

SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

ADMINISTRATION

David B. Lipsky, dean

Robert Smith, associate dean, academic affairs

Ronald L. Seeber, associate dean, extension and public affairs

Jonathon Levy, assistant dean, administration

James E. McPherson, assistant dean, Office of Student Services

Gordon Law, librarian

Ronald G. Ehrenberg, director, research

Mary Murray, director, school relations

Frances Benson, director, publications

Tom Herson, director of budget

Lawrence K. Williams, graduate faculty representative

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

DEGREE PROGRAMS

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

THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 630 undergraduates and approximately 140 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

When the construction of the new Ives Hall classroom building is complete, ILR students will return to modern, technologically advanced lecture halls and seminar rooms, as well as to a library enlarged in size and more useable for study. During the construction, ILR classes will meet in buildings near the Ives Hall complex of faculty and administrative offices. Lunches, receptions, parties, and activities will be organized to promote the continuing interaction of ILR students and faculty.

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 recent 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 the field, 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 140 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, 379 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.

Economic and Social Statistics

Economic and Social Statistics includes the principles of statistical reasoning, statistical

methods, and the application of statistical tools of analysis.

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 the newly industrializing countries in Asia and the Third World.

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.

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.

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 will be 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 open 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. Using another option, some ILR students arrange for dual registration in the Johnson Graduate School of Management, earning their bachelor's degree in ILR and a master's degree in the Johnson Graduate School of Management after five years of study.

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. Course work taken in absentia is usually not evaluated for transfer credit until the work has been completed and the student has returned to the school. Students then submit a course syllabus and other evidence of content to the chairman of the department that might have offered the respective course, or to a counselor in the Office of Student Services if the course is more appropriate as a general elective.

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 needs to successfully complete 120 credits. This requires eight terms for an average of 30 credits a year although some students accelerate their studies.

Curriculum Changes Effective Fall 1994 for Entering Class

FRESHMAN YEAR

Fall Semester

Freshman Writing Seminar	3
Mathematics for the Social Sciences (ILRST 110-112)	3
History of American Labor: Nineteenth Century (ILRCB 100)	3

Social and Psychological Foundations of Organizational Behavior I (ILROB 170)*	3
ILR Colloquium (ILRID 150)	1
Elective	3
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Spring Semester

Freshman Writing Seminar	3
Introductory Economics 103	4
History of American Labor: Twentieth Century (ILRCB 101)	3
Social and Psychological Foundations of Organizational Behavior II (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
Distribution: Cultural Perspectives	3
Elective	3
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Spring Semester

Statistics II (ILRST 211)	3
Human Resource Management (ILRHR 260)	3
Economics of Wages and Employment (ILRLE 240)	3
Distribution: Western Intellectual Tradition	3
Elective	3
	<hr/> 15

JUNIOR AND SENIOR YEARS

Economic Security (ILRLE 340)	3
Collective Bargaining (ILRCB 300)*	3
Distribution: International and Comparative ILR	3
Distribution: Upper Division Writing	3
Distribution: Science and Technology	3
Advanced Organizational Behavior (ILROB 420)	3
ILR and General Electives	
ILR Advanced Electives—27 credit hours in no fewer than 9 courses	

General Electives—34 credit hours of which up to 22 hours may be freely elected in the university's endowed divisions

*New Course Numbers

Effective Curriculum for Students Enrolled as of Spring 1994

Course or Subject	Credits	Term
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Freshman Year

Freshman Seminars*	6	Fall and spring
Econ 101-102, Micro-Macroeconomics*	6	Fall and spring

Psych 101, Introduction to Psychology*	3	Fall
ILRCB 100, United States Labor History in the Nineteenth Century	3	Fall
ILROB 171 (120), Macro Organizational Behavior and Analysis	3	Fall
ILRST 210, Statistics I	4	Spring
Any two of the following:	6	Spring
ILRCB 101, United States Labor History in the Twentieth Century		
ILRLE 140, Development of Economic Institutions		
ILROB 170 (121), Micro Organizational Behavior and Analysis		
Physical education	0	Fall and spring

Sophomore Year

ILRCB 201, Labor Relations Law and Legislation	3	Fall
ILRLE 240, Economics of Wages and Employment	3	Fall
ILRST 211, Statistics II	3	Fall
ILRHR 260, Personnel Management	3	Fall or spring
ILRCB 200, Collective Bargaining	3	Spring
Ag Econ 221, Financial Accounting	3	Spring
ILRCB 101 or ILRLE 140 or ILROB 170 (121)	3	Spring

Junior Year

ILRLE 340, Economic Security	3	Fall or spring
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*College of Arts and Sciences

Required Courses

(55 credits)

The curriculum prescribes the courses and subjects listed in the table above, to be taken in the terms indicated. In the senior year, all courses will be electives.

Elective Courses

(65 credits)

From the courses offered by the school, students must select a minimum of 27 credits of ILR elective courses. No more than 9 of these credits may be satisfied by ILR 499, Directed Studies, or ILR 497-498, Internships, or ILR 495, Honors Program.

Undergraduates are required to select one course in the humanities and one intensive writing course (each for a minimum of three credits) from a list of designated courses.

The remaining 33 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 33 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 33, *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.

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 approved excuses have been given 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 8 completed and letter-graded credits;
- 2) no failing grades in any course, including physical education;
- 3) a cumulative average of C- (1.7) for all completed terms.

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

Involuntary Separation from the School for Academic Reasons

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

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

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

S-U Grading Policy

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

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

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

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

Grades of Incomplete

A grade of incomplete is assigned when the course has not been completed for reasons that are acceptable to the instructor. It is understood that the work may 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.

Dual Registration in the Johnson Graduate School of Management

Dual informal registration in the Johnson Graduate School of Management leads to a Bachelor of Science degree in industrial and labor relations and a master's degree in management after five years of study and is open to students who meet the requirements of the Johnson Graduate School of Management.

Early planning by each student, preferably in the sophomore year, is desirable to ensure that the expectations of the Johnson Graduate School of Management and ILR curriculum requirements are fulfilled. Students interested

in the very limited and selective program of the Johnson Graduate School of Management should contact the Admissions Office, 319 Malott Hall, and a counselor at the Office of Student Services.

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 the 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 3 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 agreements with universities in Germany, Israel, England, and the Scandinavian 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

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

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

Fall. 3 credits. 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. 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 200 Collective Bargaining

Fall and spring. 3 credits. M. Cook, R. Hebdon, 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 201 Labor and Employment Law

Fall. 3 credits. 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 within 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 384 Women and Unions

Fall or spring. 4 credits. I. DeVault.

Will explore women's participation in the United States labor movement in the nineteenth and twentieth centuries. Issues covered will 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 will 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. Not offered 1995-96. 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 will include the effect of migration and urbanization on black workers; the nature of the relationship between black and white workers as influenced by depression and two world wars; and an examination of the effect of the Civil Rights movement on the economic circumstances of black workers.]

[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 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 will cover 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. Not offered 1995-96. 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. Not offered 1995-96. 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 research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration is normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult a counselor in the Office of Student Services at the time of course registration to arrange for formal submission of their projects for approval by the Academic Standards and Scholarship Committee.

[ILRCB 500 Collective Bargaining]

Fall. 3 credits. Open only to graduate students. Recommended: ILRCB 501 taken previously or concurrently. M. Cook, R. Hebdon, 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; U.S. industrial relations in international and comparative perspective.

[ILRCB 501 Labor and Employment Law]

Fall. 3 credits. Open only to graduate students. 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 within 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 602 Arbitration]

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: undergraduates, ILRCB 200; 201 graduate students, ILRCB 500 and 501; permission of instructor. J. Gross, R. Lieberwitz.

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 a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

[ILRCB 605 Readings in the History of Industrial Relations in the United States]

Fall. 3 credits. Limited to seniors and graduate students. Not offered 1995-96. C. Daniel, N. Salvatore.

A seminar covering, intensively, 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, 200; graduate students, ILRCB 500. Not offered 1995-96. H. Katz.

Will trace 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. Prerequisites: ILRCB 200, 201; 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 will 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 Legislation]

Fall and spring. 3 credits. Prerequisites: undergraduates, ILRCB 201; graduate students, ILRCB 501. Staff.

The areas of study are determined each semester by the instructor offering the seminar.

ILRCB 608.1 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 will look at the theoretical attacks on the New Deal collective bargaining system and at some of the current proposals for its replacement. Some of the topics to be discussed: the theory of regulation embodied in the National Labor Relations Act and its critique; alternative concepts of labor markets and their policy ramifications; the emerging of the global economy and its ramifications for domestic labor regulation. There will also be discussion of alternative systems of labor regulation, such as found in West Germany, Sweden, and Japan.

ILRCB 650 Service Work and Workers in Historical Perspective

Fall or spring. 3 credits. Not offered 1995-96. I. DeVault.
Takes a historical perspective on the development of a service economy in the United States. Readings will include general and theoretical works, but the main focus will be recent historical scholarship on specific occupations and situations in the "nonproductive" workforce. Students will 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. Not offered 1995-96. 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. Will review 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. Will also review the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material will focus on industrial relations practice in the private sector in the United States, although some attention will be paid to developments in Western Europe, the United Kingdom, and Japan.]

ILRCB 655 Employment Law

Spring. 3 credits. Prerequisites: ILRCB 201/501. Not offered 1995-96. M. Gold.
Examines a number of major federal and state laws designed to protect workers in their employment relationships. The material covered will be selected from the following: the Fair Labor Standards Act, unemployment insurance, workers' compensation, the Occupational Safety and Health Act, the Employee Retirement Income Security Act, the doctrine of employment at will, Social Security, workers' right-to-know, plant closings, and protection of workers' privacy.]

ILRCB 682 Seminar in Labor Relations Law and Legislation

Fall or spring. 3 credits. Limited enrollment. Prerequisite: permission of instructor. Not offered 1995-96. R. Lieberwitz.
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. Not offered 1995-96. C. Daniel, I. DeVault, N. Salvatore.
The areas of study are determined each semester by the instructor offering the seminar.]

ILRCB 684 Employment Discrimination and the Law

Fall. 3 credits. Prerequisite: ILRCB 201/501 or equivalent. M. Gold.
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 200 or 500; permission of instructor. Not offered 1995-96. 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 non-economic 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 200 and 201; graduate students, ILRCB 500 and 501. Not offered 1995-96. R. Hebdon.
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

Spring. 3 credits. Not offered 1995-96. R. Lieberwitz.
In-depth analysis of the Supreme Court decisions that interpret the United States Constitution as it applies in the workplace. This study will focus 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 had ILRCB 500 and ILROB 723 or their equivalents. Recommended: a statistics course beyond the level of ILRST 510. Not offered 1995-96. 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. Not offered 1995-96. 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 783 Seminar in American Labor History

Spring. 3 credits. Permission of instructor. N. Salvatore.
A reading and research seminar for graduate students that focuses on selected topics in nineteenth- and twentieth-century labor history. The topic changes each semester.

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 to be arranged.
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 will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

ECONOMIC AND SOCIAL STATISTICS

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

ILRST 110-112 Mathematics for the Social Sciences

Fall 1995. 3 credits. J. Bunge.

These courses introduce several topics in mathematics that have applications in the social sciences. One goal is to prepare students to take other courses in the social sciences such as statistics and economics. The three courses are offered consecutively during the semester. Students can register in one or more of the courses. A description of each of these courses is given below.

ILRST 110 Algebra

1 credit. Four weeks.

Topics include: a review of basic algebra concepts, summation and products, linear equations; quadratic, exponential, logarithmic, and other nonlinear functions; graphs, inequalities.

ILRST 111 Differential Calculus

1 credit. Five weeks. Prerequisite: ILRST 110 or passing a qualifying exam in algebra.

Topics include: limits, derivatives, optimization and other applications of differentiation.

ILRST 112 Matrix Algebra

1 credit. Five weeks. Prerequisite: ILRST 110 or passing a qualifying exam in algebra.

Topics include: definitions and special types of matrices, matrix addition and subtraction, matrix product, linear dependence and independence, vector geometry, matrix reduction (trace, determinant, norms), matrix inversion, linear transformation, some applications of matrices.

ILRST 210 Statistical Reasoning I

Fall and spring 1995, 1996, 1997. 4 credits. Attendance at weekly discussion section is required. J. Angellotti.

An introduction to the basic concepts of statistics and data analysis. Descriptive methods, mathematical models and inference procedures for univariate and bivariate data. Basic statistical designs, an introduction to probability and applications of the Binomial and Normal distributions. Estimation, confidence intervals, and tests of significance for a population mean and proportion, simple linear regression, correlation, and two-way contingency tables. 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 and spring 1995, 1996, 1997. 3 credits.

Prerequisite: ILRST 210 or suitable introductory statistics course. T. DiCiccio.

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; elements of time-series analysis; and sample-survey design. Computer packages are used throughout the course.

[ILRST 310 Statistical Sampling

Fall 1996. 3 credits. Prerequisite: two terms of statistics. Not offered 1995-96.

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 1996. 3 credits. Not offered 1995-96.

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; some applications of matrices.]

ILRST 312 Applied Regression Methods

Spring 1996, 1997. 3 credits. Prerequisite:

ILRST 112 and ILRST 211 or equivalent courses. A. Hadi.

First, the matrix algebra necessary to analyze regression models is reviewed. Then, 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. Course includes an applied project.

ILRST 313 Design and Analysis of Experiments

Spring 1996. 3 credits. Prerequisite: ILRST 211 or equivalent. J. Angellotti.

The statistical design and analysis of comparative experiments including completely randomized, factorials, randomized block, latin squares, and split-unit designs including crossover and repeated measures. Application of statistical design to research problems. Analyses to compare treatment groups including ANOVA, ANCOVA, contrasts and multiple comparison procedures. Computer packages are used.

[ILRST 314 Graphical Methods for Data Analysis

Fall 1997. 3 credits. Prerequisite: ILRST 211 or equivalent. Not offered 1995-96.

Classical and recently developed graphical methods for analysis and display. Characteristics of effective and honest graphs with comparison of alternative methods for understanding data. Includes study of current computer programs and methods expected to be practical in the near future: graphing of univariate data, bivariate plots, multivariate data, graphical methods of data analysis; the specification, modification, and control of graphs; study of interaction between choice of display and underlying patterns.]

[ILRST 410 Techniques of Multivariate Analysis

Fall. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

Techniques of multivariate statistical analysis discussed and illustrated by examples from various fields. We emphasize application, but theory will 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

Spring 1997. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, rank-order methods, and other nonparametric statistical techniques, including those related to chi-squared.]

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 1995, 1996, 1997. 4 credits.

J. Angellotti.

A first course in statistics for graduate students in the social sciences. Descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, simple linear regression and correlation. 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 and spring 1995, 1996, 1997. 3 credits. Prerequisite: ILRST 510 or equivalent

introductory statistics course. T. DiCiccio, J. Bunge.

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 610 Seminar in Modern Data Analysis]

Fall 1997. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

An advanced survey of modern data analysis methods. Topics include exploratory data analysis, data re-expression, philosophy of data analysis, robust methods, statistical graphics, regression methods, and diagnostics. Extensive outside readings cover recent and historical work. Participants should have some knowledge of multiple regression, including the use of matrices, and some experience using a computer.]

[ILRST 611 Statistical Computing]

Spring 1997. 3 credits. Prerequisites: linear algebra, knowledge of a programming language, and statistics at least through multiple regression. Not offered 1995-96.

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, 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 Statistical Classification Methods]

Fall 1997. 3 credits. Prerequisite: knowledge of statistics equivalent to the level of ILRST 312 or permission of instructor. Not offered in 1995-96.

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 (but are not limited to) 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]

Fall 1997. 3 credits. Prerequisites: Graduate level courses equivalent to OR&IE 670 and OR&IE 651 or permission of instructor. Not offered 1995-96.

This course 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]

Spring 1997. 3 credits. Not offered 1995-96.

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, we will treat 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]

Fall 1995, 1997. 3 credits. Prerequisite: OR&IE 560 or an equivalent course in probability and statistics. A. Hadi.

This is an interdisciplinary course for students in applied mathematics, computer science, statistics, and other related fields of applications such as medical, engineering, and social sciences. Topics include components of expert systems, rule-based expert systems, probability-based expert systems, uncertainty measures, dependency models, Bayesian and Markov networks, propagation of uncertainties, learning structure from data, and examples of applications. Students will use computer software to gain experience.

[ILRST 711 Sensitivity Analysis in Linear Regression]

Spring 1997. 3 credits. Prerequisite: A first course in regression analysis or linear models, or permission of instructor. Not offered 1995-96.

A course on regression for students in statistical sciences and related fields. Attempts to narrow the gap between the theory and practical application of the linear regression model. Classical and recently developed statistical procedures are discussed. Students will be expected to read articles and thoroughly analyze real-life data sets using computer-packaged programs. Topics include role of variables in a regression equation, regression diagnostics (outliers, leverage points, influential observations, generalized linear models, errors in variables, and multicollinearity).]

[ILRST 712 Theory of Sampling]

Spring 1996. 3 credits. Prerequisite: calculus and at least one semester of mathematical statistics. 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 1996. 3 credits. Prerequisite: a course at the technical level of Math 572 and 574 or permission of instructor. M. Wells.

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

[ILRST 714 Topics in Modern Statistical Distribution Theory]

Fall 1997. 3 credits. Prerequisite: Courses equivalent to OR&IE 651 or Math 571, and STATS 409 or OR&IE 670. Not offered in 1995-96.

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

[ILRST 715 Likelihood Inference]

Spring 1997. 3 credits. Prerequisite: graduate courses equivalent to OR&IE 670 and OR&IE 670. Not offered in 1995-96.

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]

Fall and spring 1995, 1996, 1997. 2 credits.

Prerequisites: Limited to graduate students. S-U only. A. Hadi, M. Wells.

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

[ILRST 799 Directed Studies]

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

INTERNATIONAL AND COMPARATIVE LABOR RELATIONS

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

[ILRIC 332 Labor in Developing Economies]

Spring 1996. 3 credits. Prerequisite: ILRLE 240, Economics 311, or permission of instructor. G. Fields.

The economic problems of labor in less-developed nations. Among the subjects included are determinants of income and wage structures in less-developed countries; labor demand and unemployment; labor supply and migration; human resource policy; and development strategy and employment growth.

[ILRIC 333 Western Europe, the United States, and Japan in a Changing World Economy]

Fall. 3 credits (1 additional credit may be arranged). Open to juniors and seniors. Not offered fall 1996. L. Turner.

Offers an introduction to the contrasting national trajectories and current political economies of Germany, Britain, France, Japan and the U.S. Emphasis will be on (a) cross-national differences and comparisons; and (b) the different capacities that contrasting institutions offer each society as it grapples with intensifying trade competition, domestic political conflict, and the need for production reorganization and "new industrial relations."]

[ILRIC 337 Special Topics:

Fall or spring. 3 or 4 credits. Not offered 1995-96. 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

Fall. 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 532 Labor in Developing Economies

Spring. 3 credits. For graduate students. G. Fields.

Students in this course attend the lectures in ILRIC 332 (see description for ILRIC 332). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIC 332 and additional topics.

ILRIC 533 Western Europe, the United States, and Japan in a Changing World Economy

Fall. 4 credits. Graduate students. Not offered fall 1996. L. Turner.

See description for ILRIC 333. Graduate students attend class, take the midterm and submit an analytical research paper at the end of the semester.

[ILRIC 537 Special Topics:

Fall or spring. 3 or 4 credits. Not offered 1995-96. 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 (also Government 631)

Spring. 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 Venezuela.

ILRIC 632 Reforming Industrial Relations: A Comparative Perspective

Spring. 4 credits. Graduate seminar open to seniors with permission of instructor only. Not offered spring 1997. L. Turner.

Will examine contemporary efforts in advanced industrial democracies to reform industrial relations. The first half of the course will cover Britain—the Thatcher reforms of the 1980s and the current labor-backed works council movement; France—the Auroux Laws of the 1980s and their effects; and Germany—the transformation of industrial relations in eastern Germany since 1989. The second half

of the course will examine contemporary industrial relations reform efforts in the U.S., including innovative organizing strategies; new calls for union militance; business strategies for a “union-free” environment; efforts at labor-management cooperation; and the report of the Dunlop Commission.

ILRIC 633 Labor, Industry, and Politics in Germany

Fall. 4 credits. Open to seniors with permission and graduate students. Not offered fall 1996. L. Turner.

Is the successful postwar “social partnership” model of organized capitalism in the Federal Republic of Germany viable in the 1990s? To answer this question, we will study 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 the single European market.

ILRIC 636 Comparative History of Women and Work (also Womens Studies 636)

Fall. 4 credits. Permission of instructor. Not offered fall 1996. I. DeVault.

Will explore 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 will consist of in-depth examinations of specific work situations or occupations across time and geography. Comparative examples will be taken from the United States, Europe, and the Third World.

ILRIC 637 Labor Relations in Asia

Spring. 3 credits. Permission of instructor required. Seminar format. S. Kuruvilla.

A comparative survey of the industrial relations systems of selected Asian nations such as Japan, S. 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 will be 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 (also Government 630)

Fall. 3 credits. Limited. Open to seniors and graduate students; juniors by permission. Not offered fall 1995. 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 American (Andean Pact and Mercosur), Central America, the Caribbean, and at hemisphere-wide initiatives. A research paper is required.]

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. Staff.

Research seminar for students writing theses or dissertations on aspects of labor markets and economic development. Will address 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. Numerous presentations and written papers will be required.

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.

ILRHR 469 Immigration and the American Labor Force

Fall. V. Briggs.

For description, see the section, Human Resource Studies.

ILRHR 656 International Human Resource Management

Fall or spring. V. Pucik.

For description, see the section, Human Resource Studies.

ILRHR 690 Comparative Human Resource Management

Fall or spring. V. Pucik.

For description, see the section, Human Resource Studies.

ILRHR 698 International Human Resource Policies and Institutions

Fall. J. Bishop.

For description, see the section, Human Resource Studies.

ILRHR 699 Contemporary European Labor Markets

Spring. J. Bishop.

For description, see the section, Human Resource Studies.

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 640 Economic History of British Labor 1750-1940

Fall or spring. G. Boyer.

For description, see the section, Labor Economics.

ILROB 628 Cross-Cultural Studies in Organizational Behavior

Spring. L. Gruenfeld.

For description, see the section, Organizational Behavior.

LABOR ECONOMICS

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

ILRLE 140 Development of Economic Institutions

Fall. 3 credits. Prerequisite for non-ILR students: permission of instructor. Provides students with an understanding of the historical roots of the economic system currently dominant in Western Europe and the United States. The course will focus on (a) the process of European economic growth prior to 1914, (b) the effect of industrialization on labor in Great Britain, and (c) the historical evolution of economic thought from Adam Smith to J. M. Keynes.

ILRLE 240 Economics of Wages and Employment (also Economics 341)

Fall and spring. 3 credits. Prerequisites: Economics 101-102 or Economics 103. 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

Fall or 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 345 Corporate Finance

Spring. 4 credits. Includes a mandatory computer lab. Prerequisites: Economics 101, 102, 103 or equivalent. Not offered 1995-96. Covers the basic material in capital budgeting and security pricing at the level of a first-year MBA course. Topics include (1) net present value; (2) the valuation of corporate balance sheets (assets and liabilities); (3) risk, return, and security pricing; (4) capital structure and the cost of capital; and (5) special financial management techniques for human resource managers. The specialized tools include application of net present value to compensation and benefit costs; measuring the effects of tax systems on employment costs; pension systems; mergers, acquisitions and regulation of the financial sector; and the human resource balance sheet.]

[ILRLE 348 The Economics of Unemployment

Fall. 4 credits. Prerequisite: ILRLE 240/540 or permission of instructor. Not offered 1995-96. This course introduces students to several issues fundamental to an understanding of

unemployment: the social costs; definitional questions and measurement problems; the patterns of unemployment; and the various types of unemployment, their causes, and the policies that can or have been pursued to alleviate unemployment. The course is designed for undergraduate and graduate students who have taken a survey course in labor economics or its equivalent.]

ILRLE 440 The Economics of Health Care

Spring. 4 credits. Prerequisite: ILR 240 or equivalent. Overview of the basic economic models of the key actors in the U.S. health care system. We will then examine the effectiveness of the U.S. system in its goals, including ensuring equitable access to medical care, controlling health care expenditures, and providing long-term care for the chronically ill.

ILRLE 441 Income Distribution

Fall. 4 credits. Prerequisite: ILRLE 240 or Economics 341. 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.

ILRLE 442 The Economics of Employee Benefits

Fall. 4 credits. Prerequisites ILR 240 or equivalent. 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 445 Women in the Economy

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

Fall. 4 credits. Prerequisites: ILRLE 240 or Economics 314. 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 (yearlong 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: Economics 101-102 or Economics 103 or equivalent. Required of graduate students majoring or minoring in labor economics and M.I.L.R. candidates.

Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. The course 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 541 Social Security and Protective Labor Legislation

Spring. 3 credits. Prerequisite: ILRLE 540 or equivalent. Required of graduate students majoring in labor economics and M.I.L.R. candidates.

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 640 Economic History of British Labor 1750-1940

Fall or spring. 4 credits. Will examine various aspects of British labor history from the beginning of the Industrial Revolution until World War II. Specific topics will include: (1) monetary and non-monetary changes in workers' living standards; (2) internal migration and emigration; (3) the London labor market; (4) the extent of poverty and the evolution of the welfare state; (5) Luddism and Chartism; and (6) the development of trade unions.

ILRLE 642 Economic Analysis of the Welfare State

Spring. 4 credits. Includes economic rationales for government intervention and analysis of the effects of programs on economic welfare. Discusses taxes, in-kind, and cash programs. Includes some discussion of welfare states in other countries.

[ILRLE 643 Special Topics in Labor Economics

Fall or spring. 3 or 4 credits. Not offered 1995-96. Topic varies with the offering. Devoted to new policy issues and to recent developments in labor economics.]

[ILRLE 644 The Economics of Occupational Safety and Health]

Spring. 4 credits. Not offered 1995-96. Analyzes the problem of occupational injuries and illnesses in the United States. The first section concentrates on legal requirements, judicial interpretations, and legal implications of the Occupational Safety and Health Act, then shifts to such questions as the need for, and appropriate goals of, the act; the stringency of safety standards considered in a benefit-cost framework; the difficulties in enforcing the act; and estimates of the impact of the act.]

ILRLE 647 Evaluation of Social Programs
Fall. 4 credits.

An introduction to the methodologies used by economists to evaluate the impacts of social-action programs and legislation. General evaluation methodology, cost-benefit analysis, and econometrics are discussed. Case studies are considered to illustrate the uses of these techniques, to acquaint the student with major current government programs and legislation, and to estimate these programs' economic impacts. Throughout, the primary analytic framework used by the instructor is microeconomics.

ILRLE 648 Economic Analysis of the University
Spring. 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 will be supplemented by presentations by Cornell administrators and outside speakers who have been engaged in university resource allocation decisions or have done research on the subject.

ILRLE 740 The Economics of Health Care
Spring. 4 credits.

Students attend the lectures of ILRLE 440 (see the description of 440) but have additional course requirements.

[ILRLE 741 Analysis of Longitudinal Data in the Social Sciences]

Fall. 4 credits. Not offered 1995-96. Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. The focus will be on both estimation and specification testing of these models. Will consider how these statistical models are linked to underlying theories in the social sciences. Course coverage will include panel data methods (including fixed vs. random effects models for both linear and non-linear systems) and, if time permits, duration analysis.]

ILRLE 742 Economics of Employee Benefits
Spring. 3 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 to be arranged for discussion of topics in 442 and additional topics.

ILRLE 743 Empirical Modeling
Spring. 4 credits.

Covers the implementation of neoclassical models of the demand for commodities (including leisure) by households and the demand for factors of productions by firms. It will cover the use of both the primal and dual formulations of the problem to develop empirically testable models of demands by both firms and households. It will then cover the estimation of these demand systems and testing of the theoretical restrictions. The conventional demand systems (including LES, AIDS, etc.) will be analyzed. Attention will be paid to both exact functional forms as well as approximating functions. Additional topics include non/semi-parametric estimation of derivatives, rationing models, and differences between long- and short-run factor demands. Other topics depending on time and student interest.

ILRLE 744 Seminar in Labor Economics I (also Economics 641)
Fall. 3 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics.

Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 745 Seminar in Labor Economics II (also Economics 642)
Spring. 3 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics.

Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 746 Seminar in Labor Economics III (also Economics 643)
Spring. 4 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics.

Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 748 Models for Limited Dependent Variables
Fall. 4 credits.

Covers statistical methods for models in which the dependent variable is not continuous. It covers models for dichotomous response (including probit and logit) and 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), as well as sample selection issues, etc. Will also include 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 749 Economics of Development (also Economics 672)
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

E. Lawler, chair; S. Bacharach, L. Gruenfeld, J. Halpern, T. Hammer, W. Sonnenstuhl, R. Stern, P. Tolbert, L. Williams

ILROB 170 (121) 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, we will study personality, motivation, perception, attitude formation, and decision making. On the group level, we will emphasize group dynamics, leadership, power and influence, and culture.

ILROB 171 (120) 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 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 325 Organizations and Social Inequality

Spring. 3 credits. Limited. 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 will be examined, and the social policy implications of each will be considered. Class assignments are designed to develop students' general writing skills, as well as substantive understanding of different theories and approaches to the problem of inequality.

ILROB 328 Cooperation, Competition, and Conflict Resolution

Spring. 4 credits. Prerequisite: one course in social psychology or equivalent. Staff.

An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention is devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics are studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractioning and escalating conflict. Personality and situational factors that regulate conflict intensification are stressed.

ILROB 329 Organizational Cultures

Fall or spring. 3 credits. Prerequisite: one or more courses in sociology. Staff. 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 will be given to rites and ceremonials as a cultural form in organizational life that consolidates many of these expressive forms into one. The course will examine 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 these 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 will design, execute, and analyze a research study of his or her own.

ILROB 371 Individual Differences and Organizational Behavior

Fall or summer. 4 credits. Recommended: some acquaintance with the substance and methods of behavioral or social science. L. Gruenfeld.

Examines personality from a comparative psychodynamic point of view. Social behavior, authority relationships, and work motivation are used to illustrate how various theories could be applied to understand behavior and experience in organizations.

ILROB 373 Organizational Behavior Simulations

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Limited enrollment. R. Stern.

Basic principles of organizational behavior as studied through readings and participation in four simulation games. Simulations model traditional organizations and cooperatives. One game models executive decision making and another assembly work organization. Organizational design, decision making, conflict, cooperation, and power are the central topics of discussion. The contrasting bases of power in the organizations permits the study of the assumptions underlying organization structure and process.

ILROB 421 Regulating the Corporation

Fall. 4 credits. R. Stern. Will examine public and private power from an organizational perspective. The resource-dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to regulation, including corporate strategy, change, and political influence. Business ethics and corporate social responsibility are considered along with the role of interest groups such as consumer or citizens organizations. Research and case materials focus on the implementation of environmental protection, occupational health and safety, equal opportunity, antitrust, securities, and consumer regulations.

ILROB 422 Organizations and Deviance

Fall. 3 credits. 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 within 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 will examine such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work within an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

ILROB 423 Negotiations

3 credits. Limited enrollment. J. Halpern. Frequent in-class exercises teach the basic concepts of and methods for effective negotiation in personal and business contexts. We will emphasize how individual-level biases and self-presentation may either facilitate or hinder negotiations. Participation in all exercises in this class is mandatory. Other requirements include written preparation for

exercises, journal entries analyzing the exercises, and a final paper.

ILROB 425 Sociology of Industrial Conflict

Spring. 4 credits. R. Stern. The focus is on the social, economic, and political causes of industrial conflict. These causes include socialization, class relations, work-non-work effects, as well as the nature of work and employment relations. Social movement, collective organization, and individual actions are examined including such manifestations of conflict, as strikes, labor turnover, absenteeism, and sabotage, and the influence of the environments in which they occur.

ILROB 427 The Professions: Organization and Control

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

Focus is on the sources of power and control exercised by professional groups in contemporary society. A number of issues will be 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 428 Organizational Change and Intervention

Fall. 3 credits. Limited to 25. Juniors and seniors with permission of instructor. L. Williams.

Seminar will focus on planned and unplanned change in organizations. Topics will include mergers and acquisitions, team building, self management and the role of change agents. Participants will be required to develop and present topics in addition to keeping a weekly journal and participating in exercises.

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.

Will examine 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 471 Organizational Analysis of Trade Unions

Spring. 4 credits. Prerequisites: ILROB 170 and 171 and one additional course in organizational behavior. Staff.

Designed to use organizational theory and research in the examination of trade unions. Study of trade unions as organizations including the discussion of the role of unions in contemporary society and the meaning of unions to individual members. Unions will be analyzed in considering them as agents of social change, interorganizational relationships, and political activity. Union members will be the focus in considering why people join unions, their commitment, problems of dual allegiance and leadership. The issue of how effective unions are as a mechanism of worker participation in management decision making is also addressed. Course material focuses on current research on unions and on strategies for further research.

ILROB 472 Applied Organizational Behavior

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

Introduces students to intermediate theory of organizational behavior. It will specifically concentrate 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 473 Mediation

Fall and spring. 3 credits. Limited enrollment with permission of instructor. J. Halpern.

Mediation is a useful life and work skill as well as a career option. This course considers different styles and uses of mediation. Students will have an opportunity to watch experienced mediators in a variety of simulations, and to learn from these experts' experiences. In the second half of the semester, students will gain hands-on experience mediating cases, and will participate in exercises designed to develop skills useful for effective mediation.

ILROB 479 Technical Workers and the Social Organization of Research and Development

Spring. 3 credits. Prerequisite: ILROB 170, 171 or an introductory course in sociology or anthropology. Staff.

Examines how industrial R&D is organized and seeks to impart an appreciation for the practical problems that arise when firms employ a significant number of scientists, engineers, and other technical workers. It is designed for students who have an interest in high-technology firms or who anticipate working for firms in which R&D plays an important role. The course brings relevant theoretical perspectives to bear on pragmatic issues surrounding technical innovation and the employment of scientists and engineers. Representative topics include: the organization of scientific and technical communities, the industrialization of research, the nature of scientific and technical work, strategies for fostering innovation, the careers of scientists and engineers, and the managerial problems characteristic of high-technology firms. Requirements include a take-home midterm and a final paper.

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 Micro 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 521 Macro Organizational Behavior and Analysis

Spring. 3 credits. Staff.

Formal organizations are studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. Contemporary theories and quantitative approaches to organizational structure are also considered in some detail. Intended to be preliminary to more intensive work in organizational behavior.

ILROB 620 Theories of Organizational Change, Innovation, and Evaluation

Spring. 4 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology. W. Sonnenstuhl.

Examines the dynamics of individual, structural, and environmental factors operating in organizational change in general, and in the implementation and use of innovations within formal organizations in particular. The role of evaluative research in assessing the effectiveness of the implementation of innovations and in determining organizational effectiveness are analyzed. Several case studies of organizational change in government, unions, and private industry are examined. The emphasis is on conceptual frameworks for analyzing organizational change and mounting evaluative research on innovations. Readings are interdisciplinary and include sociology, psychology, and political science.

ILROB 621 Organizational Diagnosis Intervention and Development

Spring. 4 credits. Prerequisites: undergraduates, ILROB 170 and 171; graduate students, ILROB 520 and 521 or equivalent; and permission of instructor. L. Gruenfeld.

This applied course considers theories and techniques for the identification and improvement of organizational problems at the behavioral (micro) level. Methods for the implementing of change are evaluated in the light of several normative and descriptive theories of individual and group development and effectiveness. The course emphasizes both quantitative and qualitative data processing procedures.

ILROB 623 Micropolitics in Organizations

Spring. 3 credits. Prerequisites: ILROB 170 and 171. Limited, permission of instructor. S. Bacharach.

Examines micro-political processes in organizations. Neo-Macchiavellain, Marxian, and Weberian approaches to organizational politics will be specifically analyzed. An attempt will be made to understand how the micro-political rules of organizational games are institutionalized in change. Among the ideas to be discussed are the institutionalization of ideology and specification of the relationships among power, tactics, and strategy. Interest groups and coalition politics will be examined in terms of conflict and bargaining. Other issues to be discussed include corruption, dealmaking, and competition. Examples will be drawn from both the private and public sectors. Seminar requirements will include an in-class presentation and a major paper and/or take-home final exam.

ILROB 624 Groups in Work Organizations

Fall. 4 credits. Enrollment limited.

Permission of instructor required.

L. Gruenfeld.

This is an experiential learning course designed primarily for advanced students who have a comprehensive background in the theory and methods of the behavioral sciences. Work group members study their roles and relationships to each other, the task, other work groups, and especially authorities. Students write a number of self-reflective papers in which they conceptualize their experiences and relate them to theory and method in organizational behavior and experience.

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 the tactics people adopt 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 Advanced Topics in the Social Psychology of the Workplace

Spring. 3 credits. Permission of instructor. J. Halpern.

Challenges students to questions what's hot and what's not in current research into the social psychology of the workplace. Will consider contemporary classics (1970's and later) as well as readings in social psychology that are at the forefront of conceptual research in micro-organizational behavior. We will examine how the momentum for each topic developed and consider whether the current excitement is likely to last. Topics are likely to include, but are not limited to, decision making and negotiation, affect, organizational justice, power, leadership and authority, punishment, innovation, and macropsychology.

ILROB 627 Leadership in Organizations

Spring. 3 credits. Prerequisites: two organizational behavior courses at the 300 level or advanced courses in sociology or psychology. L. Gruenfeld.

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 motivation to lead and to follow will be 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. L. Gruenfeld.

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 will be examined. Upon completion of the readings and discussion of conceptual materials and consideration of several major international comparison studies, each student will prepare and present a paper on a topic of his/her own choice usually related to his/her country of origin (China, Japan, German, USA, etc.).

ILROB 629 Personality in Organization

Fall. 4 credits. Open to undergraduates with permission of instructor. L. Gruenfeld.

This advanced course considers psychodynamic theories of organizational diagnosis at the individual and group levels. Topics include leadership, power, authority, work motivation, intervention, and change. The topics are discussed and applied in small study groups. The professor's role is as a consultant and resource person. Class members study and research their own behavior and present their qualitative and quantitative findings to the class. Students are expected to have background and interest in both research methods and theory.

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. It 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 will be based on plant visits and project work with local industry. Student participation will be in interdisciplinary teams with members representing the three colleges. Course content will concentrate on four major issues thought to make a competitive difference in today's economic environment: (1) the changing environment for product design; (2) rapid-response production systems; (3) organization, management, and compensation of the manufacturing team; and (4) performance measurement.

ILROB 671 Organizations as Social Networks

Spring. 3 credits. Prerequisites: one or more courses in organizational behavior, sociology, psychology, anthropology, or political science. A course in statistics or research methods would be helpful.

Increasing attention has been devoted to the idea that social structures can be fruitfully investigated as social networks. In particular, organizational and inter-organizational structures may be analyzed as patterned relationships among individuals, groups, and even other organizations. Such networks appear to be strong predictors of a variety of social dynamics including attitude similarity, the diffusion of innovation, turnover, and the allocation of organizational resources. A variety of methods for collecting and analyzing network data including: graph theory, sociometry, clique detection, centrality analysis, blockmodeling, and the quadratic assignment procedures will be used. In addition to reading recent published research, this course will involve work with actual data sets and relevant computer programs.

ILROB 674 The Social Psychology of Behavior and Experience in Organizations

Fall 1995. 3 credits. Prerequisite: ILROB 170 and 171 or ILROB 520 and 521. L. Gruenfeld.

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 will be discussed. The relationship among groups in the organization, including harmony and conflict among groups, will be evaluated.

ILROB 675 Cooperative Strategies for Improving Organizational Performance

Spring. 4 credits.

Will concentrate on presentation and analysis of a series of case studies involving projects using cooperative strategies to improve organizational performance. Emphasis will be given to cases in which union and management have been working together to enhance productivity and the quality of working life. Cases will be examined against a background of the research literature on improving organizational performance. Students will be responsible for a term paper.

ILROB 676 Systems of Labor Participation in Management

Fall. 4 credits. Prerequisites: senior standing and permission of instructor.

Examines the theory and practice of worker participation in systems ranging from informal shop-level participation to self-management. Special emphasis is placed on socio-technical systems of job design and work restructuring that give workers control over the labor process. Attention is also given to legislated programs of participation (codetermination) and to participation in employee-owned firms.

ILROB 679 Methods of Observation and Analysis of Behavior Attitudes and Values in Work Groups and Organizations

Fall 1995 or spring 1996. 4 credits. Permission of instructor required.

Considers qualitative and psychometrically precise and systematic research methods for the study of behavior in groups and organizations. Includes a workshop that is designed to improve teamwork with the use of on-line

data generated by group members. Personality, leadership culture, and group dynamics are the major focus. Students will observe, record, and videotape group and individual behavior, which will be analyzed with the help of microcomputer programs, especially SYMLOG (a system for the multiple-level observation of groups) developed by Bales (1970, 1979). In addition to lectures and discussion of research papers this course will also include a research project designed and executed by the students.

ILROB 720 Issues of Measurement in Research on Organizations (Instrumentation)

Fall. 4 credits.

Concerns the study of tests and measures used to assess central variables in organizational behavior and related fields. Students will learn where to find measures suitable for their research purposes and will examine the theories that define the constructs being measured; the empirical information available about different measures—construction, reliability, and validity; and the ways in which the instruments have been used in research and practice.

ILROB 721 Advanced Micro Organizational Behavior

Spring. 3 credits. Prerequisites: ILROB 520 and 521.

Examines the historical development of psychological theories of organizations and contemporary issues in micro organizational research. The course will emphasize reading and analysis of primary source material.

ILROB 722 Advanced Macro Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and 521.

Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. The course will emphasize 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.

Materials studied in ILROB 723 and 724 include (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude-scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; (5) 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 724 Behavioral Research Theory, Strategy, and Methods II

Spring. 3 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

Course will cover (a) analysis and interpretation of quantitative data, (b) traditional problems encountered in the assessment of human and organizational characteristics, (c) the use of different methods of data analysis, and (d) an examination of the limitations imposed on data analysis and interpretation by traditional measures. Examples of topics covered in the course: the use of Chi-square, t-tests, ANOVA, simple and

multiple correlation and regression, reliability and validity analyses, causal models, factor analysis, scale construction.

ILROB 725 Analysis of Published Research in Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and 521 and one year of statistics.

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 521 and permission of instructor.

An advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves will 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 will be placed on exploring the relevance of tradition in related disciplines (anthropology, linguistics, philosophy, sociology, etc.) that may enrich our understanding of organizational life.

ILROB 727 Work and Industrial Conflict

Spring, weeks 7-14. 2 credits.

A concentrated examination of the sociology of industrial conflict. The seminar focuses on classic formulations of conflict theory in sociology, then the social, political, economic causes of industrial conflict. Both individual and collective forms of conflict expression are examined. Some discussion of the implications of various types of worker management of firms for industrial conflict will be included.

ILROB 728 Theories of Motivation and Leadership

Spring. 2 or 4 credits. Prerequisites: ILROB 520 and 521.

Two independent but sequence-connected minicourses.

(1) Theories of Work Motivation. 7 weeks. 2 credits.

Course will provide an introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students will examine the empirical research that tests the validity of the theories and shows how and under what conditions different motivation models can be used in practice in work organizations.

(2) Theories of Leadership and Power. 7 weeks. 2 credits.

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; no exceptions.

This seminar is concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention will be paid to the role of internal and external change agents. Class members will be encouraged to analyze contemporary changes such as mergers and acquisitions and work force reductions.

Participants will submit weekly work force journals.

ILROB 770 The Cultures of Work Organizations

Fall. 3 credits. Open only to graduate students.

Considers both administrative and occupational cultures in the workplace. It takes an anthropology perspective, focusing on ideologies as the main ingredient of cultures but emphasizing the role of cultural forms, e.g., myths, stories, sagas, language, rites and ceremonials, and physical settings of meaning. It pays special attention to the place of subcultures and countercultures in the makeup of administrative culture and to occupations as a major source of subcultures. The role of the environment in which organizations are embedded, and its influence on workplace cultures, is also included. Forms of cultural leadership and approaches to reading and changing cultures are also considered.

ILROB 773 Advanced Seminar in Cross-Cultural Studies of Organizational Behavior

Fall. 3 credits. Permission of the instructor.

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 774 Negotiations

Fall. 3 credits. Limited enrollment.

Frequent in-class exercises teach the basic concepts of and methods for effective negotiation in personal and business contexts. We will consider how individual-level biases and self-presentation may either facilitate or hinder negotiations. Applications of techniques discussed in class to behavior in business and law will be emphasized. Participation in all exercises in this class is mandatory. Other requirements include journal entries analyzing the exercises, a final paper, and an oral presentation.

ILROB 776 Organizational Implications of World Class Manufacturing

Fall. 3 credits.

Aimed at helping students develop an understanding of organizations as complex social systems, and of the behavioral implications of new manufacturing initiatives. Live 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 777 Personality in Work Groups and Organizations

Spring. 3 credits. Prerequisite: statistical methods and/or a course in research methods. Each student will administer, score, and statistically test theory-driven hypothesis. Staff.

Discusses several theories of personality and related research findings. The relationship of personality to work motivation and leadership

and interpersonal behavior in groups (teams) in also considered. Methods of research including observational, peer report, and self report, as well as performance tests are studied.

ILROB 778 Solidarity in Groups

Fall 1995. 3 credits. Staff.

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.

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 will be 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

J. Bishop, chair; R. Batt, J. Boudreau, V. Briggs, L. Dyer, B. Gerhart, T. Judge, G. Milkovich, V. Pucik, W. Wasmuth, T. Welbourne.

ILRHR 260 Human Resource Management

Fall 1995 and spring 1996. 3 credits.

Open only to ILR students. Staff.

An introductory overview of the management of human resources in organizations. Topics include human resource decisions dealing with staffing, employee development, work-system rewards, and employee relations. Emphasis is on (a) problem-solving and decision-making approaches; (b) operational methods, technologies, and practices; (c) application of relevant behavioral science theory and research; and (d) legislation and other environmental constraints having an important bearing on the effective utilization of human resources by an enterprise.

ILRHR 266 Personal Computer Basics

Fall 1995, spring 1996, and summer 1996. 2 credits. Limited to 20 students.

P. Teeter.

Provides basic skills in the use of IBM personal computers (PCs) using the Windows

environment. Course covers basic hardware, terminology, fundamentals of Disk Operating System (DOS), Windows environment, Excel for Windows, Microsoft Access for Windows, and Powerpoint for Windows. 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 1995, spring 1996. 3 credits. Open to sophomores, juniors, and seniors.
V. Briggs.

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—public education, higher education, employer-provided training, apprenticeship, and special training programs for the disadvantaged—are examined. Special policy and programmatic issues pertaining to youth, rural workers, welfare reform, direct job creation, worker relocation, economic development, targeted tax credits, industrial policy, and "enterprise zone" proposals are examined. Comparisons are made with other industrialized nations.

ILRHR 362 Career Development: Theory and Practice

Fall 1995, spring 1996. 2 credits. 7 weeks. Prerequisites: ILRHR 260 or permission of instructor. Limited to 30. S-U only.
J. McPherson.

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 required: information-gathering for career decision making based on self-assessment activities, and comprehension of organizational circumstances and practices encountered as careers develop. Grade based on short writing assignments and research paper.

ILRHR 366 Women at Work

Fall or spring. 3 or 4 credits. Prerequisite: ILRHR 260 or equivalent.

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 460 Human Resource Management for Small Business

Fall 1995. 4 credits. Open to juniors and seniors. T. Welbourne.

Will be taught using a series of case studies developed from small firms. After an initial introductory section exploring the human resource management issues most critical to the growth and development of small businesses, the balance of the course will focus on selected human resource management issues raised by the various case studies. Students will analyze the problems of each case and prepare a report setting forth their recommendations for resolving the human resource problems and achieving the desired business objectives. Every second week the class will meet for a two-hour session to

present and discuss the student reports concerning each case. Owners and managers of the small business firms studied will be present to discuss each case with the students.

ILRHR 468 Organization and Human Resources Management Simulation

Summer 1995. 3 credits. Limited to juniors and seniors. Prerequisite: ILRHR 260 or equivalent. 3 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 will be given to the implications and efforts of strategic human resources managerial and supervisory decisions as measured by ten organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student will be 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 1995. 3 credits. V. Briggs. Assesses the role that immigration plays as a source 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 border commuters, illegal immigration, "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 1995 and spring 1996. 3 credits. Open only to graduate students. Staff. A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to such aspects of strategic and human resource planning, design and management of workteams, staffing, training and management development, organization development, compensation, and employee and labor relations. Emphasis is on the application of theory and research to the solution of personnel problems.

ILRHR 653 Transforming Human Resource Management

Fall. 4 credits. Limited to 25 students, seniors and graduate students only. Prerequisites: ILRHR 260/560, two human resource management electives. Permission of instructor. G. Milkovich.

In this class we examine change in HRM; as a field of study, a function with organizations, and as a career choice. Theories and research

related to changes in HRM will be the primary focus. Trends in the field reflect responses to a wide variety of pressures. Trends represent choices the various stakeholders make, and in turn these choices shape the future of HRM. HRM's historical evolution, its role in the changing employment relationship, and its function in new organization forms such as decentralization, federal, networks, joint ventures, and semi-autonomous teams will be studied.

ILRHR 656 International Human Resource Management

Spring 1996. 3 credits. Prerequisite: ILRHR 260/560. Limited. Seniors or graduate students only or permission of the instructor. V. Pucik.

The focus of the course is on international human resource strategies in multinational firms. It has two major objectives: to enhance the understanding of key functional and strategic issues related to HRM activities in international firms, and to review practical applications of concepts learned from the course in leading U.S. corporations. In the first part of the course, the emphasis is on the theory of international HRM; the second part is focused on field analysis. During the semester, students will conduct TEAM research on state-of-the-art IHRM practices in leading U.S. multinationals. In addition, each student will prepare a review paper on one specific area of IHRM of his or her choice.

ILRHR 657 Employer Training: Economic and International Perspectives

3 credits. Examines the training and learning that occurs on jobs from both an economic and comparative international perspective. Will investigate the scale of the training enterprise, how it is accomplished, why some companies and nations train much more than others and what impact training has on organizational performance and national competitiveness. Training will also be examined from the worker's perspective. The distinction between training and learning, how individuals influence the amount of training they receive and what determines the amount and kind of training they desire. The training institutions and customs of countries like Japan, Sweden, Germany, France, and the United Kingdom will be compared to their American counterparts and an effort will be made to understand why investments in employer training are so much more substantial in Japan and Germany than in the United States and whether there is any role for public policy in the stimulation or improvement of employer training.

ILRHR 659 Internal Staffing: Managing Careers in Organizations

Spring 1996. 4 credits. Limited to 25 students. Prerequisites: ILRHR 260/560 or equivalent and one course in statistics. T. Judge.

Analysis of the movements of people within organizations and the management of career development processes. Selected topics include determinants of career success, career planning methods and techniques, career and life stages, mentorships, glass ceilings, midlife career changes, career and family integration, criteria for internal promotions, politics, stress, and the role of assessment centers in placement decisions.

ILRHR 661 Organizational Development Methods

Spring 1996. 3 credits. G. Thomas.
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 will have responsibility for researching and writing a paper that examines a specific method, technique, or critical issue; an in-class demonstration/presentation illustrating applications of a chosen subject; and a final project requiring a comprehensive proposal that describes an appropriate and logically supported intervention strategy.

ILRHR 665 Transforming Human Resource Management: Case Studies

Spring 1996. 4 credits. Limited. Prerequisite: ILRHR 260/560 plus two other courses in human resource studies and permission of instructor. G. Miklovich.
An analysis of HR management strategies and policies and their impact on organizational objectives and fair treatment of employees. Cases, incidents, and field data derived from a variety of organization settings provide a framework for examining and understanding the various effects of human resource management decisions. Students with a special interest in HRM are encouraged to use this course as a "capstone" to their studies.

ILRHR 666 Cost-Benefit Analysis for Human Resource Management

Spring 1996. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics, one elective in human resource studies, and permission of instructor. J. Boudreau.
Explores how to account for the contribution of human resource management programs and decisions to achieving organizational goals. It 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 Employee Relations

Spring 1996. 4 credits. Prerequisites: ILRHR 260/560 or equivalent and permission of instructor. L. Dyer.
Explores the policies, programs, and practices used by employers to promote the just and humane treatment of employees, especially managerial, professional, and other employees not covered by collective bargaining contracts. Includes such policies as the protection of employee rights and the nature of processes used to allocate organizational opportunities and rewards; such programs as employee assistance plans and due process procedures; and elements of such practices as employee communication and supervision. Treats these as a "package" to be considered in totality and developed strategically. Considers variations in employee relations strategies, the motives of employers in establishing such strategies, and the effects of these strategies on relevant individual and organizational outcomes.

ILRHR 668 Staffing: Employee Selection and Utilization

Fall 1995. 4 credits. Limited to 25 students. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics. ILRHR 266 recommended. T. Judge.

An analysis of the staffing process as applied to employing organizations. Topics include recruitment, selection processes and techniques, legal issues in selection, international issues, and evaluating the effectiveness of staffing decisions.

ILRHR 669 Managing Compensation

Fall 1995 and spring 1996. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, ILRHR 266 and basic statistics or permission of instructor. G. Milkovich.

Major emphasis is on the decisions and issues involved in the design and administration of pay systems. Topics include behavioral and economic theories and research related to compensation, administration, and factors influencing decisions about pay levels, hierarchies, forms, and administration of pay. Also focuses on the effects of various pay systems on employee behaviors and firm performance.

ILRHR 690 Comparative Human Resource Management

Spring or fall. 4 credits. Prerequisites: ILRHR 260/560, or permission of instructor. V. Pucik.

The course surveys human resource practices in key countries and regions of the world: Germany, U.K., France, Eastern Europe, Japan, and ASEAN. The focus is on 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., Europe 92, transformation in Eastern Europe, globalization of Japanese firms). Implications for multinationals operating in these countries will also be discussed.

ILRHR 691 Human Resource Planning and Strategy

Fall 1995. 4 credits. Limited. Prerequisites: ILRHR 560 or equivalent, one course in statistics, and permission of instructor. L. Dyer.

Covers the content of human resource strategies and the process of human resource planning. The emphasis is on developing human resource strategies that are integrated with firm business strategies. Covered are methods and techniques used to forecast and plan for organization structures and processes, work force population, employee contribution, and employee morale. Much of the course is organized around a computer simulation game in which students make policy and program decisions for a fictional organization. Decisions are evaluated on the basis of their contributions to the organization's human resource and profit objectives.

ILRHR 692 Training the Displaced and Disadvantaged

Fall or 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 will 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 Design and Administration of Training Programs

Spring. 3 credits. Prerequisites: ILRHR 260/560 or equivalent and permission of instructor. J. Boudreau.

The purpose of this course is to acquaint students with various aspects of the training and development function in organizations. A systems approach is used. Topics include how to determine that a training problem exists, how to conduct a training needs assessment, issues regarding the design of training programs, a review of current training techniques and management development strategies, financial and evaluation strategies, and the role that training plays for U.S. firms and labor unions in trying to become more competitive in the world economy. After completion of this class, students should be familiar with current views of the Human Resource Development function and the profession, contemporary conceptual models of HRD and adult learning, and the management of an effective HRD function within the current business environment.

ILRHR 694 Human Resource Information System Applications

Fall 1995. 4 credits. Limited to 22 students. Prerequisites: ILRHR 260/560 or equivalent; ILRHR 266; at least one upper-level HRS elective; basic statistics; and permission of instructor. J. Boudreau.

Explores the development, implementation and management of computerized personnel information systems and their use in human resource management. Theories and concepts relevant to the design and implementation of such systems are presented and used as the framework for hands-on experience with personal and mainframe computer systems. Students create and use applications of current popular human resource software to design their own applications and present them to the class. Where possible, student applications are based on field work in actual organizations.

ILRHR 695 Education, Technology, and Productivity

Fall. 3 credits. J. Bishop.
The seminar investigates the nexus between the education and training occurring in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. We will investigate (1) how technological progress is changing the nature of work and what this implies for reform of education and training, (2) why United States productivity has not increased in the past fourteen years, (3) how education and training contribute to the growth and competitiveness, (4) why educational achievement has declined, and (5) how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

ILRHR 696 Human Resource Management and Government Regulations

Fall. 4 credits. Limited to 25 students.
Prerequisite: ILRHR 260/560 or equivalent.
T. Judge, T. Welbourne.

A survey and analysis of government legislation and regulations affecting human resource management in nongovernment organizations, examining the framework within which management must operate. Government agencies' methods of enforcement of such regulations and the firms' responsibilities for failure to comply with these legal requirements are considered. Emphasis will be on human resource policy development and administration to meet legal requirements. Topics include Title VII, Affirmative Action, FLSA, OSHA, ERISA, Employee Rights, Employment at Will, Worker's Compensation, and recent legislative developments.

ILRHR 697 Special Topics in Resource Studies

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

ILRHR 698 International Human Resource Policies and Institutions

Fall. 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 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, Japan, and the Pacific Rim nations. Another 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 Contemporary European Labor Markets

Spring. 3 or 4 credits (1 additional credit available for those who elect to prepare a special report). J. Bishop.
Aggregate unemployment rates in Europe have risen from 3-4 percent in the 1960s to 11 percent in the late 1980s. The course is an examination of the causes and consequences of this transformation of European labor markets. In the process of addressing these questions, we review the recent history of these economies, their labor market institutions, and government labor market policies in a comparative framework. Some European nations—Sweden, Norway, Switzerland, and Austria—have kept their unemployment rates low and the reasons for their success will be explored. The question of why economies that performed so well in the 1960s are performing so poorly now can only be addressed in the context of an overall theory of unemployment. The course examines the debate that currently rages over the causes of European unemployment and between the advocates of Keynesian, new classical (rational expectations and real business cycle theorists), and new Keynesian (efficiency wage, implicit

contracts, and overlapping contracts) theories of aggregate unemployment.

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 762 Research Methods in Human Resource Studies

Fall or spring. 3 credits. B. Gerhart.
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.

ILRHR 763 Human Resource Strategy for Competitiveness

Spring. 3 credits. Prerequisites: ILRHR 560, ILRST 510. T. Welbourne.
Review of empirical and conceptual work in the field of human resource management strategy, which proposes that HRM decisions should be directly linked with business strategy. Will consider HRM as an organizational system and how it can support a variety of business strategies. In addition to reviewing the literature on this topic, time will be devoted to applying what is learned about the field to a variety of developing issues facing businesses today. Human resource strategies to support total quality management, high technology organizations, mergers and acquisitions, downsizing, and small businesses will be studied.

ILRHR 764 Theory and Research on Staffing and Career Management

Spring 1996. 3 credits. Prerequisites: ILRST 510 and 511 and permission of instructor. T. Judge.

Research seminar that considers recent developments in theory and empirical research concerning staffing and career management. Topics covered in this course are the following: recruitment, job choice, evaluation of employee selection procedures (e.g., employment interviews, personality tests, biodata, assessment centers, drug and honesty tests), determinants of career success, politics, the glass ceiling, mentoring, integrating work and family, and stress. Readings will consist of journal articles and research reviews on each topic. Class discussion will emphasize critical analysis of past research and how to publish research in this area. Course requirements consist of class attendance and participation and completion of a research paper or proposal.

ILRHR 769 Topics in Compensation Theory and Research

Fall. 4 credits. Prerequisite: ILRHR 669. G. Milkovich, B. Gerhart.

Examines recent developments in theory, research, and practice related to compensation. Discussion emphasizes the relevance of theory and research to compensation decision making. Topics include strategic perspectives, variable compensation including gainsharing, bonus, spot awards, etc., risk and leverage in

pay, egalitarian and meritorious structures, and the relationship between pay, employee behaviors, and organization.

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 1995 and spring 1996. 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 will have 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.

INTERDEPARTMENTAL COURSES

ILRID 150 Freshman Colloquium

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

This course is offered: a) to acquaint new freshman students with some of the issues and disciplines in the field of industrial and labor relations; b) to establish acquaintanceship among members and 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 451 Science, Technology, and the American Economy

Spring. 4 credits.
The industrial revolution did not begin in the United States, but the nation became the world's first technological society. Attention will be given to the evolutionary confluence of science, technology, mathematics, and capitalism in the formation of the U.S. economy, its institutions, and its labor force. Primary attention will be given to the post-World War II economic developments. The vantage point will be the linkage with employment, unemployment, income, and productivity considerations. Public policy issues (such as research and development policy, national defense influences, the "agricultural revolution," savings and investment rates, labor force preparedness) will be explored. The industrial and human resource policies of other nations as well as the implications of the globalization of technology in the future will also be discussed.

ILRID 452 Writing in Industrial and Labor Relations

Fall or spring. 3 credits.

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

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.

ILR EXTENSION**Metropolitan**

The following courses are open only to participants in the Extension Division in New York City. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs. ILR Credit and Certificate Program courses at the Labor College are offered for four credits. 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.

210 Statistical Reasoning I

Fall or spring. 4 credits.

An introduction to the basic concepts of statistics: measures of location and dispersion, estimation and confidence intervals, hypothesis tests, regression and correlation. Students are taught to use a computer at the beginning of the term and use it for weekly assignments.

260 Personnel Management

Fall or spring. 3 credits.

Focuses on management of personnel in organizations. Deals with manpower planning, recruiting, selection, wage and salary administration, training, performance appraisal, organizational development, and the administration of personnel department activities. Special attention is paid to government manpower policy and its implication for personnel management.

301 Labor Union Administration

Fall or spring. 3 credits.

A review of the operations of American unions, including a general theoretical framework but with major emphasis on practical operating experience. The course will consider the formal government of unions; organizational or institutional purposes and objectives and how these are achieved; underlying structure and relationship among members, locals, and national organizations; the performance of the primary function of organizing; negotiating; contract administration; and the effect of the Landrum-Griffin Act.

326 Sociology of Occupations

Fall or spring. 3 credits.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the

process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations. A major sociological theme is the relationship between occupational structure and workplace structure.

343 Health in the Workplace

4 credits.

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 the rights to information; collective bargaining for safety and health; racial- and gender-based discrimination regarding hazardous work; and drug testing.

346 Economics of Collective Bargaining

Fall or spring. 3 credits.

Economic aspects of the negotiation, terms, and effects of union-management agreements at the individual firm, industry regional, and national levels. Topics examined include forces influencing contract demands and terms, employer adaptation to higher wages and benefits; interindustry differences in competitiveness, firm size, and markets; regional location of industry; international competition; government regulations; labor supply; inflation, recession, and unemployment.

350 History of Industrial Relations in the United States

Fall or spring. 3 credits.

This review of the history of industrial relations in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion; labor movements; and the environmental forces that have shaped industrial relations in the United States. Readings are selected from scholarly accounts and original sources.

351 Collective Bargaining

Fall or spring. 3 credits.

A comprehensive study of collective bargaining; the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; and the problem of dealing with industrial conflict.

352 Labor Relations Law and Legislation

Fall or spring. 3 credits.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and bargaining takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method and to legal and constitutional problems of governmental regulation of industrial and labor relations.

367 Safety and Health in the Workplace

Fall or spring. 3 credits.

To provide basic education and training in workplace safety and health. The course will focus on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical

experience will be provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment that measure noise, temperature, humidity, airflow, and airborne toxics.

400 Union Organizing

This course explores various aspects of unions' attempts to organize workers; why some workers join unions and others do not; the techniques used by both unions and employers during organizing campaigns; and the present law of organizing and proposed amendments to the law.

440 Health, Welfare, and Pension Plans

Fall or spring. 3 credits.

An analysis and appraisal of private health, welfare, and pension plans. A consideration of the origin and development of employer, union, and joint programs and a critical examination of the financing, administration, and general effectiveness of the plans.

602 Arbitration

Fall or spring. 3 credits.

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.

681 Labor Relations Law

Fall or spring. 3 credits.

An advanced course in labor law, covering such topics as emergency labor disputes, legal problems of labor relations in public employment, labor and the antitrust laws, civil rights legislation, rights of individual employees and union members, and legal problems of union administration.

684 Employment Discrimination and the Law

Fall or spring. 3 credits.

An examination of legal problems involving employment discrimination based upon race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions, and other personnel policies, practices, and procedures will be discussed. The prerequisites of affirmative action under Executive Order No 11246, as amended, will be analyzed. Special attention will be given to the role of state law in resolving employment discrimination claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

687 Current Issues in Collective Bargaining

Fall or spring. 3 or 4 credits.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis on the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

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.

208 Workplace Negotiations

Fall or spring. 3 credits.

Will cover the theory and practice of negotiation as it applies to workplace and business situations. Students will be exposed to theoretical models of negotiation and will participate in negotiation exercises. Students will be participating in two negotiation exercises and will be asked to write a paper on their negotiating position in each exercise. More weight will be 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.

241 Arbitration

3 credits.

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.

This course is designed as an introduction to collective bargaining in the public sector. The course examines the historical development of bargaining in public employment, the evolution of state and federal bargaining theory and practices, as well as impasse resolutions techniques frequently found in this sector. Special emphasis will be 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.

243 Growth of American Business and Management History

Fall or spring. 3 credits.

The growth and cycles of American business enterprise produced significant changes in education, government, work, the family, the ethnic composition of the population, and the landscape. As business and industry expanded, new methods evolved for managing these enterprises. This course will examine the development of managerial practices, the relationship of management to the work force, and the social ramifications of capitalist expansion.

245 Public Sector Labor Law

3 credits.

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 will examine 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 how it has been interpreted by the courts of New York State in its application. Major emphasis will be 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

3 credits.

Will help 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 will be placed on contemporary economic theories and how their proponents attempt to solve American economic problems.

248 Employment Practices Law

3 credits.

Considers laws and regulations that impact directly on managers and employers. Students will 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 will 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.

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. We will delve into every nook and cranny of New York Worker's Compensation law. The course will be entirely practical. Skills teaching, i.e., explaining how to present a case, decorum, ethics, and persuasiveness, are built into the course. Experts on how the system really works will also be used.

251 Principles and Practices of Management

Fall or spring. 3 credits.

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.

Examines the principles of contract bargaining, including bargaining environments and structures as well as standards used in bargaining. Students will 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 will consider the impact of contract bargaining outcomes on workers, unions, employers, and the public.

253 Contract Administration

Fall or spring. 3 credits.

Focuses on the role of the steward in administering the union contract in the workplace. Students will 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 will

analyze the impact of grievance and arbitration procedures on workers, unions, and employers.

254 Labor Law

Fall or spring. 3 credits.

Examines the principles of labor law by looking at social philosophy and the historical context of federal labor legislation from the 1930s. Students will 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 will include 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.

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 will be a discussion of the development of trade union institutions and leaders and the evolution of union political activities and collective bargaining. Special attention will be paid to the involvement of women and minority workers with unions.

256 Dispute Resolution

Fall or spring. 3 credits.

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 will be discussed. We will also look at exclusive labor-management mechanisms to settle industry disputes.

257 Human Resource Administration

Fall or spring. 3 credits.

Designed to provide an overview of personnel practices in the modern organization. It will focus on manpower planning, employment, training and development, motivation and compensation, and performance appraisal and communication for students who are currently supervisors or personnel practitioners or for those aspiring to those positions.

258 Organizational Behavior

Fall or spring. 3 credits.

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.

Focus is on the principles and practices of effective union administration. Students will 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 will be discussed and analyzed. The course also examines the structure and evolution of relationships inside the labor movement.

264 Contemporary Labor Problems

Fall or spring. 3 credits.

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.

266 Professional Writing: The Power of the Written Word in Business

3 credits.

Focuses on the importance of developing effective writing skills and strategies required to be successful in business communities. Students will sharpen existing writing skills, correct bad writing habits, and develop new writing habits through "real life" exercises taken from case studies and their own experiences. In addition, they will learn the importance of using rhetorical strategies such as defining situations requiring written responses, writing to a specific audience, attending to a specific purpose, choosing the appropriate language, and varying tone and style as the situation demands. Students, upon completing this course, will have the confidence and the writing skills to successfully address most situations requiring written communication. Genres include memos, proposal letters, and reports.

267 Speaking and Listening for Business and the Professions

3 credits.

The overall objective is to equip participants with the skills and knowledge they need to speak and listen effectively. By the end of the course, students will be able to accurately listen to, and interpret, oral communication; identify major causes of listening misunderstandings such as biases, distractions, emotions, etc.; describe and employ techniques for overcoming those listening barriers; speak effectively in front of an audience; describe ways to build rapport with an audience; persuade an audience; use visual aids effectively; introduce speakers, make presentations, and speak extemporaneously.

269 History and Future of Work

Fall or spring. 3 credits.

Explores the evolution of contemporary business operations. Discussion will focus 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, will also be examined.

359 Directed Studies in Labor Education

Fall or spring. 3 credits.

Designed to grant credit for fieldwork under the direction of members of the faculty. Third semester of an intensive training program in labor education for mature students with demonstrated ability to undertake independent work who have been carefully screened and selected for participation in this course. Combines 180 hours of fieldwork in a union education or related program with 3-hour seminars in the classroom. Classroom meetings are devoted to (1) in-depth analysis of union experiences in relation to labor education, theory, method, and techniques, and (2) individual consultations.

364 Labor, Government, and Politics

3 credits.

A survey of the ways the American political system affects labor and how organized labor affects the system through voting, political parties, and interest groups.

FACULTY ROSTER

- Abowd, John M., Ph.D., U. of Chicago. Prof., Labor Economics
- Bacharach, Samuel, Ph.D., U. of Wisconsin. Prof., Organizational Behavior
- Batt, Rosemary, Ph.D., Mass. Inst. of Technology. Asst. Prof., Human Resource Studies
- Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Human Resource Studies
- Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics
- Boudreau, John W., Ph.D., Purdue U. Assoc. Prof., Human Resource Studies
- Boyer, George R., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics
- Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Human Resource Studies
- Brooks, George W., M. A., Brown U. Prof. Emeritus, Collective Bargaining, Labor Law, and Labor History
- Bunge, John A., Ph.D., Ohio State U. Asst. Prof., Economic and Social Statistics
- Cook, Maria L., Ph.D., Univ. of Calif., Berkeley. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History
- DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
- DiCiccio, Thomas J., Ph.D., U. of Waterloo. Assoc. Prof., Economic and Social Statistics
- Dyer, Lee D., Ph.D., U. of Wisconsin. Prof., Human Resource Studies
- Ehrenberg, Ronald, Ph.D., Northwestern U. Irving M. Ives Professor of Industrial and Labor Relations and Economics, Labor Economics
- Farley, Jennie T., Ph.D., Cornell U. Prof., Extension
- Fennell, Dorothy E., Ph.D., U. of Pittsburgh. Asst. Prof., Extension and Public Service
- Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics
- Gerhart, Barry A., Ph.D., U. of Wisconsin. Assoc. Prof., Human Resource Studies
- Gold, Michael E., LL.B., Stanford U. Assoc. Prof. Collective Bargaining, Labor Law, and Labor History
- Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History
- Gruenfeld, Leopold W., Ph.D., Purdue U. Prof., Organizational Behavior
- Hadi, Ali S., Ph.D., New York U. Assoc. Prof., Economic and Social Statistics
- Halpern, Jennifer, Ph.D., UCLA at Berkeley. Asst. Prof., Organizational Behavior
- Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior
- Hebdon, Robert P., Ph.D., U. of Toronto. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service
- Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics
- Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics
- Judge, Timothy A., Ph.D., U. of Illinois. Asst. Prof., Human Resource Studies
- Kahn, Lawrence M., Ph.D., U. of Calif. at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics
- Katz, Harry C., Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History
- Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Lawler, Edward J., Ph.D., U. of Wisconsin at Madison. Prof., Organizational Behavior
- Lieberwitz, Risa L., J. D., U. of Florida. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
- Lipsky, David B., Ph.D., Massachusetts Inst. of Technology. Prof., Collective Bargaining, Labor Law, and Labor History
- Milkovich, George, Ph.D., U. of Minnesota. Prof., Human Resource Studies
- Pucik, Vladimir, Ph.D., Columbia U. Assoc. Prof., Human Resource Studies
- Ross, Philip, Ph.D., Brown U. Prof., Collective Bargaining, Labor Law, and Labor History
- Salvatore, Nicholas, Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History
- Seeber, Ronald L., Ph.D., U. of Illinois. Assoc. Prof., Extension
- Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics
- Sonnenstuhl, William J., Ph.D., New York U. Asst. Prof., Extension and Organizational Behavior
- Stern, Robert N., Ph.D., Vanderbilt U. Prof., Organizational Behavior
- Stone, Katherine J. D., Harvard U. Prof., Collective Bargaining, Labor Law and Labor History
- Tolbert, Pamela S., Ph.D., U. of California. Assoc. Prof., Organizational Behavior
- Turner, Lowell R., Ph.D., U. of California. Asst. Prof., Collective Bargaining, Labor Law and Labor History/International and Comparative Labor Relations
- Velleman, Paul F., Ph.D., Princeton U. Assoc. Prof., Economic and Social Statistics
- Welbourne, Theresa M., Ph.D., U. of Colorado. Asst. Prof., Human Resource Studies
- Wells, Martin T., Ph.D., U. of California at Santa Barbara. Assoc. Prof., Economic and Social Statistics
- Williams, Lawrence K., Ph.D., U. of Michigan. Prof., Organizational Behavior