** Interns work approximately 30 hours per week for the 15 weeks of the semester, in ILR-related organizations approved by the ILR faculty. They also work on a research project related to their internship, which is graded by their ILR faculty supervisor. The credit hours that they earn are ILR elective credits. Internships are available in New York City and Washington, D.C., as well as other locations. Cornell in Washington interns find placement in practically any and every operation in Washington, work there about 20 hours per week, and attend Cornell classes taught in Washington by Cornell faculty. They are expected to complete a major thesis project, which is related to their course work and internship and for which they receive a grade.

**Selecting a program:** Most ILR students who wish to be interns in Washington, D.C., apply to the ILR Credit Internship Program. Occasionally, an ILR student identifies an interest that cannot be met by the ILR program. The student may then apply to the Cornell in Washington program but will be expected to secure ILR faculty approval of their plans and academic eligibility before applying to the Cornell in Washington program. Application procedure: interested students are expected to discuss the program with Professor Daniel, ILR's academic coordinator for internships, before proceeding with applications.

### Honors Program

Undergraduates who are ranked in the top 20 percent of their class at the end of the junior year may propose a two-semester research project, an honors thesis, for review by the Committee on Academic Standards and Scholarships. When approved, the candidate for graduation with honors works for two semesters (for 3 credits in each term) to research, write, and then defend the thesis.

### Study Abroad

Students in ILR who plan to study in another country usually do so in the junior year, occasionally in the senior year. They may study in one of the programs that is sponsored by Cornell, in one sponsored by another institution and endorsed by Cornell, or in an approved externally sponsored program. Information about study abroad is available in OSS (101 Ives Hall) or the Cornell Abroad Office (300 Caldwell Hall).

Students are expected to register for a full course load, the equivalent of 15 credit hours in a semester or 30 hours in a year, when they study abroad. Some courses will be the equivalent of general elective credit or distribution credit, but others may be accepted as ILR elective credit if evaluated and approved by the relevant ILR department. A student may satisfy up to 9 hours of the ILR elective requirement in a single semester

abroad and up to 15 hours in a year of foreign study.

Application for foreign study requires that the student meets the schedules of the program of interest and Cornell's schedule. Applications include tentative class schedules, recommendations from faculty, approval of the application by an ILR faculty committee, essays, and transcripts. Approved in ILR, the application is sent to Cornell Abroad and then to the program for which the student is applying. For more information, contact Kevin Harris, ILR study abroad coordinator, 101 Ives Hall, 607-255-2223, [kfh4@cornell.edu](mailto:kfh4@cornell.edu), or Cornell Abroad Office, 300 Caldwell Hall, (607) 255-6224, [CornellAbroad@cornell.edu](mailto:CornellAbroad@cornell.edu), [www.cuabroad.cornell.edu/contact/index.asp](http://www.cuabroad.cornell.edu/contact/index.asp).

## COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

R. Lieberwitz, chair; M. Cook, J. Cowie, C. Daniel, I. DeVault, M. Gold, L. Gray, J. Gross, H. Katz, S. Kuruvilla, D. Lipsky, N. Salvatore, K. Stone, L. Turner

### ILRCB 100 Introduction to U.S. Labor History: Nineteenth Century

Fall, 3 credits. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.

This first semester of a two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States through the end of the nineteenth century.

### ILRCB 101 Introduction to U.S. Labor History: The Twentieth Century

Spring, 3 credits. Prerequisite: ILRCB 100. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.

This second semester of a two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States from the end of the nineteenth century up to the present.

### ILRCB 201 Labor and Employment Law

Fall and one section in spring, 3 credits. M. Gold, J. Gross, R. Lieberwitz, and K. Stone.

A survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half of the course surveys the laws against discrimination based on race, religion, sex, national origin, age, and disability. Also serves as an introduction to judicial and administrative systems.

### ILRCB 300 Collective Bargaining

Fall and spring, 3 credits. M. Cook, H. Katz, D. Lipsky, S. Kuruvilla, R. Seeber, and L. Turner.

A comprehensive introduction to industrial relations and collective bargaining in the United States; the negotiation, scope, and day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; industrial conflict; the major challenges facing unions

and employers today; U.S. industrial relations in international and comparative perspective.

**ILRCB 301 Labor Union Administration**

Fall. 3 credits. Staff.  
Study and analysis of the structure and operations of American unions, including the complicated internal life of the organizations; the varied environments in which unions develop and grow or decline; the relationship of national unions, local unions, and members in the many different sections of internal union government; the ways in which unions are set up to handle organizing, collective bargaining, contract administration, and political activity; and the widespread movement toward merger and consolidation of unions that began in the sixties and continues today. All of these involve a study of union constitutions and other primary documents, in addition to secondary readings. Attention is given to relevant legislation, current problems of unions, and the eternal problems of attaining union democracy.

**ILRCB 302 Strangers and Citizens: Immigration and Labor in U.S. History**

Fall or spring. 3 credits. I. DeVault.  
This course explores immigrant workers' experiences in the nineteenth and twentieth centuries from different perspectives. Students examine what it meant to the immigrants themselves to arrive as strangers in the United States while also examining the ways in which pre-existing American groups defined these immigrants as "strangers." Similarly, students look at U.S. citizens in their roles as greeters of immigrants, detractors of immigrants, and as models for the aspirations of immigrants. Throughout the course our main examples come from the industrial and union realms.

**ILRCB 303 Working-Class America in Mass Media and Popular Culture**

Spring. 3 credits. J. Cowie.  
Examines a variety of representations of working people found in commercial popular culture throughout the 20th century as a means to explore the ways in which history, memory, and politics are shaped through popular discourse. Uses sources as diverse as popular music, Hollywood movies, the mainstream press, and television sit-coms to understand the ideological and political influences on our pre-conceptions of workers, and how those forces influence our notions of authenticity, the historical experience, and the politics of social class.

**ILRCB 304 Seminar in American Labor and Social History**

Fall or spring. 4 credits. Permission of instructor. C. Daniel, I. DeVault, and N. Salvatore.

An undergraduate seminar whose topic changes depending on semester and instructor.

**ILRCB 305 Introduction to Labor Arbitration and Alternative Dispute Resolution**

Fall. 3 credits. J. Gross.  
An introductory survey that focuses on the U.S. labor arbitration process in the private and public sectors (legal issues, discipline and discharge, contract language interpretation, remedies, and procedures) and on alternative dispute resolution systems in the United States and other countries. Student participation in class discussion is expected, and assignments include an original research paper.

**ILRCB 306 Recent History of American Workers: From the 60s through the 90s**

Fall. 3 credits. J. Cowie.  
Focuses on the social history of American workers and the role of organized labor in American life since the 1960s. Course themes often center on the complexities of social class in the United States. Topics covered include the transformations of liberalism, the civil rights and black power movements, the Vietnam War, the rise and fall of the New Left, industrial restructuring, the rise of industrial restructuring, the rise of neoconservatism, changes in civic identity, and sources of cultural conflict. Course ends with an examination of globalization, changes in the major political parties, the future of work, and prospects for social change.

**ILRCB 307 U.S. Business History Since the Civil War**

Spring. 3 credits. R. Applegate.  
Surveys the history of U.S. business enterprise since the establishment of a nationally unified political economy. The course focuses on the corporation's emergence as the dominant form of business organization in the context of changing government-business relations. Students examine distinctive features of American business development—such as the preeminence of "big business," corporate governance by managerial hierarchies, and the multinational scope of corporate operations—by exploring the circumstances of their creation, the private-sector limits of their reach, and their consequences for economic development and industrial relations.

**ILRCB 384 Women and Unions (also FGSS 384)**

Fall or spring. 4 credits. I. DeVault.  
This course explores women's participation in the United States labor movement in the nineteenth and twentieth centuries. Issues covered include women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activities, and others.

**ILRCB 385 African American Social History, 1865-1910: The Rural and Urban Experience**

Fall. 3 credits. N. Salvatore.  
Examines the experience of black Americans from Emancipation through the experience of the first generation born after slavery. Topics included are the changing nature of work; political organization and the rise of Jim Crow; protest, accommodation, and separatism; and the continued evolution of black social and cultural expression after slavery.

**ILRCB 386 African American Social History, 1910-The Present: Race, Work, and the City**

Spring. 3 credits. N. Salvatore.  
Examines the experience of black Americans from the start of the Great Migration just before World War I. Topics include the effects of migration on work experiences and unionization patterns, the impact of depression and two world wars on black social structure and economic status, the growth of the Civil Rights movement, and the impact of migration and urbanization on a variety of social and cultural institutions.

**ILRCB 400 Union Organizing**

Spring. 3 credits. Prerequisites: undergraduates, ILRCB 201 and 300; graduate students, ILRCB 500 and 501. K. Bronfenbrenner.  
Explores various aspects of unions' attempts to organize workers: including why some workers join unions and others do not; strategy and tactics implemented by unions and management during organizing campaigns; present status of labor law as it affects organizing; creative approaches to union organizing; and the organizing model of unionism.

**ILRCB 401 My Brother's Keeper: Volunteerism and Philanthropy**

Spring. 3 credits. Prerequisites: junior or senior or permission of instructor. M. Gold.  
The philosophy, practice, economics, and law of volunteering labor and donating money. Topics include altruism versus self-interest; why individuals volunteer labor and raise and donate money; the structure and practices of charitable organizations; the economic effects of voluntary labor and philanthropic gifts; and the law of raising and distributing money.

**ILRCB 404 Contract Administration**

Fall. 3 credits. Prerequisites: ILRCB 300 and 201 or ILRCB 500 and 501. K. Bronfenbrenner.

This course focuses on the practice, nature, and challenges of union representation under collective bargaining agreements. Working with union contracts, constitutions, and by-laws from a diversity of national and local public and private sector agreements, the course examines how U.S. unions represent their members in different industries and different collective bargaining environments. Issues addressed include union representative/steward rights and responsibilities, contract enforcement structures and practice, access to information, new work systems, hours of work and scheduling, contingent staffing arrangements, workplace discrimination, health and safety, promotional opportunities, down-sizing, leadership development, membership involvement and commitment, internal organizing, community coalition building, and decertification campaigns. Students practice hands-on work in interpreting contract language and preparing and presenting grievances and unfair labor practices.

**ILRCB 407 Contemporary Trade Union Movement**

Spring. 3 credits. Prerequisites: undergraduates, ILRCB 100, 101; graduate students ILRCB 502. R. Seeber and R. Hurd.

An examination of contemporary trade union issues, including union power, political action, collective bargaining approaches, and organizing efforts. The course covers structural, functional, and strategic aspects of contemporary unions. Speakers from the union movement will address the class.

**ILRCB 482 Ethics at Work**

Fall or spring. 3 credits. Prerequisites: junior or senior or permission of instructor. M. Gold.

Major theories of ethics are examined, then applied to issues in the employment relationship such as genetic screening of job applicants, random drug testing of employees, affirmative action, discipline for off-duty conduct, whistle-blowing, worker safety and cost/benefit analysis, comparable



worth, strikes by employees providing crucial services, and crossing a picket line.

#### **ILRCB 488 Liberty and Justice for All**

Fall or spring. 3 credits. Prerequisite: junior or senior or permission of instructor. M. Gold.

Major theories of ethics are examined, then applied to contemporary issues such as affirmative action and reverse discrimination, the right to life (from abortion to capital punishment), comparable worth, and constitutional rights such as freedom of speech.

#### **ILRCB 495 Honors Program**

Fall and spring (yearlong course). 3 credits each term. Admission to the ILR senior honors program may be obtained under the following circumstances: a) students must be in the upper 20 percent of their class at the end of their junior year; b) an honors project, entailing research leading to completion of a thesis, must be proposed to an ILR faculty member who agrees to act as thesis supervisor; and c) the project, endorsed by the proposed faculty sponsor, is submitted to the Committee on Academic Standards and Scholarships.

Accepted students embark on a two-semester sequence. The first semester consists of determining a research design, familiarization with germane scholarly literature, and preliminary data collection. The second semester involves completion of the data collection and preparation of the honors thesis. At the end of the second semester, the candidate is examined orally on the completed thesis by a committee consisting of the thesis supervisor, a second faculty member designated by the appropriate department chair, and a representative of the Academic Standards and Scholarship Committee.

#### **ILRCB 497-498 Internship**

Fall and spring. 497, 3 credits; 498, 6 credits. Staff.

All requests for permission to register for an internship must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the director of Off-Campus Credit Programs. Upon approval of the internship, the Office of Student Services will register each student for 497, for 3 credits graded A+ to F for individual research, and for 498, for 6 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

#### **ILRCB 499 Directed Studies**

Fall and spring. 3 credits.

For individual or group research projects conducted under the direction of a member of the ILR faculty, in a special area of labor relations not covered by regular course offerings. Sophomores, juniors, and seniors with a preceding semester of 3.0 term average, are eligible to submit projects for approval by the Academic Standards Committee. Students should consult with a counselor in the Office of Student Services at the time of Course Enrollment to arrange for formal submission of their directed study.

#### **ILRCB 500 Collective Bargaining**

Fall. 3 credits. Open only to graduate students. Recommended: ILRCB 501 taken previously or concurrently. M. Cook, H. Katz, S. Kuruvilla, and L. Turner.

A comprehensive introduction to the industrial relations system of the United States. The negotiation, scope, and day-to-day administration of contracts; union and employer bargaining structures; implications of industrial relations issues for U.S. competitiveness and public policy; industrial conflict; and U.S. industrial relations in international and comparative perspective.

#### **ILRCB 501 Labor and Employment Law**

Fall. 3 credits. Open only to graduate students. L. Compa, M. Gold, R. Lieberwitz, and K. Stone.

A survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half of the course surveys additional issues of rights in employment, including such topics as employment discrimination, the developing law of "unjust dismissal," and union democracy. Also serves as an introduction to judicial and administrative systems.

#### **ILRCB 502 History of Industrial Relations in the United States since 1865**

Spring. 3 credits. Open only to graduate students. C. Daniel, I. DeVault, and N. Salvatore.

This introductory survey course emphasizes historical developments in the twentieth century. Special studies include labor union struggles over organizational alternatives and such other topics as industrial conflicts, working-class lifestyles, radicalism, welfare capitalism, union democracy, and the expanding authority of the federal government.

#### **ILRCB 504 The U.S. Industrial Relations System**

4 credits. Offered only in New York City for the M.P.S. Program. Staff.

Examines the development, operation, and outcomes of the U.S. industrial relations system in a comparative context. Specifically, the course contrasts the American experience with industrial relations institutions and outcomes with the experience of several other countries in Europe and Asia. Students look at the process of union formation, the practice of collective bargaining at different levels, the methods of dispute resolution, and the legal regime germane to industrial relations. The course also focuses on both processes and outcomes of different country systems, focusing on the degree of collaboration or conflict, wage levels and wage inequality, and practices in different industries and firms. Finally the role played by industrial relations and human resource policy in economic and social development in these nations is addressed.

#### **ILRCB 602 Arbitration**

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: undergraduates, ILRCB 201, 300; graduate students, ILRCB 500 and 501. J. Gross and R. Lieberwitz.

A study of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

#### **ILRCB 603 The Economics of Collective Bargaining in Sports**

Fall or spring. 3 credits. L. Kahn.

Surveys economic and industrial issues in the sports industry. Topics include salary determination, including free agency, salary caps, salary arbitration; competitive balance and financial health of sports leagues; antitrust issues in sports; labor disputes, union history, and contract administration issues in sports leagues; discrimination in sports; and performance incentives.

#### **ILRCB 604 Theories of Equality and Their Application in the Workplace**

Fall or spring. 3 credits. R. Lieberwitz.

An examination of the various aspects of equality in the workplace, focusing on issues of race, gender, and national origin, and the ways in which societal discrimination on these bases are institutionalized in the workplace. Theories attempting to define "equality" and specific workplace issues are studied, including the means for achieving equality at the workplace. The course entails a high level of student participation in class discussions, and assignments include a research paper.

#### **ILRCB 605 Readings in the History of Industrial Relations in the United States**

Fall. 3 credits. Limited to seniors and graduate students. C. Daniel and N. Salvatore.

An intensive seminar covering original printed sources and scholarly accounts for different periods in American history.

#### **ILRCB 606 Theories of Industrial Relations Systems**

Fall or spring. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, ILRCB 100, 101, 300; graduate students, ILRCB 500. H. Katz.

This course traces the evolution of theory and research on industrial relations. Topics include theories of the labor movement; institutional models and evidence regarding what unions do; the origins of internal labor markets and their relationship with unionization; models of strikes; empirical assessments of arbitration; research on union decline; and empirical evidence of the impacts of new technology.

#### **ILRCB 607 Values in Law, Economics, and Industrial Relations**

Fall and spring. 3 credits. Limited to 21 students. Prerequisites: ILRCB 201, 300, 500, 501. J. Gross.

An examination of the often hidden values and assumptions that underlie the contemporary U.S. systems of employment law, work and business, and industrial relations. Classroom discussions and student research projects use novels and short stories (as well as the literature of industrial and labor relations) to focus on issues such as discrimination; law, economics, and the state; work and business; power, conflict, and protest; and rights and justice.

#### **ILRCB 608 Sex Discrimination and the Law**

Fall or spring. 3 credits. Prerequisites: ILRCB 201, 501, or permission of instructor. R. Lieberwitz.

Lec 01—Examines various legal issues relevant to discrimination on the basis of sex. Among the problems analyzed are sexual harassment, pornography, reproductive rights, prostitution, work-family conflict, inequality in employment opportunities, gay and lesbian rights, welfare rights, and affirmative action.

**ILRCB 608 Collective Bargaining Simulation**

Fall. 3 credits. Open only to juniors, seniors, and graduate students. Limited to 14 students. One evening extended bargaining session is required. H. Kramer. Lec 04—After a brief introduction to negotiations techniques, participants take part in a simulated negotiation, set in a hypothetical company and union environment for a moderately sized bargaining unit, as members of either a management or a union team. The course stresses the process of negotiations over their outcome. Negotiation problems are highly realistic, with attention given to dynamic legal, economic, political, and communication concerns. Participants plan for negotiations, cost proposals, negotiate contract language, and bargain wages, benefits, and other economic items, in the context of a company and union with an established contract, history, policies, and culture (which are supplied by the course leaders). Students are required to read, *Game, Set, Match—Winning the Negotiations Game*, but the primary thrust is on using practical methods for managing the negotiation process. This is a participation-based, hands-on course. Students wishing merely to observe should not take this program. There is a group planning paper requirement. This course is recommended for graduate and undergraduate students who have taken or who are taking collective bargaining and labor law. Participants are required to adhere to high standards for “completed staff work.”

**ILRCB 609 Special Topics: Labor Law Policy Seminar**

Spring. 3 credits. K. Stone. The United States’ collective bargaining system, which had its origins during the New Deal period, has come under intense attack. The intellectual premises of the system have been challenged by scholars on both the right and the left, and at the same time the decline in the labor movement has undermined its political support. This seminar looks at the theoretical attacks on the New Deal collective bargaining system and at some of the current proposals for its replacement. Among the topics to be discussed are the theory of regulation embodied in the National Labor Relations Act and its critique; alternative concepts of labor markets and their policy ramifications; the emergence of the global economy and its ramifications for domestic labor regulation. There are also discussions of alternative systems of labor regulation, such as is found in Germany, Sweden, and Japan.

**ILRCB 610 Negotiation: Theory and Practice**

Fall or spring. 3 credits. Prerequisites: ILRCB 300 or 500, a background in economics and the social sciences, or permission of the instructor. D. Lipsky and R. Seeber. Deals with negotiation and bargaining, focusing on process, practice, and procedures. The course focuses on the use of negotiation and bargaining to resolve conflicts and disputes between organizations and groups. Various theories of negotiation are discussed, including conventional, “positional” bargaining, interest-based bargaining, the use of power in negotiation, and game theoretic approaches to bargaining. Examples, cases, and exercises are used to illustrate general principles. This is a generic negotiation course and thus does not deal with labor relations nor does it focus

on any particular type of negotiation. Rather, it examines negotiation and bargaining generally, using examples drawn from several contexts, including employment relations, environmental disputes, real estate transactions, and other settings.

**ILRCB 611 Managing and Resolving Conflict**

Fall or spring. 3 credits. Prerequisites: ILRCB 300, 500, a background in economics and the social sciences, or permission of the instructor. D. Lipsky and R. Seeber. Deals principally with managing and resolving workplace conflicts but also covers conflict resolution outside the workplace. The course does not focus on the use of mediation and arbitration within collective bargaining but examines the use of these techniques and others outside collective bargaining and in nonunion settings. The course covers two related topics: 1) Third-party dispute resolution, including alternative dispute resolution. Among the dispute resolution techniques discussed are mediation, arbitration, fact-finding, facilitation, mini-trials, early neutral evaluation, peer review, and the ombuds function. 2) Conflict management in organizations, including the recent development of conflict management systems. The course reviews the factors that have caused the growth of ADR and conflict management systems in the workplace, and it explores the implications of these recent developments for our system of justice.

**ILRCB 650 Service Work and Workers in Historical Perspective**

Fall or spring. 3 credits. I. DeVault. Takes a historical perspective on the development of a service economy in the United States. Readings include general and theoretical works, but the main focus is recent historical scholarship on specific occupations and situations in the “nonproductive” workforce. Students explore primary sources for research on the subject and write research papers.

**ILRCB 651 Industrial Relations in Transition**

Spring. 3 credits. Limited to seniors and graduate students. H. Katz. Considers whether recent developments such as concession bargaining, worker participation programs, and the growth of nonunion firms represent a fundamental transformation in industrial relations practice. Reviews recent research and new theories arguing that such a transformation is occurring, including the work of Piore and Sabel, Bluestone and Harrison, and Kochan, McKersie, and Katz. Also reviews the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material focuses on industrial relations practice in the private sector in the United States, although some attention is paid to developments in Western Europe, the United Kingdom, and Japan.

**ILRCB 655 Employment Law I**

Fall. 3 credits. Prerequisites: ILRCB 201, 501, or permission of instructor. Classroom presence and participation are mandatory. This course can be taken either before or after ILRCB 656. L. Adler. The approach taken is similar to ILRCB 656, but the subject matter differs. The subjects studied include employment at will and its exceptions; the role of the Constitution in the U.S. workplace; the law of electronic and

traditional privacy at work; and the slowly evolving rights of contingent workers in the old and new economies. One study primarily reviews federal and state court decisions and focuses upon the way that employees’ rights are advanced or constricted by law. There are considerable reading responsibilities.

**ILRCB 656 Employment Law II**

Spring. 3 credits. Prerequisites: ILRCB 201, 501, or permission of the instructor. Classroom presence and participation are mandatory. This course can be taken either before or after ILRCB 655. L. Adler. The approach taken is similar to ILRCB 655, but the subject matter differs. The areas covered include the meaning and validity of pre-employment arbitration agreements; the critical distinctions in the status and thus the rights of employees, independent contractors, and contingent workers; what rights the working poor, the homeless, and welfare individuals have on the “job;” and the origin and application of the workers’ compensation laws that apply when people are injured or contract disease from their work. One study primarily reviews federal and state court decisions and focuses upon the way that employees’ rights are advanced or constricted by the law. There are considerable reading responsibilities.

**ILRCB 681 International Labor Law**

Spring. 3 credits. Prerequisites: undergraduates, ILRCB 201; graduate students, ILRCB 501. Will fulfill ILRC distribution requirement for ILR students. L. Compa. Examines labor rights and labor standards in a world economy regulated by bilateral and multilateral trade agreements, in a context of sharp competition among countries and firms. Course readings and discussions will focus on the intersections of labor, human rights, and international trade law and policy in this new global economic context. A prior course in a related topic may be helpful for the course but is not required—the first classes are meant to establish a foundation in each area. While labor law is a unifying theme, the course is more policy-oriented than legalistic. After the introductory classes on labor rights, human rights, and trade, we will turn to a series of topics that reflect the links between labor rights and trade.

**ILRCB 682 Seminar in Labor Relations Law and Legislation**

Fall or spring. 3 credits. Limited enrollment. Prerequisite: permission of instructor. R. Lieberwitz. This course covers legal problems in public employment and other areas of labor relations affecting the public interest.

**ILRCB 683 Research Seminar in the History of Industrial Relations**

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 100 and 101; graduate students, ILRCB 502. C. Daniel, I. DeVault, and N. Salvatore. Areas of study are determined each semester by the instructor offering the seminar.

**ILRCB 684 Employment Discrimination and the Law**

Fall or spring. 3 credits. Prerequisite: ILRCB 201/501 or equivalent. M. Gold and R. Lieberwitz. An examination of the laws against employment discrimination based on race,

color, religion, sex, national origin, age, and disability.

**ILRCB 685 Research Seminar on Trade Unions**

Fall or spring. 3 credits. Prerequisite: ILRCB 300 or 500; permission of instructor. S. Kuruvilla.

Designed to provide an analytical survey of research on trade unions in the United States. Major topics include unions in politics, unions as complex organizations, public opinion and attitudes toward unions, determinants of union growth and decline, economic and noneconomic effects of unions, internal union government, and commitment and participation in trade union activity. This is a research-oriented course.

**ILRCB 686 Collective Bargaining in the Public Sector**

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 300 and 201; graduate students, ILRCB 500 and 501. H. Katz.

An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with implications of collective bargaining for public policy and its formulation.

**ILRCB 687 Introduction to Labor Research**

Spring. 3 credits. Limited to 20. K. Bronfenbrenner.

Designed to provide students interested in the labor field with the skills necessary to understand and use social science research as it relates to the labor movement. The course has four major goals: 1) to develop the skills to critically evaluate a wide variety of research relating to unions and the workplace; 2) to introduce a number of both quantitative and qualitative research techniques used by unions and those who study the labor movement; 3) to familiarize students with the broad range of library and computer resources that can be used for labor and corporate research; and 4) to provide students an opportunity to design and conduct a research project for a national or local union.

**ILRCB 689 Constitutional Aspects of Labor Law**

Fall or spring. 3 credits. R. Lieberwitz. In-depth analysis of the Supreme Court decisions that interpret the United States Constitution as it applies in the workplace. This study focuses on the First Amendment, Fifth Amendment, Fourteenth Amendment, and Commerce Clause, with issues including freedom of speech and association, equal protection, due process, and other issues in the area of political and civil rights. The course entails a high level of student participation in class discussion, and assignments include a research paper.

**ILRCB 703 Theory and Research in Collective Bargaining**

Spring. 3 credits. Open to graduate students who have taken ILRCB 500 and ILROB 723 or their equivalents. Recommended: a statistics course beyond the level of ILRST 510. Staff.

This is a second-level course in collective bargaining that builds on the institutional

research covered in ILRCB 500. The existing literature in the area of collective bargaining is appraised for its theoretical and empirical content. Efforts are made to explore the appropriate role for theory and empirical analysis in moving research in collective bargaining toward a more analytical perspective, and to identify and appraise the underlying paradigms used to study collective bargaining-related issues.

**ILRCB 705 The Economics of Collective Bargaining**

Spring. 3 credits. Prerequisites: ILRCB 500; ILRLE 540 (or their equivalents) and an understanding of multiple regression analysis; or permission of instructor. Staff.

Focuses on both the economic analysis of unions and collective bargaining in our economy and on the economic forces that affect collective bargaining. The method is to identify and conceptualize the structural determinants of relative bargaining power. On this basis, the course examines both the economic outcomes of collective bargaining and current bargaining trends in a variety of industries. Tentative theoretical analyses of unionism (neoclassical, institutionalist) are compared. The statistical techniques and empirical results of research on the union effect on economic outcomes (wages, prices, inflation, profits, productivity, earnings inequality) are also evaluated. The effect of technology, corporate structures, and public policy on union bargaining power is outlined, and a number of case studies of collective bargaining in the private sector are reviewed. A term paper is required.

**ILRCB 706 Labor in Global Cities**

Fall. 3 credits. L. Turner. This class will grow out of research Prof. Turner is conducting that targets selected cities to assess labor movement revitalization by looking at politics, organizing, coalition building, etc., in selected urban contexts. Each student will choose a city of particular interest (for MILR students perhaps for career purposes as well) and become an expert on that city's key unions, key political actors, and corporations. The idea will be to develop overall pictures of new union vitality (if and where it exists) based not only on particular unions, industries, and nations but also on regions, coalitions, and local politics. In addition to the empirical research focus, Ph.D. students can address major theories of industrial relations and comparative political economy, while MILR students can look at union career ladders in their particular urban regions. Following career ladders will bring MILR students into interviews with key labor leaders and allow them to explore whether labor movement revitalization (or its absence) is associated with new career ladders and different kinds of jobs for labor activists and/or careerists.

**ILRCB 708 Negotiations in Practice (also LAW 672)**

Fall. 3 credits. S. Kuruvilla. This course aims to provide opportunities for class participants to develop their negotiating abilities for use in organizational and other settings. The course is premised on the assumption that negotiating concepts are best learned through practice which is grounded in rigorous analysis and reflection. While theoretical principles and concepts from various reference disciplines (such as social psychology, sociology, and economics) are

presented through lectures and readings, this course focuses primarily on improving practical skills. Class participants learn not only to enhance their individual abilities in dyadic and group situations but also to analyze contexts for the most effective application of these skills.

**ILRCB 783 Seminar in American Labor History (also HIST 683)**

3 credits. Graduate students only. Permission of instructor required. A research paper is required. N. Salvatore.

This course explores the relationship of scholarly biographical writing to the field of American social history. More and more historical biographies look to incorporate social analyses at the center of their biographical structures. Students read, discuss, and analyze the varied strengths and weaknesses of a number of these efforts. The author's understanding of the play between biographical subject and the larger social context, and its meaning for the structure of the book, are a point of inquiry that encourages numerous approaches and interpretations.

**ILRCB 790 ILR M.P.S. Program**

Fall and spring. 1-9 credits. Staff. Supervised research only for those enrolled in the ILR M.P.S. program.

**ILRCB 798 Internship**

Fall and spring. 1-3 credits. Designed to grant credit for individual research under direction of a faculty member by graduate students who have been selected for an internship. All requests for permission to register for ILRCB 798 must be approved by the faculty member who will supervise the project.

**ILRCB 799 Directed Studies**

Fall and spring. Credit TBA. For individual research conducted under the direction of a member of the faculty.

**ILRCB 980 Workshop in Collective Bargaining, Labor Law, and Labor History**

Fall and spring. 2 credits. Limited to M.S. and Ph.D. candidates in the department. S-U grades only. Staff. Designed to provide a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Collective Bargaining, Labor Law, and Labor History, and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

**HUMAN RESOURCE STUDIES**

L. Dyer, chair; R. Batt, B. Bell, J. Bishop, V. Briggs, C. Collins, L. Nishii, Q. Roberson, S. Snell, W. Wasmuth, P. Wright

**ILRHR 260 Human Resource Management**

Fall. 3 credits. Open only to ILR students; others by permission. Staff. Intended to introduce students to the field of human resource management (HRM). Students learn theories and applications



involved in effectively managing people in organizations. In addition, this course covers current topics in HRM that have resulted from environmental and organizational challenges—e.g., technology, globalization, legislation, restructuring, work/life balance, changing labor markets, and so on. Emphasis is placed on developing relevant problem solving and critical thinking skills, as the basic concepts of HRM and the skills developed in this course are applicable to all types of organizations and jobs in which students will eventually work.

**ILRHR 266 Personal Computer Basics**

Fall, spring, and summer. 2 credits. Limited. C. Homrighouse.  
Provides basic skills in the use of personal computers using the Windows environment. Course covers the basics of Lexis Nexis, Windows, Microsoft Excel, Access, and Powerpoint. Emphasis is placed on hands-on experience using examples demonstrating human resource issues and PC-based solutions. This course is a prerequisite to several advanced Human Resource Management electives.

**ILRHR 360 Human Resource Economics and Public Policy**

Fall and spring. 3 credits. Open to sophomores, juniors, and seniors. V. Briggs and J. Bishop.

A review of labor-market trends, data collection systems, and theories pertaining to public efforts to develop the employment potential of the nation's human resources and to combat unemployment. The major segments of the nation's educational training enterprise (e.g., public education, higher education, employer-provided training, apprenticeship, and special training programs for the economically disadvantaged) are examined. It also covers policies issues pertaining to welfare reform, direct job creation, worker relocation, economic development and targeted tax credits.

**ILRHR 362 Career Development: Theory and Practice**

Fall, spring. 2 credits. 7 weeks. Limited to 30. S-U only. L. Gasser.  
Covers the components of career management, individual factors, and organizational realities in the development of both careers and organized programs for career management. Two complementary learning tasks are required: information-gathering for career decision making based on self-assessment activities, and comprehension of organizational circumstances and practices encountered as careers develop. Grades are based on short writing assignments and a research paper.

**ILRHR 367 Employee Training and Development**

Fall. 3 credits. Prerequisite: ILRHR 260. B. Bell.  
Faced with increasing competition, globalization, technological complexities, and dynamic labor markets, firms increasingly are struggling to determine the best approaches to training and developing their workforces. This course introduces the issues, concepts, and processes with which firms are wrestling, as well as specifics on planning, designing, implementing, and evaluating training and development programs. After completing this course, participants should be able to conduct a needs assessment, evaluate employee readiness, evaluate the strengths

and weaknesses of various training and development techniques, solve transfer of learning problems, and design evaluation procedures.

**ILRHR 456 International Human Resource Management**

Fall. 3 credits. Prerequisite: ILRHR 260 or equivalent. L. Nishii.  
Illustrates how cultural context affects the structure and implementation of HR practices. The first part focuses on comparative human resource management or the study of how HRM differs across cultures, with a primary emphasis on comparing American HRM practices with those in East Asia and a secondary focus on Western European HRM practices. Class readings and discussions are grounded in theories of cultural variation. The second part focuses on IHRM, or the HRM issues facing multinational corporations. Topics include expatriation and repatriation, global leadership, compensation, and training.

**ILRHR 460 Human Resource Strategies for Entrepreneurial Firms**

Spring. 3 credits. Open to juniors and seniors. Prerequisites: ILR 260 or permission of instructor. C. Collins.  
Explores the human resource problems and solutions specific to start-up firms and growing entrepreneurial organizations. Over the course of the semester, students integrate their knowledge of the functional areas of human resource management with general management, business strategy, entrepreneurship, accounting/finance, marketing, public relations, and small business management. Course material and creative solutions to problems are communicated to the class through lectures, case studies, class and group discussions, and formal presentations. The course emphasizes the integration of concepts, application to real-life business situations, and the acquisition of general management skills and knowledge.

**ILRHR 461 Working in the New Economy: The Sociology of Work**

Spring. 3 credits. R. Batt.  
Draws on qualitative studies of the workplace to examine how workers and managers are affected by changes in technologies, business strategies, labor markets, and other external factors. What dilemmas and conflicts emerge, how are they managed, and what are their outcomes? Readings cover firsthand accounts of people's experiences in a wide range of occupations and industries, including professional, service, and factory workers.

**ILRHR 462 Staffing and Organizations**

Spring. 3 credits. C. Collins.  
Seminar designed to provide an overview of the processes by which organizations staff positions with both internal and external applicants. Through a combination of lectures, cases, and projects, the course covers theory, research, and legal foundations that inform organizational staffing actions. Topics covered in this course include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, retention, and internal and external selection practices.

**ILRHR 463 Diversity and Employee Relations**

Fall. 3 credits. Q. Roberson.  
Designed to provide an opportunity for students to understand the importance of,

and develop competencies for, promoting organizational justice and building inclusive work environments. The first half of the course focuses on identifying differences and similarities in the experiences, needs, and beliefs of people from diverse backgrounds as well as assisting students in developing sensitivity to such differences. The second half of the course focuses on stimulating critical thinking regarding the management of diversity and employee relations in organizations as well as increasing students' knowledge of HR policies and practices designed to manage these issues effectively. To achieve these goals, the course uses an experiential design that includes readings, exercises, cases, and class discussion.

**ILRHR 464 Business Strategy**

Fall. 3 credits. C. Collins.  
Intended to be an integrative course focusing on strategic management. The main purpose of the course is to provide an opportunity for students to study and analyze issues associated with strategic thinking in complex business situations, top management decision making, and the functions of corporations as a whole. Allows students to bring together all of the functional skills they have learned in other business or related classes (e.g., marketing, accounting, finance, human resources) and to apply this knowledge to business problems faced by top management in existing organizations. Class is comprised of both a lecture and case study format.

**ILRHR 465 Globalization at Work**

Fall. 3 credits. R. Batt.  
Seminar that examines how firms are responding to globalization and compares the strategies and outcomes of restructuring in manufacturing and service enterprises. While globalization has been a continuing phenomenon in manufacturing, recent changes in multilateral agreements, advances in information technology, and market deregulation have led to a process of globalization in service activities as well. Outcomes for firms, employees, consumers, and unions are examined.

**ILRHR 468 Human Resources Management Simulation**

Fall. 2 credits. Limited to 30 juniors and seniors. Prerequisite: ILRHR 260 or equivalent. 7 weeks. W. Wasmuth.  
Uses a simulation model and an open-systems approach as means to enhance students' skills in strategic planning and managerial decision making. Attention is given to the implications and efforts of strategic human resource managerial and supervisory decisions as measured by 10 organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student is assigned to a group (team) of five members and must be committed to the work of that group. An individual research paper is also required. Regular attendance is mandatory.

**ILRHR 469 Immigration and the American Labor Force**

Spring. 3 credits. V. Briggs.  
Assesses the role that immigration policy plays as an instrument of human resource development in the United States. Immigration policy is placed in an evolutionary context but primary attention is given to the post-1965 revival of mass immigration. In addition to legal immigration, policies pertaining

to illegal immigration, border commuters, "maquiladoras," refugees, asylees, and nonimmigrant workers are examined. Comparisons are also made with immigration systems of other nations.

#### **ILRHR 495 Honors Program**

Fall and spring (yearlong course). 3 credits each term.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

#### **ILRHR 497-498 Internship**

Fall and spring. 3 and 6 credits.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

#### **ILRHR 499 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

#### **ILRHR 560 Human Resource Management**

Fall and spring. 3 credits. Open to graduate students only. B. Bell.

A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to aspects of strategic human resource management such as staffing, training and development, performance management, compensation, and employee relations. Emphasis is on exploring these issues from both strategic and tactical levels to increase organizational effectiveness.

#### **ILRHR 564 Human Resources Management in Effective Organizations**

Fall or spring. 4 credits. Offered only in New York City for the M.P.S. Program. Staff.

This course offers the opportunity to become better prepared to make effective decisions about human resources. Successful organizations depend on people, their human resources. The first module examines strategic human resource management and the effects of HR decisions on organization success and fair treatment of people. The second module focuses on alternative systems used to staff and develop people. The third module focuses on compensating and rewarding people. The final module includes employee relations and alternative work systems. Case and field studies are used throughout the course.

#### **ILRHR 653 Research on Education Reform and Human Resource Policy**

Spring. 3 credits. J. Bishop.  
State and local efforts to improve K-12 education are employing a variety of (sometimes contradictory) reform strategies. A research seminar that critically examines the case that is made for (and against) each of the major reform proposals and review studies that provide objective evidence on their effectiveness. The education reform strategies examined include vouchers, charter schools, smaller classes, direct instruction versus discovery learning, extending the school day and year, better preparation and selection of new teachers, better professional development, ending tenure, merit pay, state standards and school accountability, ending social promotion, and externally set end-of-course examinations.

#### **ILRHR 654 Introduction to HR Information Systems**

Fall. 1 credit. S-U only. Prerequisites: ILRHR 266 or equivalent. Student must have used Access or a similar database package for at least data entry and report generation. 7 weeks. C. Homrighouse.

Focuses on understanding how and why human resource information systems are developed, maintained, and managed. A database is designed from the ground up, beginning with basic instruction on the need for and how to create a relational database. Once the initial design is in place, we manipulate the data to create reports, forms, and queries to assist in human resource decisions. We examine ways to make databases efficient and consistent. Production database systems such as PeopleSoft are also reviewed and used. All instruction is hands-on and supplemented with assigned readings and guest lecturers.

#### **ILRHR 660 HR Leadership: View from the Top**

Fall. 3 credits. Prerequisites: ILRHR 260/560 or equivalents, plus at least two additional courses in HR management and permission of the instructor. Enrollment limit: 30. L. Dyer.

Offers students an opportunity to learn about strategic business and human resource issues from the perspectives of senior HR executives. During the semester, five chief human resource officers (CHROs) representing various segments of the economy meet with the class for lively give-and-take sessions on subjects of topical interest to their organizations. Teams of students host the CHROs. Before the visits, the teams prepare background papers on the speakers, their companies, and their topics. Course participants discuss these papers before the visits to assure readiness to address the issues at hand when the CHROs arrive. After the visits, the teams revise their background papers into white papers that reflect insights picked up during the class sessions as well as in informal meetings with the CHROs.

#### **ILRHR 661 Applied Personal and Organization Development**

Fall. 3 credits. Seniors and graduate students. C. Warzinski.

An experiential course that deals with OD and its role in the organizational change process. Combines the opportunity for hands-on practice in a workshop setting. Students are responsible for researching and writing a paper that examines a specific method, technique, or critical issue; preparing an in-class demonstration/presentation illustrating applications of a chosen subject; and completing a final project requiring a comprehensive proposal that describes an appropriate and logically supported intervention strategy.

#### **ILRHR 662 The Agile Enterprise: Exploring the Dynamics of Marketplace and Organizational Agility**

Fall. 4 credits. Prerequisites: ILRHR 260/560 and additional course work in business and human resource strategy. L. Dyer.

Increasingly, dynamic external environments are encouraging active experimentation with new (i.e., nonbureaucratic) organizational paradigms. One such paradigm is the agile enterprise. This course explores the dynamics of the agile enterprise with particular

emphasis on underlying justification and rationale, approaches to pursuing marketplace agility, and infrastructure designs and human resource strategies, as well as new approaches to leadership. But learning about the agile enterprise is one thing, learning to operate and live in one is another. Thus this course is mostly experiential and is conducted as much like an agile enterprise as is possible in an academic setting. In pursuit of a vision and armed with a few basic principles, students function autonomously, albeit with accountability, to generate, share, absorb, and use knowledge and experience to enhance their, and others', understanding and appreciation of the pluses and minuses of life in an agile enterprise.

#### **ILRHR 663 Financial Statement Analysis for the HR Professional**

Fall. 3 credits. Prerequisite: ILRHR 560 and one course in statistics or permission of instructor. Q. Roberson.

Intended for students with limited knowledge of accounting and finance who want to better understand financial statements and measures that are affected directly or indirectly by the HR function. Provides a comprehensive introduction to financial statement and cash flow analysis with the goal of teaching students to compare firms' historical, current, and prospective financial condition and performance. Covers the basic principles of corporate finance, including risk, return and time value of money, and the application of these concepts to human resource planning and decision-making.

#### **ILRHR 664 HR Online Research and Reporting Methods for Executive Decision-Making**

Spring. 3 credits. Prerequisite: ILRHR 560/260 or equivalent. Enrollment limit: 20. S. Basefsky.

Designed to develop key HR competencies and skills for researching and presenting information necessary for executive decision-making. Included is a comprehensive overview of primarily web-based resources available to HR executives. Emphasis is given to hands-on training in the best techniques and methods for extracting conceptual frameworks, checklists, best practices, competitive intelligence, legal information, statistical data, and academic research on topics of current interest to industry. Interviewing skills, report writing and presentation methods are imparted. Following five weeks of intense information instruction and hands-on experience, students act as consultants in a combined classroom and workplace setting as they work on special projects and topics posed by HR executives of primarily Fortune 500 companies. These team-based assignments give students exposure to different companies, their cultures, and executives while providing real work experience.

#### **ILRHR 665 Business Strategy and Human Resources**

Fall. 4 credits. Limited. Prerequisite: ILRHR 260/560 plus 3 other courses in human resource studies and permission of instructor. P. Wright.

In this capstone course in HR studies, students integrate the theories and practices learned in other courses, to explore the linkages between business strategy and HRM. Extensive fieldwork is involved. The field projects are designed to make students explore and

understand business strategy and draw upon and integrate their course work in HR staffing, training and development, compensation and rewards, and new work systems.

**ILRHR 666 Strategic HR Metrics**

Spring. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics, one elective in human resource studies. Staff.

Human resources are important organizational assets (just as capital, raw materials, and energy are important assets). Recognizing this requires that human resource managers, labor leaders, and researchers understand how to estimate the value of human resource decisions and how to communicate that value effectively. This includes applying decision making models to human resource activities such as selection, turnover, recruitment, compensation, and training. This seminar introduces the concepts of persuasion, decisions, costs, and benefits and explores how to measure the relevant costs and benefits for human resource management decisions. It will also introduce models from other disciplines that are relevant to human resource decisions (e.g., capital budgeting, TQM) and provide an opportunity to develop and apply these decision techniques to situational human resource decisions.

**ILRHR 667 Diversity and Inclusion in Organizations**

Spring. 4 credits. Prerequisites: ILRHR 560 or permission of instructor. Q. Roberson. Designed to explore diversity management and practices for inclusion in business organizations. The primary goals of the course are to increase students' knowledge of strategic and tactical uses of HR practices and policies to manage organizational diversity issues effectively. Specifically the course aims to develop students' skills in the practical management of diversity, particularly linking diversity strategy to business strategy and developing diversity and inclusion initiatives to help improve organizational competitiveness and enhance bottom-line outcomes. The course also assists students in developing sensitivity to differences among people and to the importance of promoting fair treatment among all employees.

**ILRHR 668 Staffing Organizations**

Spring. 3 credits. Prerequisites: ILRHR 260/560 and one course in statistics or permission of instructor. C. Collins. Seminar providing an overview of the processes by which organizations staff positions with both internal and external applicants. Because staffing is one of the primary human resource activities, it is critical for human resource professionals to understand how theory, research, and legal foundations can inform staffing decisions. Therefore, this course focuses on theories, research, policies, and practices concerning job recruitment and selection. Topics covered include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, and internal and external selection practices.

**ILRHR 669 Managing Compensation**

Spring. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, ILRHR 266 and basic statistics or permission of instructor. Staff. Focuses on managing employee compensation in contemporary organizations. The major

objectives are to examine the current state of compensation decision making, to examine how recent theoretical and research developments inform compensation decisions, and to offer an opportunity to develop competencies in making compensation decisions.

**ILRHR 690 Comparative Human Resource Management**

Fall. 3 credits. Prerequisites: ILRHR 260/560 or permission of instructor. L. Nishii. Provides students with an understanding of the complexities associated with international human resource management. The central theme of the course is to identify whether and in what ways HRM practices need to be adapted across cultures to be effective. Course material reflects a focus on comparing American HRM practices with those in East Asia and Western Europe. In addition, the major topic areas of concern to IHRM managers are covered, including the selection, training, compensation, and performance management of international managers (expatriates), coordination across subsidiaries of a company, the development and tracking of global leaders, and cross-cultural communication and negotiation.

**ILRHR 693 Training and Development in Organizations**

Spring. 3 credits. Prerequisites: ILRHR 560 or permission of instructor. B. Bell. The purpose of this course is to acquaint students with aspects of learning in organizations. We begin by discussing organizational learning, and then focus more narrowly on specific ways in which learning is achieved through the training and development functions. Topics throughout the semester include how learning is linked to organizational strategy, how to determine that training is needed, issues regarding the design of training programs, current training techniques, evaluation strategies, and management development practices.

**ILRHR 694 Competing in Services: Management, Marketing, and HR Strategies**

Fall, spring. 4 credits. Prerequisite: HR 560 or equivalent and permission of instructor. R. Batt.

Examines alternative service management strategies and outcomes, with particular focus on customer relationship management. Priority is given to analyzing the relationship between business strategy, marketing, customer segmentation, organizational structures, and human resource practices. Student projects focus on critical analysis of service management in particular companies and settings, using live cases where possible.

**ILRHR 695 Education, Technology, and Productivity**

Fall. 3 credits. J. Bishop. This seminar investigates the nexus between the education and training in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. Students investigate how technological progress is changing the nature of work and what this implies for reform of education and training; how education and training contribute to growth and competitiveness; why educational achievement has declined; and how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

**ILRHR 696 Knowledge Management**

Fall. 3 credits. Open to seniors and graduate students. S. Snell. Designed to acquaint students with the systems and strategies used to manage a firm's intellectual capital. Focus is on foundation concepts and frameworks related to intellectual capital (human, social, and organizational), knowledge management, and HRM. Discussions cover both the point of view of the organization (e.g., competitive challenges, core competencies) and the employees (e.g., psychological contracts, employment relationships). Ultimately, the goal is to integrate these views to develop a framework of how both the organization and the individual maximize value. Also explores the processes that drive knowledge management. In particular, students focus on how firms create, transfer, and integrate knowledge to support learning and innovation. We discuss the managerial methods that support knowledge processes and cover various models and frameworks for integrating elements of knowledge management and intellectual capital.

**ILRHR 697 Special Topics in Resource Studies**

Fall or spring. 3 credits. Staff. Areas of study are determined each semester by the instructor offering the seminar.

**ILRHR 698 International Human Resource Policies and Institutions**

Spring. 3 credits. J. Bishop. A comparative study of human resource policies and institutions in Western Europe, North America, Japan, and East Asia (with special emphasis on math and science education) and of the effects of these institutions on productivity, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship, employer training, and higher education. Data on the consequences of policies are presented and an effort made to understand how human resource policies and institutions have contributed to the rapid growth and low levels of inequality in Europe and East Asia. An important focus of the course is understanding the causes of the low levels of achievement of American high school students relative to their counterparts abroad.

**ILRHR 699 Advanced Desktop Applications**

Spring. 1 credit. Letter grade only. Prerequisite: ILRHR 266 or significant experience (2-4 years) using office applications. C. Homrighouse. Explores advanced topics for common desktop applications including Windows, Word, Excel, Access, PowerPoint, and basic HTML. The course is designed based on student input and instructor recommendations, covering those subjects that students feel would be most useful and relevant in the job market. Examples of areas include working with tables, columns, or sections in Word, pivot tables in Excel; taking a PowerPoint presentation "on the road"; and using join tables to create relationships in Access.

**ILRHR 760 Seminar in Human Resource Studies**

Fall or spring. 3 credits. Prerequisites: ILRHR 560, ILRST 510/511, and ILRHR 669 and permission of instructor. Staff. A "floating" seminar designed to give faculty and students an opportunity to pursue specific

topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

**ILRHR 763 Interdisciplinary Perspectives on the Organization of Work**

Fall or spring, 4 credits. R. Batt.

Ph.D. seminar examining the theoretical and empirical literature on the organization of work. Topics include studies of group effectiveness, teams, social capital, and recent critical and international research. Draws on alternative perspectives from psychology, sociology, engineering, organization studies, economics, and industrial relations.

**ILRHR 765 International Compensation**

Spring, 4 credits. Staff.

Seminar focuses on international developments in employee compensation. Recent research, theoretical developments, and specific organizations' practices in a wide variety of countries are considered. Local national practices are the principal focus along with expatriates and others. The course draws upon research and theories from sociology, economics, psychology, and other disciplines. Four operative terms are seminar, comparative, compensation, and organization. Students should come to each session prepared to be active players in discussions. The focus is comparative, including research, theory, and practices of specific enterprises in different countries. Compensation includes all forms of pay including cash, benefits, allowances, and so on. Primary focus is at the organization level of analysis.

**ILRHR 790 ILR M.P.S. Program**

Fall and spring, 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

**ILRHR 798 Internship**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRHR 799 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRHR 960 Workshop in Human Resource Studies**

Fall and spring, 2 credits. Enrollment limited to M.S. and Ph.D. candidates. S-U grades only. Staff.

Provides a forum for the presentation and critical discussion of current research being undertaken by graduate students, faculty members, and invited guests in the field of human resource studies. All M.S. and Ph.D. candidates in the Department of Human Resource Studies are urged to enroll; candidates in other departments are cordially invited. Each participant has an opportunity to benefit from the collective wisdom of the others in the formulation, design, and execution of his or her research, as well as to become current on the latest developments in the field.

**ILRHR 961 Doctoral Research Seminar in Human Resource Management**

Fall, 3 credits. Ph.D. candidates only. Staff.

This seminar is aimed at reading, understanding, and conducting research in HRM. Students should obtain thorough understanding of the current research in traditional areas of HRM such as validation, job analysis, EEO, selection, performance appraisal, compensation, and training and should develop the skills necessary to

evaluate, criticize, and contribute to the literature on HRM.

**ILRHR 962 Doctoral Research Seminar in Strategic Human Resource Management**

Spring, 3 credits. Ph.D. candidates only. Staff.

Seminar is aimed at reading, understanding, and conducting research in SHRM. The course should enable students to obtain a thorough understanding of the current research in SHRM and to develop the skills necessary to evaluate, criticize, and contribute to the literature on SHRM.

**ILRHR 963 Research Methods in HRM/Strategic Human Resource Management**

Spring, 3 credits. Ph.D. candidates only. Not offered 2004-2005. Staff.

Designed to build social science research skills, particularly in the area of human resource studies (HRS). Topics include measurement reliability, construct validity, design of studies, external validity, meta-analysis, critiquing/reviewing HRS research, publishing HRS research, and applications of statistical models of HRS issues.]

**INTERNATIONAL AND COMPARATIVE LABOR**

G. Fields, chair; J. Abowd, R. Batt, J. Bishop, F. Blau, G. Boyer, V. Briggs, M. Cook, I. DeVault, L. Kahn, H. Katz, S. Kuruvilla, L. Turner

**ILRIC 333 Politics of the Global North**

Fall, 3 or 4 credits. (1 additional credit may be arranged). L. Turner.

Current global debates, comparative political economy of Europe, the United States, and Japan, with a focus on labor, environmental, antiwar, and campus coalitions for domestic reform and global justice.

**ILRIC 337 Special Topics**

Fall, 3 or 4 credits. Not offered 2004-2005. Staff.

Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.]

**ILRIC 339 The Political Economy of Mexico**

Spring, 3 credits. M. Cook.

Explores the range of challenges affecting contemporary Mexican politics, society, and economic development—from democratization to immigration to NAFTA. The course provides both an introduction to Mexican political economy for those with no prior background and an opportunity for students with more knowledge of Mexico to explore a research topic in greater depth.

**ILRIC 499 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRIC 533 Politics of the Global North**

Fall, 4 credits. Graduate students.

L. Turner.

See description for ILRIC 333. Graduate students also submit an analytical term paper at the end of the semester.

**ILRIC 537 Special Topics**

Fall or spring, 3 or 4 credits. Not offered 2004-2005. Staff.

Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.]

**ILRIC 631 Comparative Labor Movements in Latin America**

Fall, 3 credits. M. Cook.

Examines the historical development of labor movements in Latin America, their role in national political and economic development, and the impact of economic liberalization, authoritarianism, and redemocratization on contemporary labor organizations in the region. Countries examined include, but are not limited to, Mexico, Brazil, Argentina, Chile, Peru, and Guatemala.

**ILRIC 632 Revitalizing the Labor Movement: A Comparative Perspective**

Spring, 4 credits. Graduate seminar open to seniors only with permission of instructor. L. Turner.

Examines contemporary efforts in the United States and Europe to revitalize unions and reform industrial relations. The first half of the course examines contemporary reform efforts in the United States. The second half covers Britain, Germany, Italy, Spain, the "Europeanization" of labor, and/or related topics depending on student interest.

**ILRIC 633 Labor, Industry, and Politics in Germany**

Fall, 4 credits. Open to seniors with permission and graduate students. Not offered 2004-2005. L. Turner.

Is the successful postwar "social partnership" model of organized capitalism in the Federal Republic of Germany viable in the twenty-first century? To answer this question, this course looks at the works councils and codetermination, the rise of a strong postwar labor movement, the contemporary German version of social partnership, with an emphasis on current events and the new challenges for German industry and labor posed by German unification and European integration.]

**ILRIC 635 Labor Markets and Income Distribution in Developing Countries**

Spring, 4 credits. Prerequisite: ILRLE 240/540 or ECON 313 or permission of instructor. G. Fields.

A course analyzing who benefits and how much from economic growth in developing countries and how income distribution would be affected by various public policies. Topics to be covered include poverty, inequality, economic mobility, and social welfare; poverty profiles, earnings functions, and decompositions; employment, unemployment, wages, and labor markets; and an introduction to public economics and development policy.

**ILRIC 636 Comparative History of Women and Work (also WOMNS 636)**

Spring, 4 credits. Permission of instructor. Not offered 2004-2005. I. DeVault.

Explores the similarities and differences between different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Beginning with theoretical pieces and overviews of the history of women and work, most of the course consists of in-depth examinations of specific work situations



or occupations across time and geography. Comparative examples are taken from the United States, Europe, and the Third World.]

**ILRIC 637 Labor Relations in Asia**

Fall. 3 credits. Permission of instructor required. S. Kuruvilla.

A comparative survey of the industrial relations systems of selected Asian nations such as Japan, South Korea, Thailand, Malaysia, Singapore, Hong Kong, China, and several others. The emphasis is on economic development strategies and industrial relations policies in these countries. Industrial relations practices, the extent of union organization, and labor force demographics of these countries are examined. The primary objective is to provide students with an introduction to industrial relations systems in Asia. The countries chosen are representative, but not exhaustive.

**ILRIC 638 Labor, Free Trade, and Economic Integration in the Americas**

Fall. 3 credits. Limited. Open to seniors and graduate students; juniors by permission. M. Cook.

Analyzes the contemporary movements toward free trade and regional economic integration in the Western Hemisphere. Special attention is paid to labor's role and to transnational movements in the region. Examines the origins and implications of the North American Free Trade Agreement (NAFTA) and looks at integration schemes in South America (Mercosur), Central America, and the Caribbean and at hemisphere-wide initiatives. A research paper is required.

**[ILRIC 639 Building a "Social Europe": Regional Integration in the Global Economy (also GOVT 736)]**

Spring. 4 credits. Seminar designed for graduate students and seniors with permission. Limited. Not offered 2004–2005. L. Turner.

Central questions addressed include what have the European Union and its member nations done to develop and reform the social dimension in the 1990s and beyond? How are the major actors—labor, government, and business—positioned to influence social policy and industrial relations reform, and what strategies are they pursuing? How do EMU and enlargement affect the efforts of European societies to defend the social dimension of their market economies? What are the prospects for "Social Europe" in an increasingly deregulated global economy?

**ILRIC 730 Research Seminar on Labor Markets in Comparative Perspective**

Fall and spring. 3 credits. Prerequisite: open to M.S. and Ph.D. students only. G. Fields.

Research seminar for students writing theses or dissertations on economic aspects of labor markets in comparative perspective. Addresses research questions, methodologies, and contributions in the areas of employment and unemployment, income and earnings, educational and human resource development, welfare economics, and economic growth. Presentations and written papers are required.

**[ILRIC 731 Industrial Relations in Latin America**

Spring. 4 credits. Not offered 2004–2005. M. Cook.

Faced with the competitive pressures brought on by globalization, employers and governments throughout the region are transforming practices, laws, policies, and institutions that shape the industrial relations arena. The course analyzes and compares the extent and character of these changes, the responses and strategies of trade unions and other political and social actors, and the implications of industrial relations changes in the region for economic development, political stability, and democracy. The aim is to introduce students to the key issues in contemporary Latin American industrial relations and, through individual research papers, to enable students to become familiar with a specific country or sector/theme in two or more countries of the region.]

**ILRIC 737 Special Topics: Labor, Democracy, and Globalization in the South**

Spring. 4 credits. M. Cook.

Labor movements in developing countries face distinct challenges from those in advanced industrial countries. The course will examine two of the most important recent changes to affect countries in the developing "South" in recent years: democratization and the adoption of market-oriented economic reforms. It will focus on how these "dual transitions" affect workers and labor organizations in developing countries and on labor's responses to political and economic change. Among the issues we will examine are labor's role in political democratization, factors driving market reform and labor responses, the effects of economic liberalization on labor, national versus industry analyses of change, labor law and policy reform, national protections for labor rights and international labor standards, global trade and Southern country alliances, issues in North-South labor relations, and more.

**ILRIC 739 The Political Economy of Mexico**

Spring. 3 credits. M. Cook.

For course description, see ILRIC 339. Graduate students attend ILRIC 339 lectures, meet with the professor, and write a research paper.

**ILRIC 790 ILR M.P.S. Program**

Fall and spring. 1–9 credits. Supervised research only for those enrolled in the ILR M.P.S. Program.

**ILRIC 799 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**Other courses approved to fulfill the ILRIC distribution requirement**

**ILRCB 304 Latin American Labor History**

Fall. J. Cowie.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRCB 681 International Labor Law**

Spring. L. Compa.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRCB 706 Labor in Global Cities**

Fall. For graduate students only. L. Turner.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRHR 456 International Human Resource Management**

Spring. Staff.

For description, see the section Human Resource Studies.

**ILRHR 461 The Organization of Work: Comparative International Perspectives**

Fall or spring. R. Batt.

For description, see the section Human Resource Studies.

**ILRHR 465 The Globalization of Services**

Fall. R. Batt.

For description, see the section Human Resource Studies.

**ILRHR 469 Immigration and the American Labor Force**

Spring. V. Briggs.

For description, see the section Human Resource Studies.

**ILRHR 690 Comparative Human Resource Management**

Fall. Staff.

For description, see the section Human Resource Studies.

**ILRHR 698 International Human Resource Policies and Institutions**

Spring. J. Bishop.

For description, see the section Human Resource Studies.

**ILRLE 444 The Evolution of Social Policy in Britain and America**

Spring. G. Boyer.

For description, see the section Labor Economics.

**ILRLE 446 Economy History of British Labor (also ECON 459)**

Spring. G. Boyer.

For description, see the section Labor Economics.

**ILRLE 448 Topics in Twentieth-Century Economic History: The Economics of Depression and the Rise of the Managed Economy**

Fall. G. Boyer.

For description, see the section Labor Economics.

**ILRLE 642 Economic Analysis of the Welfare State**

Fall. 4 credits. R. Hutchens.

For description, see the section Labor Economics.

INTERDEPARTMENTAL COURSES

**ILRID 150 Freshman Colloquium**

Fall. 1 credit. Open only to ILR freshmen. S-U only. Staff.

This course is offered to acquaint new freshman students with issues and disciplines in the field of industrial and labor relations and to establish acquaintanceship among members of the ILR faculty and small, randomly assigned groups of students. The course includes a plant visit and several meetings early in the semester designed to introduce issues encountered in studying the employment relationship.

**ILRID 250 Diversity in the Workplace**

Spring. 1 credit. S-U only. Limited to 30 ILR sophomores. E. Lawler.

Attendance at all sessions is mandatory, as is participation in group discussions and completion of written work. Exposes students to issues of diversity and discrimination in



corporate, union, and legal environments. The purpose is to understand, analyze, and discuss the experience of being part of a culturally and ethnically diverse workplace. Examples of topics include subtle forms of prejudice and discrimination, how employing organizations are responding to the changing composition (demographics) of the workplace, mentoring programs, the role of networking opportunities for minorities and women, how unions are changing in response to increasingly diverse workforces, and unique issues or problems faced by other disadvantaged groups (e.g., disabled persons, gays and lesbians). Most sessions involve presentations by practitioners (many of whom are ILR alumni) and discussion. The goals of the course are to sensitize students to the subtle ways that prejudice and discrimination can arise in the workplace; to bring students into direct contact with practitioners in corporations, labor unions, and law firms to familiarize students with current practices for addressing the opportunities and challenges of racial, ethnic, gender, and other forms of diversity in the workplace; and to analyze and discuss with practitioners ways to reduce prejudice and discrimination in workplaces.

**ILRID 450 Workplace Diversity: Stepping into the 21st Century**

Spring. 1 credit. S-U only. Prerequisite: ILRHR 260. Limited to 30 ILR students. Priority is given to seniors. P. Henderson, S. Woods.

Provides an orientation to diversity in the workplace and to the expectations and challenges presented for future workplace leadership. With an emphasis on hands-on experiential learning, the course begins by familiarizing class participants with current practitioner approaches to diversity awareness training and competency building. Course focus then shifts to examine diversity as an issue of organizational change. Class participants consider the range of policies, practices and procedures being used to create workplaces that are both diverse and inclusive. Dialogues and case study presentations with invited workplace diversity leaders offer participants an opportunity to learn from an insider's perspective about the experiences, successes, and challenges of making diversity work. Students are required to complete a "case study" of an organization.

**[ILRID 451 Science, Technology, and the American Economy**

Spring. 4 credits. Not offered 2005. V. Briggs.

The industrial revolution did not begin in the United States, but the nation became the world's first technological society. Attention is given to the evolutionary confluence of science, technology, mathematics, religion, and capitalism in the formation of the U.S. economy, its institutions, and its labor force. Primary attention is given to post-World War II economic developments. The vantage point is the linkage with employment, unemployment, income, and productivity considerations. Public policy issues (such as the employment impact of the computer, research and development policy, national defense influences, the "agricultural revolution," savings and investment rates, and labor force preparedness) are explored. Critical concerns pertaining to environmental impacts, income polarization, and consumerism are also examined.]

**ILRID 566 Public Policy**

Spring. 4 credits. Offered **only** for the New York City M.P.S. Program. Staff. The government's influence on the workplace and the role of public policy in the use and preparation of the nation's human resources for employment is assessed. Areas of study include the government's historical role in the labor market and the effect of efficiency, price stability and economic growth, equity, and immigration policy and its market implications.

**ILRID 790 ILR M.P.S. Program**

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

**LABOR ECONOMICS**

L. Kahn, chair; J. Abowd, F. Blau, G. Boyer, J. DeVaro, R. Ehrenberg, G. Fields, R. Hutchens, G. Jakubson, R. Smith

**ILRLE 140 Development of Economic Institutions**

Fall. 3 credits. Prerequisite for non-ILR students: permission of instructor. G. Boyer.

Examines the development of economic thought and policy from the seventeenth century to the present, focusing on the relationship between economic development and the evolution of economic policy. Readings are drawn from the writings of some of the greatest social scientists of the previous two centuries, including Adam Smith, Thomas Malthus, John Stuart Mill, Karl Marx, Friedrich Engels, and John Maynard Keynes.

**ILRLE 240 Economics of Wages and Employment**

Fall and spring. 3 credits. Prerequisites: ECON 101-102 or permission of instructor. Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. Considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics covered include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination, and the effects of unions.

**ILRLE 340 Economic Security (also ECON 451)**

Spring. 3 credits. Prerequisites: ILRLE 240 or equivalent. Considers the economic and social effects of income security measures. Analyzes programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private efforts to provide security, and the problems of integrating public and private programs. Proposals for amending or modifying economic security measures are also considered.

**ILRLE 440 Compensation, Incentives, and Productivity (also ECON 341)**

Spring. 3 credits. Prerequisites: ILR students can substitute ILRLE 440 for 240 with permission of instructor. J. DeVaro. See ILRLE 240 for description. Designed for ECON majors with calculus.

**ILRLE 441 Income Distribution (also ECON 455)**

Fall. 4 credits. Prerequisite: ILRLE 240 or ECON 341. R. Hutchens. Explores income distribution in the United States and the world. Topics to be covered include functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, and changing income distribution and growth. Students who have taken PAM 370 may not receive credit for 441.

**ILRLE 442 The Economics of Employee Benefits (also ECON 456)**

Fall. 4 credits. Prerequisites: ILR 240 or equivalent. Staff. An in-depth treatment of the economics and financial management and administration of all employee benefits: health care, insurance, retirement income, family-care benefits, executive incentive plans, and other compensation provided as a service or contingent financial package to employees. Detailed international comparisons of health care and retirement systems are included.

**ILRLE 443 Personnel Economics for Managers (also ECON 443)**

Fall. 4 credits. Prerequisites: ILRLE 240 or equivalent. J. DeVaro. Examines topics in labor economics of particular relevance to individual managers and firms. Representative topics include recruitment, screening, and hiring strategies; compensation (including retirement pensions and other benefits); training, turnover, and the theory of human capital; incentive schemes and promotions; layoffs, downsizing, and buyouts; teamwork; and internal labor markets. The course focuses on labor-related business problems using the analytic tools of economic theory and should appeal to students contemplating careers in general business, consulting, and human resource management as well as in economics.

**ILRLE 444 The Evolution of Social Policy in Britain and America**

Spring. 4 credits. Prerequisite: ILRLE 240 or equivalent. G. Boyer. Surveys the history of social policy in Great Britain and the United States from 1800 to the adoption of the British welfare state after World War II. Topics covered include the role of poor relief in the early nineteenth century; the changing relationship between public relief and private charity; the adoption of social insurance programs and protective labor legislation for children and women; government intervention in the Great Depression; and the beginnings of the welfare state.

**ILRLE 445 Women in the Economy (also ECON 457 also FGSS 446)**

Fall. 4 credits. Prerequisite: ILRLE 240 or equivalent. Staff. Examines the changing economic roles of women and men in the labor market and in the family. Topics include a historical overview of changing gender roles; the determinants of the gender division of labor

in the family; trends in female and male labor force participation; gender differences in occupations and earnings; the consequences of women's employment for the family; and a consideration of women's status in other countries.

**ILRLE 446 Economic History of British Labor 1750-1940 (also ECON 459)**

Fall or spring. 4 credits. Prerequisite: ILRLE 240 or equivalent. G. Boyer.

Examines various aspects of British labor history from the beginning of the Industrial Revolution until World War II. Specific topics include monetary and nonmonetary changes in workers' living standards; internal migration and emigration; the London labor market; the extent of poverty and the evolution of the welfare state; Luddism and Chartism; and the development of trade unions.

**ILRLE 447 Social and Economic Data (also ILRLE 740 and INFO 447)**

Spring. 4 credits. Prerequisites: one semester of calculus, the IS statistics requirement, at least one upper-level social science course or permission of instructor. J. Abowd.

Designed to teach the basics required to acquire and transform raw information into social and economic data. Legal, statistical, computing, and social science aspects of the data "manufacturing" process will be treated. The formal US, Eurostat, OECD, and UN statistical infrastructure will be covered. Major private data sources will also be covered. Topics include basic statistical principles of populations and sampling frames; acquiring data via samples, censuses, administrative records, and transaction logging; the law, economics, and statistics of data privacy and confidentiality protection; data linking and integration techniques (probabilistic record linking; multivariate statistical matching); analytic methods in the social sciences. Grading will be based on a group term project.

**ILRLE 448 Topics in Twentieth-Century Economic History: The Economics of Depression and the Rise of the Managed Economy (also ECON 458)**

Spring. 4 credits. Prerequisites: ILRLE 240 or ECON 314. G. Boyer.

Examines the anatomy of the Great Depression through the experiences of the two most important economies of the time: the United States and Great Britain. The course also examines the development of macroeconomic policy in the United States and Britain in the 1920s and 1930s and its evolution in the postwar world, culminating with the decline of Keynesian-style demand management policy under Reagan and Thatcher.

**ILRLE 495 Honors Program**

Fall and spring (yearlong course). 3 credits each term.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRLE 497-498 Internship**

Fall and spring. 3 and 6 credits.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRLE 499 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRLE 540 Labor Economics**

Fall. 3 credits. Prerequisites: ECON 101-102 or ECON 103 or equivalent. Required of M.I.L.R. candidates. G. Fields.

A course in labor market economics for prospective managers in the corporate, union, and governmental sectors. The course begins with demand and supply in labor markets, presenting the tools of decision analysis for workers and firms. It then goes on to consider various topics for managers including deciding on the optimal mix of capital and labor to employ; attracting and retaining talent; pay and productivity; hiring and training investments; and pensions and retirement. The final section of the course covers other important labor market issues including unemployment, discrimination, poverty and inequality, and analysis of public policies.

**[ILRLE 544 Labor Market and Personnel Economics**

4 credits. Offered **only** in New York City for the M.P.S. Program. Not offered 2004-2005. Staff.

A four-module course in which the first module covers the basic elements of supply and demand in the labor market, the second and third modules cover the "new personnel economics" (emphasizing economic issues in a firm that relate to selecting, training, assigning, motivating, and compensating workers), and the final module covers key institutions and economic security issues (including unemployment, pensions, disability, discrimination, and unions). The goals of this course are to have students learn to analyze both business and public policy problems, taking into account both basic principles of economic theory and the relevant institutional environments.]

**ILRLE 642 Economic Analysis of the Welfare State (also ECON 460)**

Spring. 4 credits. R. Hutchens.

Uses the tools of public economics to analyze modern welfare states. Although examples are drawn from several countries, the course focuses on the United States, Canada, and Sweden. What are the rationales for the level of government intervention in these states, and how do these rationales square with notions of market failure? What are the economic costs and benefits of taxes, transfers, and regulations in these states? Can voting models explain the growth and operation of welfare states? The possible answers to these questions are discussed.

**ILRLE 648 Economic Analysis of the University (also ECON 342)**

Fall. 4 credits. Staff.

Seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can be usefully applied to analyze resource allocation decisions at universities. Among the topics covered are financial aid, tuition, admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies. Lectures and discussions of the extensive readings are supplemented by presentations by Cornell administrators and outside speakers who have been engaged in university resource

allocation decisions or have done research on the subject.

**ILRLE 740 Social and Economic Data (also INFO 447)**

Spring. 4 credits. J. Abowd.

Designed to teach the basics required to acquire and transform raw information into social and economic data. There is special emphasis in the graduate materials on methods for creating and certifying laboratories in which data privacy and confidentiality concerns can be controlled and audited. Legal, statistical, computing, and social science aspects of the data "manufacturing" process are treated. The formal US, Eurostat, OECD, and UN statistical infrastructure are covered as are major private data sources. Topics include basic statistical principles of populations and sampling frames; acquiring data via samples, censuses, administrative records, and transaction logging; the law, economics, and statistics of data privacy and confidentiality protection; data linking and integration techniques (probabilistic record linking; multivariate statistical matching); analytic methods in the social sciences. Graduate students are assumed to be interested in applying these techniques to original research in an area of specialization, and are required to do individual projects.

**ILRLE 741 Applied Econometrics I (also ECON 748)**

Fall. 4 credits. S-U or letter. Prerequisites: graduate core sequence in econometrics or permission of instructor. G. Jakubson.

Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. Focus is on both estimation and specification testing of these models. Students consider how these statistical models are linked to underlying theories in the social sciences. Course coverage includes panel data methods (e.g., fixed, random, mixed effects models) factor analysis, measurement error models, and general moment structure methods.

**ILRLE 742 Applied Econometrics II (also ECON 749)**

Spring. 4 credits. Letter or S-U grades.

Prerequisite: ILRLE 741 or permission of instructor. G. Jakubson.

Continues from ILRLE 741 and covers statistical methods for models in which the dependent variable is not continuous. Covers: models for dichotomous response (including probit and logit); polychotomous response (including ordered response and multinomial logit); various types of censoring and truncation (e.g., the response variable is only observed when it is greater than a threshold); and sample selection issues. Includes an introduction to duration analysis. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model.

**ILRLE 743 Applied Econometrics III**

Spring. 4 credits. Letter only. Prerequisites:

ILRLE 741-742 or permission of instructor.

ILRLE 741, 742, and 743 constitute a Ph.D.-level sequence in applied microeconometrics. G. Jakubson.

Covers topics not covered in ILRLE 741-742, including further development of duration analysis, panel data methods for nonlinear models, quantile regression and related techniques, and an introduction to

nonparametric and semiparametric methods. Additional topics as suggested by their use in applied areas of social science. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model. Also develops a general framework for the techniques covered in the ILRLE 741-742-743 sequence.

**ILRLE 744 Seminar in Labor Economics I (also ECON 741)**

Spring. 3 credits. ILRLE 744, 745, and 746 constitute the Ph.D.-level sequence in labor economics.

Course includes reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas are stressed.

**ILRLE 745 Seminar in Labor Economics II (also ECON 742)**

Fall. 3 credits. ILRLE 744, 745, and 746 constitute the Ph.D.-level sequence in labor economics.

Course includes reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas are stressed.

**ILRLE 746 Seminar in Labor Economics III (also ECON 743)**

Spring. 4 credits. ILRLE 744, 745, and 746 constitute the Ph.D.-level sequence in labor economics.

Course includes reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas are stressed.

**ILRLE 747 Economics of Education (also ECON 647)**

Spring. 4 credits. R Ehrenberg.

A survey of the econometric research on a wide variety of higher education issues. Examples of the issues addressed include at the higher education level public and private funding, financial aid and tuition policies, faculty labor markets, and Ph.D. production. Examples at the elementary and secondary level include school finance policies, the class-size debate and teacher labor markets. Interested students other than economics and labor economics Ph.D. students should speak to the instructor before enrolling for the course.

**ILRLE 748 Economics of Employee Benefits**

Fall. 4 credits. Staff.

Students in this course attend the lectures in ILRLE 442 (see description for 442) but have additional course requirements. If enrollment warrants, they will also meet separately at a time TBA for discussion of topics in 442 and additional topics.

**ILRLE 749 Economics of Development (also ECON 772)**

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics. Staff.

Analytical approaches to the economic problems of developing nations. Topics to be covered include old and new directions in development economics thinking; the welfare economics of poverty and inequality; empirical evidence on who benefits from economic development; labor market models; project analysis with application to the

economics of education; and development policy.

**ILRLE 790 ILR M.P.S. Program**

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

**ILRLE 798 Internship**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRLE 799 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILRLE 940 Workshop in Labor Economics**

Fall and spring. 3 credits. Intended for Ph.D. students who have started to write their dissertations.

Presentations of completed papers and work in progress by faculty members, advanced graduate students, and speakers from other universities. Focus is on the formulation, design, and execution of dissertations.

## ORGANIZATIONAL BEHAVIOR

P. Tolbert, chair; S. Bacharach, M. Haas, T. Hammer, E. Lawler, M. Lounsbury, W. Sonnenstuhl, L. Williams

**ILROB 170 Introduction to Micro Organizational Behavior and Analysis: The Social Psychology of the Workplace**

Fall. 3 credits. Staff.

This introductory (survey) course considers the basic individual and group processes in the workplace. At the individual level, students study personality, motivation, perception, attitude formation, and decision making. On the group level, group dynamics, leadership, power and influence, and culture are emphasized.

**ILROB 171 Introduction to Macro Organizational Behavior and Analysis**

Spring. 3 credits. Staff.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The course moves from classical sociological theory to the analysis of complex organizations. The central focus of the course is the study of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, bureaucracy, and organizational design.

**ILROB 320 The Psychology of Industrial Engineering**

Fall. 4 credits. T. Hammer.

A study of the human factors in the industrial engineering of work, workplaces, tools, and machinery. The course examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; and conflict.

**ILROB 321 Group Solidarity (also SOC 311)**

Fall. 4 credits. M. Macy.

What is the most important group that you belong to? What makes it important?

What holds the group together, and how might it fall apart? How does the group recruit new members? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? This course explores these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology. Alternative theories of group solidarity are applied to a series of case studies such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups; and college fraternities.

**ILROB 322 Service Learning (also SOC 323)**

Fall. 4 credits. M. Lounsbury. Service-learning is a course-based, credit-bearing educational experience in which students participate in organized service that contributes to community well-being. Students reflect on the service to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. The course includes a service-learning requirement that is designed to involve students in projects at local governmental and community organizations. Students draw on sociological readings to examine the relationship between organizations, society, and social change. Theoretical perspectives learned in class complement field-based activity; students develop a richer understanding of how organizations and their members are connected to society.

**ILROB 329 Organizational Cultures**

Fall or spring. 3 credits. Prerequisite: one or more courses in OB and/or sociology. W. Sonnenstuhl.

Reviews the concept of culture as it has evolved in sociology and anthropology, applying it to formal organizations in workplaces such as corporations and unions. The course first examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages, rituals, symbols, myths, sagas, legends, and organizational stories. Considerable attention is given to rites and ceremonies as a cultural form in organizational life that consolidates many of these expressive forms into one. The course examines types of ceremonial behavior such as rites of passage, rites of enhancement, and rites of degradation, including the role of language gestures, physical settings, and artifacts in ceremonial behavior. The presence of subcultures and countercultures in organizational behavior will also receive attention, especially the part played by occupational subcultures in formal organizations.

**ILROB 370 The Study of Work Motivation**

Fall. 4 credits. Open to juniors and seniors. T. Hammer.

Designed to acquaint the student with the basic concepts and theories of human motivation with implications for job design and organizational effectiveness. Focus is on theories of worker motivation and on research approaches and results as they apply to the performance of individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental and social psychology. Each student designs, executes,

and analyzes a research study of his or her own.

**ILROB 420 Contemporary Organizational Behavior Applications**

Fall or spring. 3 credits. Prerequisites: ILROB 170 and 171. L. Gasser.

An exploration of current practical applications of OB theory in organizations. Using a range of contemporary resources, students sift through practitioner articles and research; manage discussions; meet with managers, consultants, and employees; and explore organizational issues and problems from micro and macro perspectives in a political and legal context. Students also develop a toolbox of knowledge and skills to effectively carry out several organizational interventions or development initiatives. Choice of topics may differ to focus on contemporary issues such as emotional intelligence, influencing organizational climate and morale, engaging strategic planning processes, managing large-scale participative techniques, using job or workplace design concepts, applying SWOT analysis, developing effective teamwork, managing diversity, and applying quality management tools.

**ILROB 422 Organizations and Deviance**

Fall or spring. 3 credits. Enrollment limited to 60. W. Sonnenstuhl.

Focuses upon the deviant actions of organizations, including such behaviors as price fixing, environmental pollution, illegal campaign contributions, and discrimination in hiring and promotion. Examines the origins of such behaviors in organizations, the processes by which they became institutionalized, and the processes by which they become defined as deviant organizational actions. Within this context, the course examines such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work in an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

**ILROB 427 The Professions: Organization and Control**

Fall. 3 credits. Prerequisite: permission of the instructor. P. Tolbert.

Focuses on the sources of power and control exercised by professional groups in contemporary society. A number of issues are examined in this context, including the role of professions in society, processes through which an occupational group becomes defined as a profession, sources of control that professional associations have over their members, relations between professionals and nonprofessionals in organizations, and the relationship between unionization and professionalization of occupations.

**ILROB 429 Organizational Politics and Institutional Change**

Spring. 2 credits. 7 weeks. Limited to juniors and seniors with permission of the instructor. Please see instructor before the first class. S. Bacharach.

Examines the market, cultural, political, and structural forces that change the organizational "rules of the game," how those changes affect individuals and organizations, and the distortions that occur as individuals and organizations attempt to adjust to a new unstable order. Issues to be examined include power, corruption, dealmaking, rationality, uncertainty, and competition. Course

requirements include completing a major research paper and leading a class discussion.

**ILROB 470 Group Processes**

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Permission of instructor. E. Lawler.

A review of theoretical approaches and selected research on group phenomena, including the formation of groups, the structure of group relations, and group performance. Specific topics include conformity and obedience, status and power relations, tactics of influence, solidarity and commitment, the management of emotion, the emergence and change of microcultures, and the role of groups in networks and organizations.

**ILROB 472 Applied Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 170 and 171. S. Bacharach.

Introduces students to intermediate theory of organizational behavior. The course specifically concentrates on teaching students to use organizational theories for analytical and applied purposes. Among the issues to be addressed are organizational structure, work processes, organizational politics, organizational design, job design, incentive systems, and quality-of-work-life programs.

**ILROB 495 Honors Program**

Fall and spring (yearlong course). 3 credits each term.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILROB 497-498 Internship**

Fall and spring. 3 and 6 credits.

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILROB 499 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILROB 520 Organizational Behavior and Analysis**

Fall or spring. 3 credits. Staff.

Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

**ILROB 525 Organizational Behavior**

Fall, spring. 4 credits. Offered **only** for the New York City M.P.S. Program. Staff.

Applies theories and methods from the behavioral sciences to the analysis of behavior in organizations. Areas of study include classical and modern theories of organization and their underlying assumptions of human nature, the relationship between organizations and their environment, the role of power, politics, and decision-making in organizations, industrial history, and leadership culture.

**ILROB 622 Sociology of Markets (also SOC 622)**

3 credits. M. Lounsbury.

Since World War II, the diffusion of markets in Asia, Eastern Europe, and Latin America as well as changes in the structure of Western economies has reinvigorated questions about how markets are socially structured. Drawing on the literature in economic sociology, this course explores the social, cultural, economic,

and political factors that shape the emergence and dynamics of markets. Among the issues addressed are the social organization of markets, market discrimination, the cooperative aspects of market formation and functioning, the role of government and other institutional arrangements, the relationship of economic change to broader social forces such as social movements, and the shift toward globally market-oriented economies.

**ILROB 624 Dynamics of the Social Sector**

Fall. 3 credits. M. Lounsbury.

Over the past couple of decades, the social sector has been undergoing a dramatic transformation. Standard solutions to social problems offered by public agencies and nonprofit organizations increasingly are being reconfigured by the entrance of new social enterprises that focus more on revenue generation than service provision. The emergence of this social entrepreneurship has been motivated by a combination of factors including the devolution of social services and related responsibilities from the federal government to state and local governments, as well as a general increase in financial pressures on public agencies and nonprofits. This course aims to provide students with a broad perspective on the historical evolution of the nonprofit sector, introduce students to the changing nature of the contemporary social sector, and explore the phenomenon of social entrepreneurship by examining a variety of new and creative ways in which social problems are being addressed.

**ILROB 625 Conflict, Power, and Negotiation**

Fall. 3 credits. Open to seniors and graduate students. Permission of instructor is required. Limited enrollment. E. Lawler.

Theoretical seminar adopts a power perspective on bargaining and conflict resolution. Examines how power relations and power processes affect tactics in bargaining and also when power relations inhibit or promote conflict resolution. "Power" is viewed in the course as a capability, embedded in a social structure, and tactics are the action based on or using such power. The seminar gives an overview of several theoretical approaches to conflict and bargaining (e.g., rational choice, cognitive, social exchange) and places the power perspective in this context.

**ILROB 626 Organizations and Social Inequality**

Spring. 3 credits. P. Tolbert.

Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. A variety of theoretical explanations of social inequality are examined, and the social policy implications of each are considered.

**ILROB 627 Leadership in Organizations**

Spring. 3 credits. Open to graduate students and seniors with permission. T. Hammer.

An examination of theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Personality, situational factors, intergroup processes, interpersonal perception as well as the motivation to both lead and follow are discussed. The implications for leadership training, organization development, and action research are explored.



**ILROB 679 Methods of Observation and Analysis of Behavior**

Fall or spring. 4 credits. Permission of instructor required. W. Sonnenstuhl. Focuses on qualitative methods and emphasizes learning by doing. The course examines different approaches to the collection and analysis of data. Students learn a variety of data collection techniques for understanding individual and collective behavior, including participant observation, in-depth interviews, and working with archival materials. The course also emphasizes the constant comparative method as a basic technique for data analysis. This technique is the basis of such qualitative computer programs as Ethnograph and Nudist. Students conduct their own research projects. Students who wish to use qualitative methods either for a senior honors thesis, master's thesis, or doctoral dissertation are encouraged to take this course. Because of the intensive nature of the course, class size is limited to 25 students.

**ILROB 721 Advanced Micro Organizational Behavior**

Spring. 3 credits. Staff. Examines the historical development of psychological theories of organizational behavior and contemporary issues in micro organizational research. The course emphasizes reading and analysis of primary source material.

**ILROB 722 Advanced Macro Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520. Staff. Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. The course emphasizes reading and analysis of primary source material.

**ILROB 725 Analysis of Published Research in Organizational Behavior (also SOC 725)**

Fall. 3 credits. Prerequisites: ILROB 520 and 1 year of statistics. Staff. An advanced research methods course that critically examines published research papers in the field of organizational behavior in terms of research design and method as well as theory.

**ILROB 726 Selected Topics in Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520 and permission of instructor. An advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves change from year to year depending on participants' interests. Course is designed to allow students and the instructor to jointly pursue significant scholarly inquiry into one or more arenas of organizational theory. Emphasis is placed on exploring the relevance of tradition in related disciplines (e.g., anthropology, linguistics, philosophy, sociology) that may enrich our understanding of organizational life.

**ILROB 728 Theories of Motivation and Leadership**

Spring. 4 credits. Prerequisite: ILROB 520. T. Hammer. Course provides an introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students examine the empirical research that tests the

validity of the theories and shows how and under what conditions different motivation models can be used for practice in work organizations. Several current microtheories of leadership and power and related research are examined. The disciplinary perspective employed is social organizational psychology, and the level of analysis emphasized is action and experience of individuals in groups.

**ILROB 729 Organizational Change and Intervention**

Fall. 3 credits. Graduate students only. Staff. This seminar is concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention is paid to the role of internal and external change agents. Class members are encouraged to analyze contemporary changes such as mergers and acquisitions and workforce reductions. Participants submit weekly workforce journals.

**ILROB 772 The Social Construction of Economic Life**

Spring. 3 credits. M. Lounsbury. Drawing on the literature in economic sociology, this course emphasizes how economic activities are constituted and shaped by the social, cultural, and historical contexts in which they are situated. This course surveys various empirical and theoretical approaches used to study the genesis and influence of broader-scale organizational and institutional arrangements. The course provides students with an opportunity to formulate and refine their own research questions and perspectives.

**ILROB 776 Globalization and Its Discontents: The Organizational Implications of Global Competition**

Fall. 4 credits. Staff. Aimed at helping students develop an understanding of organizations as complex social systems, and at helping them understand the behavioral implications of new manufacturing initiatives. Case studies are used to study the introduction of a variety of innovations in contemporary manufacturing firms, including manufacturing cells and teams, concurrent engineering, total quality management, and just-in-time material flow. Analyses emphasize the impact of such innovations on individuals' role definitions and relationships, organizations' communication requirements and patterns, group dynamics, leadership behaviors, labor relations, and human resource management systems. ILROB 776 is a core course in the Master of Engineering/Manufacturing Option degree program.

**ILROB 778 Solidarity in Groups (also SOC 778)**

Fall. 3 credits. E. Lawler. Examines sociological and social psychological theories about how social solidarity or a "sense of community" comes about and is maintained in groups and organizations. Distinguishes emotional, normative, and instrumental bases for social solidarity and shows how these promote or inhibit subgroup formation in organizations, commitment of individuals to organizations, and organizational citizenship behavior.

**ILROB 790 ILR M.P.S. Program**

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

**ILROB 798 Internship**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILROB 799 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

**ILROB 920 Organizational Behavior Workshop**

Fall. 2 credits. Limited to M.S. and Ph.D. candidates in the department. S-U grades only. Staff.

This workshop is designed to provide a forum for the presentation of current research undertaken by faculty members and graduate students in the Department of Organizational Behavior and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

**SOCIAL STATISTICS**

T. DiCiccio, chair; J. Angellotti, J. Bunge, D. Fink, P. Velleman, M. Wells

**ILRST 210 Statistical Reasoning I**

Fall, spring, and summer 2004-2005. 3 credits. Attendance at weekly discussion section is required. P. Velleman.

An introduction to the basic concepts of statistics and data analysis. Descriptive methods, normal theory models, and inference procedures for univariate and bivariate data. Basic statistical designs, an introduction to probability, and applications of the Binomial and Normal distributions are covered. Estimation, confidence intervals, and tests of significance for a single population mean and proportion, the difference in two population means and proportions, simple linear regression, correlation, and two-way contingency tables are also considered. Students are instructed on the use of a statistics computer package at the beginning of the term and use it for weekly assignments.

**ILRST 211 Statistical Reasoning II**

Fall, spring, and summer 2004-2005. 3 credits. Prerequisite: ILRST 210 or suitable introductory statistics course. J. Angellotti. A second course in statistics. Applications of statistical data analysis techniques, particularly to the social sciences. Topics include statistical inference, simple linear regression, multiple linear regression, logistic regression, and analysis of variance. Computer packages are used throughout the course.

**ILRST 310 Statistical Sampling**

Fall. 3 credits. Prerequisite: 2 terms of statistics. S. Schwager. Theory and application of statistical sampling, especially in regard to sample design, cost, estimation of population quantities, and error estimation. Assessment of nonsampling errors. Discussion of applications to social and biological sciences and to business problems. Course includes an applied project.

**ILRST 311 Practical Matrix Algebra**

Fall or spring. 3 credits. Staff. Matrix algebra is a necessary tool for statistics courses such as regression and multivariate analysis and for other research methods courses in various other disciplines. One



goal of this course is to provide students in various fields of knowledge with a basic understanding of matrix algebra in a language they can easily understand. Topics include special types of matrices, matrix calculations, linear dependence and independence, vector geometry, matrix reduction (trace, determinant, norms), matrix inversion, linear transformation, eigenvalues; matrix decompositions, ellipsoids and distances, and some applications of matrices.

#### **ILRST 312 Applied Regression Methods**

Fall. 3 credits. Prerequisite: ILRST 211 or equivalent courses. T. DiCiccio.

Matrix algebra necessary to analyze regression models is reviewed. Multiple linear regression, analysis of variance, nonlinear regression, and linear logistic regression models are covered. For these models, least squares and maximum likelihood estimation, hypothesis testing, model selection, and diagnostic procedures are considered. Illustrative examples are taken from the social sciences. Computer packages are used.

#### **[ILRST 410 Techniques of Multivariate Analysis]**

Fall or spring. 3 credits. Prerequisite: ILRST 312 or equivalent. Not offered 2004–2005. Staff.

Techniques of multivariate statistical analysis are discussed and illustrated by examples from various fields. The course emphasizes application, but theory is not ignored. Deviation from assumptions and the rationale for choices among techniques are discussed. Students are expected to learn how to thoroughly analyze real-life data sets using computer-packaged programs. Participants should have some knowledge of matrix notation. Topics include multivariate normal distribution, sample geometry and multivariate distances, inference about a mean vector, comparison of several multivariate means, variances, and covariances; detection of multivariate outliers; principal component analysis; factor analysis; canonical correlation analysis; discriminant analysis; and multivariate multiple regression.]

#### **ILRST 411 Statistical Analysis of Qualitative Data**

Spring. 3 credits. Prerequisite: two statistics courses or permission of instructor. T. DiCiccio.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates; contingency tables; log-linear models; binary ordinal and multinomial regression models; and limit dependent variables.

#### **ILRST 499 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

#### **ILRST 510 Statistical Methods for the Social Sciences I**

Fall, spring, and summer 2004–2005. 3 credits. J. Angellotti.

A first course in statistics for graduate students in the social sciences. Descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, simple linear regression, and correlation are all covered. Students are instructed on the use of a statistics computer package at the beginning of the term and use it for weekly assignments.

#### **ILRST 511 Statistical Methods for the Social Sciences II**

Fall, spring, and summer 2004–2005. 3 credits. Prerequisite: ILRST 510 or equivalent introductory statistics course. D. Fink.

A second course in statistics that emphasizes applications to the social sciences. Topics include: simple linear regression; multiple linear regression (theory, model building, and model diagnostics); and the analysis of variance. Computer packages are used extensively.

#### **ILRST 515 Statistical Research Methods**

Fall or spring. 4 credits. Offered **only** for the New York City M.P.S. Program. Staff.

Students learn basic skills for conducting qualitative and survey research. They work through an introductory review course at home on their own time. After passing an exam, they attend a two-week immersion course in Ithaca taught by the on-campus faculty in July. Topics include an introduction to surveys and discrete analysis, basic regression, and integration of qualitative and quantitative research methods.

#### **[ILRST 614 Structural Equations with Latent Variables]**

Fall. 3 credits. Prerequisites: ILRST 210, 211 or ILRST 510, 511, or equivalent. Not offered 2004–2005. M. Wells.

Provides a comprehensive introduction to the general structural equation system, commonly known as the "LISREL model." One purpose of the course is to demonstrate the generality of this model. Rather than treating path analysis, recursive and nonrecursive models, classical econometrics, and confirmatory factor analysis as distinct and unique, this course treats them as special cases of a common model. Another goal of the course is to emphasize the application of these techniques.]

#### **ILRST 715 Likelihood Inference**

Fall. 3 credits. Prerequisites: graduate courses equivalent to OR&IE 670 and OR&IE 670. T. DiCiccio.

In most statistical models, exact distribution theory for testing hypotheses or constructing confidence intervals is either unavailable or computationally cumbersome. Inferences are routinely performed by using large-sample approximations to the distributions of test statistics. This course provides a survey of some recent higher-order asymptotic approximations for likelihood-based methods of inference.

#### **ILRST 799 Directed Studies**

For description, see the section Collective Bargaining, Labor Law, and Labor History.

## ILR EXTENSION

### Statewide

The following courses are open to participants in the Extension Division's statewide credit programs in labor studies and management studies. Extension offices are based in Buffalo, Albany, Rochester, Ithaca, New York City, and Long Island. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs. Courses and course credits earned in Extension Division certificate programs are not automatically accepted as transfer credits

or as a basis of admission to the resident ILR undergraduate and graduate programs in Ithaca. Student applications for course transfer are evaluated by the ILR school on an individual basis.

#### **204 Managing Conflict**

Fall or spring. 3 credits. Staff.

Provides students with opportunities to apply conflict resolution theory to specific situations, based on real-life problems that require resolution. Students examine situations, analyze the facts and perceptions driving the actors, and engage in applying communication, negotiation, and mediation techniques to reduce or eliminate the conflict.

#### **205 Oral Skills for Conflict Management**

Fall or spring. 3 credits. Staff.

Emphasizes development of oral communications skills required to successfully manage conflict both as a party to a dispute and as a third party who is charged with helping to resolve a dispute. The course presents simulations to help the participants practice their skills.

#### **206 The Nature of Conflict**

Fall or spring. 3 credits. Staff.

Provides students with the conceptual foundation to engage in further study of conflict management and conflict resolution. Having taken the course, the students will be able to identify and describe types of conflict; identify the various sources of conflict; apply a conceptual model of conflict to interpersonal, organizational, and international conflict situations; describe conflict situations in terms of social psychological aspects using a "person perception" or "attribution" theoretical orientation; and identify their personal response styles to conflict.

#### **209 Leadership in Unions**

Fall or spring. 3 credits. Staff.

What role does leadership play in the vitality of the labor movement? Is there a crisis of leadership in contemporary unions? Does the political context of a democratic membership organization affect the quality of leadership? Will changing workforce demographics create a demand for increased leadership opportunities by women and minorities in their unions? This course examines theories of leadership including a comparison of leadership styles and skills in the context of changing needs of the labor movement. The dynamic relationship of leaders and followers is examined in regard to emerging internal union organizing strategies that aim to increase membership and to activate current members.

#### **212 Labor, Technology, and the Changing Workplace**

Fall or spring. 3 credits. Staff.

Technological changes are having a profound impact on both work and society. But what do these changes mean for workers and their unions? Is resisting technological change equivalent to obstructing progress? What can we do to influence how work is shaped and performed? These and other questions are the central concerns of this course. The course is divided into three sections: Skills, Technology, and the Labor Process; Industrial Change and Worker Responses; Four Historical Case Studies; Unions, Technology, and the Future of Work.

**240 Union Organizing**

Fall or spring, 3 credits. Staff.

Students learn which unions are organizing successfully today and which workers are joining unions. Through case studies, discussion, and in-class exercises, they learn about targeting, house calls, building rank and file organizing committees, how to talk union, inoculating against anti-union campaigns, legal aspects of organizing, and innovative ways to organize outside of government-run certification elections.

**241 Arbitration**

Fall or spring, 3 credits. Staff.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

**242 Public Sector Collective Bargaining**

Fall or spring, 3 credits. Staff.

An introduction to collective bargaining in the public sector. Examines the historical development of bargaining in public employment, the evolution of state and federal and bargaining theory and practices, as well as impasse resolution techniques frequently found in this sector. Special emphasis is given to developing an understanding of the similarities and differences between public and private sector bargaining and how they have affected tactics and strategies employed by the parties.

**245 Public Sector Labor Law**

Fall or spring, 3 credits. Staff.

A survey and analysis of the New York State Public Employees Fair Employment Act is made as well as a comparison with other state laws covering public employees. The course examines the extent to which the law protects and regulates concerted actions by employees in the public sector. The intent is to study and understand the law as written but more important to understand how it has been interpreted by the courts of New York State in its application. Major emphasis is on employee and employer rights, including recognition and certification, improper practices, strikes, grievances, and disciplinary procedures of the New York State Public Employment Relations Board.

**247 Labor and the American Economy**

Fall or spring, 3 credits. Staff.

Helps the student understand how economic theories relate to the economic problems confronting the American citizen in general and the American union member in particular. Emphasis is placed on contemporary economic theories and how their proponents attempt to solve American economic problems.

**248 Employment Practices Law**

Fall or spring, 3 credits. Staff.

Considers laws and regulations that directly affect managers and employers. Students examine issues and laws such as Equal Employment Opportunity, Employee Retirement Income Security Act, Federal Wage and Hour Laws, Occupational Safety and Health Act, unemployment laws, and other topics. Students focus on the practical application of laws and their impact on the workplace.

**250 New York Workers' Compensation Law for Trade Unionists and Injured Workers**

Fall or spring, 3 credits. Staff.

There is a collective perception that the workers' compensation system in New York compounds an injured personal predicament with Byzantine responses that lead to despair. Unions and injured workers' organizations believe that, if properly empowered, they can be just as effective as lawyers in looking after their injured colleagues' claims. This course is structured to meet both of these realities. Students delve into every nook and cranny of New York Workers' Compensation law. The course is entirely practical. Skills teaching, how to present a case, decorum, ethics, and persuasiveness are built into the course. Experts on how the system really works are used.

**251 Principles and Practices of Management**

Fall or spring, 3 credits. Staff.

Presents the theory and processes of management with an emphasis on supervision. Management functions of planning, organizing, staffing, and evaluating are included. Concepts and theories are presented, and case studies are analyzed. Motivating people, exercising leadership, and effectively developing employees are emphasized.

**252 Contract Bargaining**

Fall or spring, 3 credits. Staff.

Examines the principles of contract bargaining, including bargaining environments and structures as well as standards used in bargaining. Students learn to prepare bargaining demands, cost economic items, draft noneconomic contract language, negotiate economic and noneconomic issues, and resolve a contract bargaining impasse. The course considers the impact of contract bargaining outcomes on workers, unions, employers, and the public.

**253 Contract Administration**

Fall or spring, 3 credits. Staff.

Focuses on the role of the steward in administering the union contract in the workplace. Students evaluate grievance and arbitration contract clauses, the grievance procedure in practice, the role of the union steward, the role of local and international unions, negotiation of grievances, and preparation for arbitration. Students analyze the impact of grievance and arbitration procedures on workers, unions, and employers.

**254 Labor Law**

Fall or spring, 3 credits. Staff.

Examines the principles of labor law by looking at social philosophy and the historical context of federal labor legislation from the 1930s. Students concentrate on major provisions of the National Labor Relations Act, examining how the National Labor Relations Board and the federal courts have interpreted the national labor laws. Discussion includes new directions in labor legislation and interpretation with consideration given to the impact of labor law on workers, unions, and employers.

**255 Labor History**

Fall or spring, 3 credits. Staff.

Reviews American labor history from the perspective of workers' social dimensions of the development of the working class,

reform and revolutionary movements, and the emergence of craft, industrial, and public employee unions. Included is a discussion of the development of trade union institutions and leaders, and the evolution of union political activities and collective bargaining. Special attention is paid to the involvement of women and minority workers with unions.

**256 Dispute Resolution**

Fall or spring, 3 credits. Staff.

Examines third-party participation in dispute resolution in private and public sector collective bargaining. Development of dispute resolution methods in American labor relations; issues and practices in neutral, binding arbitration of grievances and mediation; conciliation; and fact finding procedures are discussed. Use of exclusive labor-management mechanisms to settle industry disputes is also looked at.

**259 Union Administration**

Fall or spring, 3 credits. Staff.

Focus is on the principles and practices of effective union administration. Students study the dynamics of democratic organizations and the development of organizational leadership. The course explores alternative methods of decision making and lines of responsibility. The legal obligations of unions and union officials are discussed and analyzed. The course also examines the structure and evolution of relationships inside the labor movement.

**264 Contemporary Labor Problems**

Fall or spring, 3 credits. Staff.

A survey of the major challenges that confront the American labor movement. Students are briefed on the background of each problem and discuss and analyze a broad range of solutions proposed by the experts.

**367 Safety and Health in the Workplace**

Fall or spring, 3 credits. Staff.

Provides basic education and training in workplace safety and health. The course focuses on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical experience is provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment to measure noise, temperature, humidity, airflow, and airborne toxins.

**FACULTY ROSTER**

- Abowd, John M., Ph.D., U. of Chicago.  
Edmund Ezra Day Prof. of Industrial and Labor Relations, Labor Economics
- Angellotti, Jon E., M.S. candidate, Cornell U.  
Lecturer, Social Statistics
- Applegate, Ronald, Ph.D., SUNY Binghamton.  
Lecturer, Collective Bargaining, Labor Law, and Labor History
- Bacharach, Samuel, Ph.D., U. of Wisconsin.  
Jean McKelvey-Alice Grant Prof. of Labor Management Relations, Organizational Behavior
- Batt, Rosemary, Ph.D., Mass. Inst. of Technology. Assoc. Prof., Human Resource Studies
- Bell, Bradford, Ph.D., Michigan State U. Asst. Prof., Human Resource Studies
- Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Human Resource Studies

- Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics
- Boudreau, John W., Ph.D., Purdue U. Prof., Human Resource Studies
- Boyer, George R., Ph.D., U. of Wisconsin. Prof., Labor Economics
- Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Human Resource Studies
- Bunge, John A., Ph.D., Ohio State U. Assoc. Prof., Social Statistics
- Collins, Christopher, Ph.D., U. of Maryland. Asst. Prof., Human Resource Studies
- Compa, Lance, J.D., Yale Law School. Sr. Lecturer, Collective Bargaining, Labor Law, and Labor History
- Cook, Maria L., Ph.D., Univ. of Calif., Berkeley. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
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- Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History
- DeVaro, Jed, Ph.D., Stanford U. Asst. Prof., Labor Economics
- DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
- DiCiccio, Thomas J., Ph.D., U. of Waterloo. Assoc. Prof., Social Statistics
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- Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History
- Haas, Martine, Ph.D., Harvard Business School. Asst. Prof., Organizational Behavior
- Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior
- Homrighouse, Christina, B.S., Ithaca College. Lecturer, Human Resource Studies
- Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service
- Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics
- Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics
- Kahn, Lawrence M., Ph.D., U. of Calif. at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics
- Katz, Harry C., Ph.D., U. of California at Berkeley. Jack Sheinkman Prof. in Collective Bargaining, Labor Law, and Labor History
- Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Prof., Collective Bargaining, Labor Law, and Labor History
- Lawler, Edward J., Ph.D., U. of Wisconsin at Madison. Prof., Organizational Behavior
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- Roberson, Quinetta, Ph.D., U. of Maryland. Asst. Prof., Human Resource Studies
- Salvatore, Nicholas, Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History
- Seeber, Ronald L., Ph.D., U. of Illinois. Assoc. Prof., Extension
- Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics
- Snell, Scott, Ph.D., Michigan State U. Prof., Human Resource Studies
- Sonnenstuhl, William J., Ph.D., New York U. Assoc. Prof., Extension and Organizational Behavior
- Stone, Katherine J.D., Harvard U. Anne Evans Estabrook Prof. in Dispute Resolution, Collective Bargaining, Labor Law and Labor History
- Tolbert, Pamela S., Ph.D., U. of California. Prof., Organizational Behavior
- Turner, Lowell R., Ph.D., U. of California. Prof., Collective Bargaining, Labor Law and Labor History/International and Comparative Labor
- Velleman, Paul F., Ph.D., Princeton U. Assoc. Prof., Social Statistics
- Vidyashankar, Anand, Ph.D., Iowa State U. Assoc. Prof., Statistical Science and Social Statistics
- Wells, Martin T., Ph.D., U. of California at Santa Barbara. Prof., Social Statistics
- Wright, Patrick M., Ph.D., Michigan State U. Prof., Human Resource Studies