

## SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

### ADMINISTRATION

Edward J. Lawler, dean

Robert Smith, associate dean, academic affairs

Ann Martin, associate dean, extension and public affairs

Gordon Law, librarian

Allan Lentini, director, administrative services

Martin Wells, director, research

Christopher Haley, director, external relations

John Bunge, graduate faculty representative

Tove Hammer, editor, *Industrial and Labor Relations Review*

### DEGREE PROGRAMS

	Degree
Industrial and Labor Relations	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 150 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 new 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 Relations

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 work place, 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 provided advising 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 assistance 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.

## 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 to 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 nine 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 three 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.

## ACADEMIC 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 eight 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 four 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

The Credit Internship Program has provided students with a vivid understanding of problems in labor and industrial relations through observation and participation in "real-life" labor problem solving. A number of selected students spend a term of their junior year in Albany, New York City, or Washington, D.C., in close contact with practitioners. Their activities include independent research under direction of ILR faculty members and seminars drawing on fieldwork experience with employers, labor organizations, and government agencies. More information about this program is available from the Office of Student Services.

### 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 three credits in each term) to research, write, and then defend the thesis.

### Study Abroad

Cornell students with strong academic records and the necessary preparation in required and elective courses are encouraged to consider study abroad. The university currently has contact with universities in more than 40 countries that permit undergraduates to register for courses while maintaining Cornell registration and financial aid for a semester or a year. Information about those opportunities may be requested from Cornell Abroad, 474 Uris Hall.

Some study abroad programs require the development of language proficiency and preparation in appropriate courses at Cornell. Students should consult the Office of Student Services and Cornell Abroad in the freshman and sophomore years to be sure that they comply with the academic and procedural requirements for study abroad.

## COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

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

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

Fall. 3 credits. J. Cowie, C. Daniel, I. DeVault, 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, 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, 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," occupational safety and health, and union democracy. Also serves as an introduction to judicial and administrative systems.

### ILRCB 300 Collective Bargaining (200)

Fall and spring. 3 credits. M. Cook, H. Katz, S. Kuruvilla, 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 20<sup>th</sup> 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, 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 decline of organized labor, the rise of industrial restructuring, the decline of organized labor, 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 384 Women and Unions (also WOMNS 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 The African-American Workers, 1865-1910: The Rural and Urban Experience**

Spring. 3 credits. Prerequisites: junior or senior or permission of instructor. N. Salvatore.

Examines the history of blacks in America from Emancipation through the experience of the first generation born after slavery, with a focus on the work experience. Topics include the restructuring of work during Reconstruction; the relationship between work and black organizational developments; between black and white workers; and the nature of work in the agricultural south and in cities throughout the nation.

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

Fall. 3 credits. Prerequisites: junior or senior. N. Salvatore.

Examines the history of blacks in America from the start of the Great Migration through the 1970s, with a focus on the work experience. Topics include the effect of migration and urbanization on black workers; the nature of the relationship between black and white workers as influenced by the depression and the two world wars; and an examination of the effect of the Civil Rights movement on the economic circumstances of black workers.

**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 405 Negotiation and Dispute Resolution**

Fall and spring. 3 credits. Prerequisites: background in economics and the social sciences, or permission of instructor.

D. Lipsky, R. Seeber.

Deals with four related topics: (1) nature of conflict particularly between organizations, (2) negotiation and bargaining, with a focus on process, practice, and procedures; (3) third party dispute resolution, with a focus on mediation and arbitration; and (4) alternative dispute resolution (ADR), with a focus on its current use in the corporate sector and the implications for our system of justice. This is a generic dispute resolution course, that is, we do not focus on labor relations or any particular types of disputes, but deal with many different kinds of conflicts. Examples and cases are used to illustrate general principles. Few if any of these cases and examples are drawn from labor relations; illustrative material in the course is based on exercises in areas such as product liability, environmental regulation, commercial relations, and personal injury disputes.

**ILRCB 407 Contemporary Trade Union Movement**

Spring. 3 credits. Prerequisites: undergraduates, ILRCB 100, 101; graduate students ILRCB 502. R. Seeber, 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 CoursEnroll in order 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, 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. Compá, M. Gold, R. Lieberwitz, 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, 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 life styles, 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, M. Leibowitz, 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; anti-

trust 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, 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 Special Topics in Collective Bargaining, Labor Law and Labor History**

Fall. 3 credits. Prerequisites: ILRCB 201 or 501 or permission of instructor. M. Leibowitz.

**Lec 03**—An advanced labor law course which builds on the foundation of the study of labor law in the required labor and employment law course. The course is an in-depth study of labor law, with particular focus on the National Labor Relations Act, including issues of organizing across different occupational groups, collective bargaining, strikes, picketing, and contract enforcement. The course also includes a study of legal issues of union democracy and other labor and employment law issues.

**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 2001 in the chemicals industry), for a moderately sized bargaining unit, either as members of 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 608 Introduction to Labor Research**

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

**Lec 07**—Designed to provide students interested in the labor field with the skills necessary to understand and utilize 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 provide an introduction to a number of both quantitative and qualitative research techniques utilized 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 utilized 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 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 West Germany, Sweden, and Japan.

**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. There are considerable reading responsibilities. L. Adler. The approach taken is similar to ILRCB 656, but the subject matter differs. The subject studied include employment at will and its exceptions; the role of the Constitution in the US 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.

**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 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, 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, 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. Staff. 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 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 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 not only learn to enhance their individual abilities in dyadic and group situations, but also learn 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 encourage 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**

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

**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 (PC5) 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, 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. The course examines programmatic issues pertaining to such groups as youth and disabled rural workers. It also covers public policies pertaining to welfare reform, direct job creation, worker relocation, economic development, targeted tax credits, and "empowerment zone" proposals. Comparisons are made with other industrialized nations.

**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 366 Women at Work**

Spring. 3 or 4 credits. Prerequisite: ILRHR 260 or equivalent. J. Farley.  
This course covers various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor-market experience are considered. Working women's entry-level jobs, opportunities for advancement, and income are compared to men's.

**ILRHR 456 International Human Resource Management**

Fall. 3 credits. Staff.  
Provides an examination of international human resource management issues in multinational enterprises. The course has two major objectives: to enhance understanding of key strategic and functional issues related to IHRM, and to develop analysis of practical IHRM issues in multinational enterprises. Includes topics such as strategic issues for IHRM, cross-cultural management issues, coordination issues, and expatriate management.

**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 emphasis for the course is on the integration of concepts, application to real-life business situations, and the acquisition of general management skills and knowledge.

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

Fall, spring. 3 credits. Prerequisite: ILRHR 260 or equivalent. Open to juniors and seniors. R. Batt.

Considers classic texts on the organization of work and workers' experiences at work. Includes discussion of mass production, flexible specialization, team-based systems, and lean production. Changes at work are explored in the context of changing product and labor market institutions and national contexts. Student papers and presentations focus on the experience of firms and workers in specific industries and occupations.

**ILRHR 462 Staffing, Training, and Development**

Spring. 3 credits. Prerequisites: ILRHR 260 or permission of the instructor. C. Collins.  
This course provides overviews of the staffing, training, and development functions in organizations. The first half of the semester focuses on the process by which organizations fill positions. Topics include legal issues, job/competency analysis and planning, external selection practices, and internal staffing decisions. The second half of the semester focuses on the process by which organizations train and develop employees. Topics include training needs assessment, program design, training evaluation, and management development practices. Throughout the semester students examine the relationship between the staffing and training/development functions.

**ILRHR 463 Diversity and Employee Relations**

Fall. 3 credits. Q. Roberson.  
Explores the policies, programs and practices used by employers to promote the fair treatment of employees, especially those not covered by collective bargaining contracts. Includes such policies as organizational justice and the protection of employee rights of such programs as work/life balance, and worker health and safety; and elements of such practices as employee communication and conflict resolution. Also examines individual and organization climate factors that are important to the management of diversity in business organizations. Considers variations in employee relations and diversity management practices and the effects of these practices on relevant individual and organization outcomes.

**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, etc.)



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 The Globalization of Services.**

Fall, spring. 3 credits. Prerequisite: ILRHR 260 or equivalent. R. Batt.

Deregulation, privatization, immigration, and advances in information technology have profoundly affected service sector activities, which now comprise two-thirds of advanced industrial economies. This course considers how firms are responding to globalization in services and how employees, consumers, and unions are affected. Student papers and presentations compare the process and outcomes of restructuring in a range of service industries and occupations across advanced economies.

**[ILRHR 466 Comparative Human Resource Management**

Fall. 3 credits. Not offered 2002–2003. Staff.

Provides a survey of human resource management practices in two key regions: Europe and the Asia-Pacific region. Focus of this course is on HRM issues such as selection and staffing, training and development, and appraisal and reward systems. Special attention is given to HRM trends and developments. Issues of transferability of HRM practices, and implications for multinational enterprises operating in those regions, is also discussed.]

**ILRHR 468 Human Resources Management Simulation**

Spring. 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 required.

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

Fall and 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 will be placed in an evolutionary context but primary attention will be 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 also examined. Comparisons are also made with immigration systems of other nations.

**ILRHR 495 Honors Program**

Fall and spring (year-long course). 3 credits each term.

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

**ILRHR 497–498 Internship**

Fall and spring. 3 and 6 credits.

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

**ILRHR 499 Directed Studies**

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

**ILRHR 560 Human Resource Management**

Fall and spring. 3 credits. Open to graduate students only. Staff.

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 will critically examine 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 that will be 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 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 Organization: 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., non-bureaucratic) organizational paradigms. One such paradigm is the agile organization. This course explores the dynamics of the agile organization with particular emphasis on: underlying justification and rationale, approaches to pursuing marketplace agility, infrastructure designs and human resource strategies that promote organizational agility, new approaches to leadership, and societal implications and attendant public policy issues. Toward the end of the semester, the class applies what has been learned to design a course (ILRHR 663) to be conducted as an agile organization.

**ILRHR 663 People in the Agile Organization**

Spring. 4 credits. Prerequisites: ILRHR 662 and permission of instructor. L. Dyer.

Learning about the agile organization is one thing, learning to operate and live in one is another. This course is totally experiential. It is conducted as much like an agile organization 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 experiences to enhance their, and others' understanding and appreciation of the pluses and minuses of life in an agile organization.

**ILRHR 664 "e-HR: Human Resource Management and the WEB in The Information Age"**

Fall. 3 credits. J. Boudreau, S. Basefsky.

Designed to teach students skill-based techniques in HR research methodology. Students are taught to act as their own consultants in both a classroom and workforce setting as they access data and find statistical information to support their research topics. The first five weeks of the semester consist of weekly meetings with the reference librarians at the Martin P. Catherwood Library. These meetings cover a different research technique each week, and students are given readings and a hands-on assignment to gain practical experience on these techniques.

**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.

As the 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 planning, staffing, development, compensation and regard, and new work systems.

**ILRHR 666 Strategic HR Metrics**

Fall. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, on course in statistics, one elective in human resource studies. J. Boudreau.

Explores how to account for the contribution of human resource management programs and decisions to achieving organizational goals. This course emphasizes a systematic decision-making system that organizes the discipline of human resource management and can assist in planning and evaluating programs. Topics include the role of financial-accounting statements in managing human resources, cost-benefit analysis for programs, managing human resources as a profit center, and identifying human resource management constituents to address their goals.

**ILRHR 667 Diversity and Inclusion in Organizations**

Spring. 4 credits. Prerequisites: ILRHR 260/560 or equivalent and 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 effectively manage organizational diversity issues. 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. G. Milkovich.

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. Staff.

Surveys human resource practices in two key regions of the world: Western Europe and the Pacific Rim. The focus is on HR issues related to management of professional and managerial work force, such as selection and staffing, development, and appraisal and reward

systems. Special attention is given to current changes and trends in the human resource management area (e.g., unification of Europe, transformation of Japanese firms). Implications for multinationals operating in these countries is also discussed.

**ILRHR 692 Training the Displaced and Disadvantaged**

Spring. 3 credits. Prerequisite: permission of instructor. J. Bishop.

Examines public and private efforts to lower unemployment and underemployment of displaced and disadvantaged workers. The seminar examines the scope of the problem, its causes, and why specific programs have worked and others have not. Topics covered include training for displaced workers, rehabilitation of the disabled, job-search training, tax credits for hiring, vocational training, literacy instruction, EEO, public service employment, assisting new business, and industrial policy. The seminar also investigates how the structure of the economy influences the ability of targeted training and job creation to achieve sustained reductions in unemployment and draws lessons from the experience of other societies.

**ILRHR 693 Training and Development in Organizations**

Spring. 3 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics 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**

Fall, spring. 4 credits. Prerequisite: HR 560 or equivalent and consent 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; why United States productivity has increased so little in the past two decades; 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) as well as 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 is 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. research seminar examining the evolution of the literature on the organization of work, group effectiveness, teams, and social capital, including recent critical and international perspectives. It reviews alternative theories and evidence from industrial engineering, I/O psychology, social psychology, organization studies, sociology, economics, and industrial relations. Outcomes for firms and employees are debated.

**ILRHR 765 International Compensation**

Spring. 4 credits. G. Milkovich. 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 769 Topics in International Compensation Theory and Research**

Spring. 4 credits. Prerequisite: ILRHR 669. G. Milkovich. Examines recent developments in theory, research, and practice related to compensation. Discussion emphasizes the relevance of theory and research to compensation decision making. Students examine compensation and reward-related theories and research from supporting disciplines such as economics, psychology, sociology, and organizational behavior and evaluate their relevance to employee, managerial, executive, and international compensation.

**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 on Collective Bargaining, Labor Law, and Labor History.

**ILRHR 799 Directed Studies**

For description, see the section on 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. The workshop is designed to provide 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 Strategic HRM, 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. 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 Europe, United States, and Japan in a Global Economy**

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

Introduction to the contrasting political economies of Germany, the European Union, Japan, and the United States in today's changing global economy. Emphasis is on national differences, global debates, and on the different strategies pursued by labor, business, and government in the face of growing trade competition, political conflicts, production reorganization, and labor movement revitalization efforts.

**[ILRIC 337 Special Topics:**

Fall. 3 or 4 credits. 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 Europe, the United States, and Japan in a Global Economy**

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. 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 will include, but are not limited to, Mexico, Brazil, Argentina, Chile, Peru, and Guatemala.

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

Fall. 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, and the "Europeanization" of labor.

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

Fall. 4 credits. Open to seniors with permission and graduate students. 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 or Economics 313 or permission of instructor. Not offered 2002-2003. 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, social welfare, and economic growth-theory and evidence; poverty profiles, earnings functions, and decompositions; employment, unemployment, wages, and labor markets; and an introduction to benefit-cost analysis, with application to the economics of education.]

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

Spring. 4 credits. Permission of instructor. Not offered 2002-2003. 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**

Spring. 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 is 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]**

Spring. 3 credits. Limited. Open to seniors and graduate students; juniors by permission. Not offered 2002-2003. Next offered 2004. 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 in this process. 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. 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 effort of European societies to defend and develop the social dimension of their market economies?

What are the prospects for the "Social Europe" in an increasingly deregulated global economy?

**ILRIC 730 Research Seminar on Labor Markets and Economic Development**

Fall or spring. 3 credits. Prerequisite: open to M.S. and Ph.D. students only. G. Fields. Research seminar for students writing theses or dissertations on aspects of labor markets and economic development. 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**

Fall. 4 credits. M. Cook.

Examine and compares changes in contemporary industrial relations throughout Latin America. 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. Reading knowledge of Spanish or Portuguese recommended but not required.

**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 ILRIC distribution**

**[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.

**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 466 Comparative Human Resource Management]**

Fall. Staff. 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 freshman. S-U only. Staff. This course is offered to acquaint new freshman students with some of the issues and disciplines in the field of industrial and labor relations, and, 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, gays and lesbians). Most sessions involve presentations by practitioners (many of whom are ILR Alumni) and discussion. The goals of 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 in order 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. Henderson, 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. 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 the 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 452 Writing in Industrial and Labor Relations**

Fall or spring. 3 credits. Not offered 2002–2003. J. Farley.

Requires close reading of four or five books related to the term's theme in the field of industrial and labor relations and careful writing about them. Students also have an opportunity to practice writing about the world of work for different audiences.]

**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 utilization 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 historical roots of the economic system currently dominant in Western Europe and the United States. The course focuses on the process of European economic growth prior to 1914, the effect of industrialization on labor in Great Britain, and the historical evolution of economic thought from Adam Smith to J. M. Keynes.

**ILRLE 240 Economics of Wages and Employment**

Fall and spring. 3 credits. Prerequisites: ECON 101–102, ECON 313, 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 Economics of Wages and Employment II (also ECON 341)**

Spring. 3 credits. 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. F. Blau.

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; team work; 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. Some assignments are case studies requiring teamwork.

**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 WOMNS 446)**

Fall. 4 credits. Prerequisite: ILRLE 240 or equivalent.

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; and the consequences of women's employment for the family.

**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 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.

Topics covered include: the causes of the Great Depression in the United States; the economics of the New Deal; the causes of high unemployment in interwar Great Britain; the rise of Keynesian economics and the development of demand management policies in Great Britain and the United States after 1945.

**ILRLE 495 Honors Program**

Fall and spring (year-long course). 3 credits each term.

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

**ILRLE 497-498 Internship**

Fall and spring. 3 and 6 credits.

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

**ILRLE 499 Directed Studies**

For description, see the section on 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. 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, attract and retain 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 2002-2003. 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 U.S., 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.

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 741 Applied Econometrics I**

Fall. 4 credits. S-U or letter. 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 (fixed, random, mixed effects models, etc.) factor analysis, measurement error models, and general moment structure methods.

**ILRLE 742 Applied Econometrics II**

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

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 microeconomics. 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 641)**

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 642)**

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 643)**

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 Higher Education**

Spring. 4 credits. R Ehrenbeg.

A survey of the econometric research on a wide variety of higher education issues. Examples of the issues addressed include public and private funding, financial aid and tuition policies, faculty labor markets and Ph.D. production. While the emphasis is on the American educational system, research

from other countries may also be discussed. 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.

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.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some 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 on Collective Bargaining, Labor Law, and Labor History.

**ILRLE 799 Directed Studies**

For description, see the section on 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, 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; 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 324 Gender and Work (also SOC 314/514 and WOMNS 314/514)**

Spring. 4 credits. M. Brinton.

The purpose of this course is to familiarize students with the field of gender stratification. The first part of the course examines long-term changes in women's labor force participation and the division of labor between the sexes as societies industrialize. Students consider theoretical work as well as empirical case studies of a number of countries ranging from Taiwan to Ireland. The second part of the course focuses on gender and work in highly industrialized societies, and includes empirical studies of the gendered division of labor in households and the labor

market of the United States in particular. The structure of the course is lecture one day per week and detailed discussion and critique of selected readings on the second day. Students take a mid-term exam and prepare a research proposal on some aspect of gender and work. During the last two weeks of the course, students present synopses of their research proposals which are discussed and constructively critiqued by their classmates.

**ILROB 329 Organizational Cultures**

Fall or spring. 3 credits. Prerequisite: one or more courses in 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 ceremonials 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, applying quality management tools, etc.

**ILROB 422 Organizations and Deviance**

Fall. 3 credits. Enrollment limited to 60.  
W. Sonnestuhl.

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-Contragate, 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 425 Sociology of Industrial Conflict**

Spring. 4 credits. R. Stern.

The course focuses on the social, economic, and political causes of industrial conflict. The nature of work and the employment relationship provide the foundation for understanding both individual and collective expressions of conflict in work settings. Worker background, psychological contracts and authority relations set the stage for studying conflict expressions including strikes, labor turnover, absenteeism, sabotage, accidents, grievance filing, violence, and other forms of conflict at work.

**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 towards globally market-oriented economies.

**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 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 628 Cross-Cultural Studies in Organizational Behavior**

Spring. 3 credits. Limited. Permission of instructor before registering in course. Staff.

Designed for students interested in social psychological theory and research in international culture comparisons of behavior and experience in organizations. Variables such as power distance, individualism-collectivism, universalism-particularism, and attitudes toward authority as well as work motivation are examined. Upon completion of the readings and discussion of conceptual materials and consideration of several major international comparison studies, each student prepares and presents a paper on a topic of his/her own choice usually related to his/her country of origin (China, Japan, German, United States, etc.).

**ILROB 670 Semester in Manufacturing**

Spring. 15 credits. Open to master's and Ph.D. students in Industrial and Labor Relations with permission of instructor.

Intended for students who want to work as professionals or who have a strong interest in the manufacturing industries. The course is taught by an interdisciplinary faculty team from the College of Engineering, the Johnson School of Management, and the School of Industrial and Labor Relations. Course material is based on plant visits and project work with local industry. Student participation is in interdisciplinary teams with members representing the three colleges. Course content concentrates on four major issues thought to make a competitive difference in



today's economic environment: the changing environment for product design; rapid-response production systems; organization, management, and compensation of the manufacturing team; and performance measurement.

**ILROB 674 The Social Psychology of Behavior and Experience in Organizations**

Fall. 3 credits. Prerequisite: ILROB 170 and 171 or ILROB 520. Staff.

Considers theories that seek to explain behavior at the individual, group, and organizational level. Work motivation, leadership, and the member composition and dynamics of groups are discussed. Harmony, conflict, and other aspects of the relationships among groups in the organization are evaluated.

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

Fall or spring. 4 credits. Permission of instructor required. Staff.

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 723 Behavioral Research Theory, Strategy, and Methods I**

Fall. 4 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll. Staff.

Materials studied in ILROB 723 and 724 include: theoretical, conceptual, and ethical questions; survey research and attitude-scaling procedures; laboratory research methods; participant observation and interview methods; use of documents and qualitative data analysis. Provides students with important philosophical background for doing research and exposes them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools.

**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 (anthropology, linguistics, philosophy, sociology, etc.) 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 work force reductions. Participants submit weekly work force 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 773 Advanced Seminar in Cross-Cultural Studies of Organizational Behavior**

Fall. 3 credits. Permission of the instructor. Staff.

Considers theory and method for the study of cross-cultural and cognitive style variables. Members participate in the conceptualization and conduct of a comparative research project.

**ILROB 776 Organizational Implications of World Class Manufacturing**

Fall. 4 credits. Staff.

Aimed at helping students develop an understanding of organizations as complex social systems, and at helping students 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)**

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 students' thesis research.

## SOCIAL STATISTICS

T. DiCiccio, chair; J. Angellotti, J. Bunge, A. Hadi, P. Velleman, M. Wells

### ILRST 210 Statistical Reasoning I

Fall, spring, and summer 2002-2003.

3 credits. Attendance at weekly discussion section is required. J. Angellotti, T. DiCiccio.

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 2002-2003.

3 credits. Prerequisite: ILRST 210 or suitable introductory statistics course. J. Angellotti, M. Wells.

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

Spring. 3 credits. Prerequisite: 2 terms of statistics. A. Hadi.

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. 3 credits. Not offered 2002-2003. J. Bunge.

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. A. Hadi.

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

Spring. 3 credits. Prerequisite: ILRST 312 or equivalent. Not offered 2002-2003.

P. Velleman.

Techniques of multivariate statistical analysis discussed and illustrated by examples from various fields. The course emphasizes application, but theory is not be 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

Fall. 3 credits. Prerequisite: 2 statistics courses or permission of instructor.

A. Hadi.

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. 3 credits.

T. DiCiccio, M. Wells.

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. 3 credits.

Prerequisite: ILRST 510 or equivalent introductory statistics course. J. Bunge, M. Wells.

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

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. Students 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 610 Seminar in Modern Data Analysis

Fall. 3 credits. Prerequisite: 2 statistics courses or permission of instructor. Not offered 2002-2003. P. Velleman.]

### ILRST 611 Statistical Computing

3 credits. Prerequisites: linear algebra, knowledge of a programming language, and statistics at least through multiple regression. Not offered 2002-2003. Staff.

A survey of new aspects of statistical computing. Topics include: basic numerical methods, numerical linear algebra, nonlinear statistical methods, numerical integration and approximation, smoothing and density estimation. Additional special topics may include Monte Carlo methods, statistical graphics, computing-intensive methods, parallel computation, or computing environments. Designed for graduate students in the statistical sciences and related fields interested in new advances. Students may be asked to write programs in a programming language of their choice.]

### ILRST 612 Data Mining

Fall. 3 credits. Prerequisite: ILRST 312 or equivalent, or permission of instructor. Not offered 2002-2003 J. Bunge.

An introduction to a variety of statistical techniques that assign objects to categories on the basis of observed characteristics of the objects. Course topics include: discriminant analysis and its extensions and variations; nearest neighbor methods, classification and regression trees (CART); neural networks for classification; and estimation of error of classification rules.]

### ILRST 613 Bayesian and Conditional Inference

3 credits. Prerequisites: graduate level courses equivalent to OR&IE 670 and OR&IE 651 or permission of instructor. Not offered 2002-2003. M. Wells.

Covers the following topics: loss functions and utility theory, prior information and subjective probability, coherency, basic Bayesian inference, empirical Bayesian inference, robust Bayesian inference, Bayesian computations, ancillarity, conditional properties of statistical procedures, and Barndorff-Nielsen's exact likelihood theory.]

### ILRST 614 Structural Equations with Latent Variables

Fall. 3 credits. Prerequisites: ILRST 210, 211 or ILRST 510, 511, or equivalent. A. Hadi.

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 615 Expert Systems and Probabilistic Network Models

3 credits. S-U only. Prerequisite: OR&IE 560 or an equivalent course in probability and statistics. Not offered 2002-2003. Staff.]

### ILRST 619 Special Topics in Social Statistics

Spring. 3 credits. Prerequisite: OR&IE 670 or equivalent. Not offered 2002-2003. Staff.]

**[ILRST 711 Robust Regression Diagnostics]**

3 credits. S-U or letter grade. Prerequisite: ILRST 312 or equivalent or permission of instructor. Not offered 2002–2003. Staff.

Regression models are simplifications of reality; we rarely expect the model to be exactly true. In many applications of regression, however, small changes in a model, a model assumption, or a data point can have very large effects on the results. Regression analysis is viewed in this course as a cyclical process, which takes inputs and produces outputs in an interactive or cyclical way; a way in which the outputs can be used to diagnose, validate, criticize, and possibly alter the inputs. This is an attempt to narrow the gap between the theory and practice of regression analysis. We discuss classical methods as well as a recently developed general framework for assessing the sensitivity of the outputs to small changes in the input. Students are expected to be able to perform thorough analyses of real-life data using computer packages. Topics to be discussed include: role of variables in a regression equation, regression outliers and influential observations, robust regression, alternatives to least squares (e.g., LMS, LAV, IRLS) error-in-variables models, and generalized linear models.]

**[ILRST 712 Theory of Sampling]**

Fall. 3 credits. Prerequisite: calculus and at least 1 semester of mathematical statistics. Not offered 2002–2003. J. Bunge.

Sampling theory from the viewpoint of mathematical statistics. The first part of the course focuses on the classical or “design” approach; the second part on the more recent “model-based” approach. Attention is paid to recent progress in the field.]

**[ILRST 713 Counting Processes with Statistical Applications]**

Spring. 3 credits. Prerequisite: a course at the technical level of Math 572 and 574 or permission of instructor. Not offered 2002–2003. M. Wells.

The statistical analysis of life history data is playing an increasing role in the social, natural, and physical sciences. In this course students formulate and solve various practical problems in the statistical analysis of life history data using the modern theory of stochastic processes. Students examine the martingale dynamics for point processes relevant to life history data. Both parametric and nonparametric inference for multiplicative intensity models are considered. The large sample properties of the proposed procedures are discussed in detail using recent extensions of functional central limit theorems for martingales.]

**[ILRST 714 Topics in Modern Statistical Distribution Theory]**

3 credits. Prerequisites: courses equivalent to OR&IE 651 or Math 571, and STATS 409 or OR&IE 670. Not offered 2002–2003. Staff.

Recent research has revealed vast territories of distribution theory that are unfamiliar to most statisticians. This course provides an introduction to three topics underlining this “modern” theory: infinite divisibility, decomposability, and stability; characterization of distributions; and extensions of univariate distributions to multivariate distributions.]

**[ILRST 715 Likelihood Inference]**

3 credits. Prerequisites: graduate courses equivalent to OR&IE 670 and OR&IE 670. Not offered 2002–2003. Staff.

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 716 Statistical Consulting]**

2 credits. Prerequisite: limited to graduate students. S-U only. Not offered 2002–2003. Staff.

A course in practical consulting on real-world statistical problems. Under the supervision of the instructor, students hear problems presented by clients (usually faculty and graduate students from other fields) and collaborate in proposing a statistical model, analyzing data, and interpreting results. Statistical computing is used as needed.]

**[ILRST 717 The Analysis of Discrete Data]**

Spring. 3 credits. Prerequisites: graduate courses equivalent to OR&IE 670 or permission of instructor. Not offered 2002–2003. T. DiCiccio.

This course concerns statistical models and methods for analyzing categorical data. The key models to be covered are log-linear models for contingency tables and logistic regression models for binary-response and multinomial data. Asymptotic distribution theory necessary for inference in these models is emphasized. Other topics include conditional inference and connections with generalized linear models. Computer packages are used for analyses in practical examples.]

**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 will 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 communication 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; be able to identify the various sources of conflict; be able to apply a conceptual model of conflict to interpersonal, organizational, and international conflict situations; be able to describe conflict situations in terms of social psychological aspects using a “person perception” or “attribution” theoretical orientation; and be able to identify their personal response styles to conflict.

**208 Workplace Negotiations**

Fall or spring. 3 credits. Staff.

Covers the theory and practice of negotiation as it applies to workplace and business situations. Students are exposed to theoretical models of negotiation and participate in negotiation exercises. Students participate in two negotiation exercises and are asked to write a paper on their negotiating position in each exercise. More weight is given in grading to the student's ability to present a well-thought-out rationale for positions and tactics than to the outcome of the negotiation itself.

**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 of 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 which 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.

**220 Health Benefits and Policy for Unions**

Fall or spring. 3 credits.

Will introduce union members to the basics of health care and the role of organized labor in

shaping it and providing it, and to develop critical thinking that can provide direction for future development. The course is directed at Stewards, business agents, up through senior union officers and plan staff. Interested rank and file welcome.

#### **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 resolutions 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 importantly to understand how it has been interpreted by the courts of New York State in its application. Major emphasis is in 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 Worker's 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 Worker's 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.

#### **258 Organizational Behavior**

Fall or spring. 3 credits. Staff.  
Designed to illustrate how behavioral science theory leads to research and how theory and research provide a basis for practical application in business, industry, education, and government.

#### **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 is discussed and analyzed. The course also examines the structure and evolution of relationships inside the labor movement.

#### **262 Project Management**

Fall or spring. 3 credits. Staff.  
Through the process of restructuring, many companies are "flattening out" the hierarchy of management levels. This means that more responsibilities are shifting downward to employees who may not have the status (authority) of supervisor or manager, but who have the enormous responsibility of completing complex, critical projects within well-defined business constraints. In response to the shift in responsibility downward and with much more to be accomplished with limited resources, the demands for employees with effective project management skills are increasing. Employees who can successfully manage projects are and will continue to be the most marketable individuals in the work force because their skills are transferable to all disciplines, organizations, and situations.

#### **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.

#### **269 The Evolution of Work in America**

Fall or spring. 3 credits. Staff.  
Explores the evolution of contemporary business operations. Discussion focuses on historical and present-day theories of work organization, changes in the workplace and



workforce, and future trends. The relationships between businesses and the societies in which they exist, in both local and global economies, are also examined.

### 343 Health in the Workplace

Fall or spring. 3 credits. Staff.

Examines the state and federal laws that affect job safety, and health, and the way workers and their unions can use legislation to promote safe and healthy working conditions. Topics include safety and health standards; the enforcement of laws and standards; the responsibilities of management; the rights of employees and their unions, including rights to information; collective bargaining for safety and health; racial- and gender-based discrimination regarding hazardous work; and drug testing.

### 344 Union Strategies for Safety and Health

Fall or spring. 3 credits. Staff.

Even with OSHA, the most effective tool for change in the unionized work environment remains the collective bargaining process and collective action. This course explores specific strategies for making the workplace safer through collective bargaining, workers education, safety and health committees, joint labor-management committees, working with COSH groups, union-sponsored medical exams at occupational health clinics, and the OSHA complaint process. Case studies consider integration of occupational health initiatives into broader union strategies such as organizing drives and industrial development planning.

### 345 Health Hazards Identification and Evaluation in the Workplace

Fall or spring. 3 credits. Staff.

Students learn about the many work site health hazards including toxic chemicals, biological agents, radiation, and electromagnetic fields. Routes of exposure, acute and chronic health effects, and the bases of regulatory exposure limits such as TLV's and OSHA PEL's are discussed. Basic hazard evaluation and information gathering techniques familiarize students with available resources for evaluating work site conditions.

### 346 Introduction to Industrial Hygiene: Hazard Evaluation and Control

Fall or spring. 3 credits. Staff.

Builds on the knowledge acquired in both the safety hazard and health hazard courses to provide students with greater mastery of hazard evaluation and control methods. (Students are encouraged to complete the health hazard and safety hazard courses before taking industrial hygiene.) The course provides practical, hands-on training in evaluating potential worksite hazards. Students learn about environmental monitoring methods such as air sampling and become familiar with the commonly used equipment. They also learn to interpret and evaluate monitoring data provided by professional testers.

### 347 Safety Hazards Identification and Evaluation in the Workplace

Fall or spring. 3 credits.

Safety hazards (as opposed to health hazards) generally involve harm of an immediate and sometimes violent nature; health effects include burns, electrical shock, broken bones, and the loss of limbs, eyesight, or hearing. With chemicals, the primary concern is their explosive, reactive, or flammable nature rather

than with the toxic effects that are the focus of health hazard evaluation. Students become familiar with site inspection and hazard identification methods and learn about control techniques appropriate for a variety of work settings.

### 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.  
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- Bacharach, Samuel, Ph.D., U. of Wisconsin.  
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- Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics
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- Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics
- Snell, Scott, Ph.D., Michigan State U. Prof., Human Resource Studies
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- Wells, Martin T., Ph.D., U. of California at Santa Barbara. Prof., Social Statistics
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