



HRD4410 in Winter 2018

Oakland University

COURSE SYLLABUS

COURSE NUMBER:	HRD 4410 – 4 Credit Hours
COURSE TITLE:	The Study of Labor and Work
PREREQUISITES:	None
SECTION NUMBER:	11138 - HRD 322 - 190
CLASSROOM LOCATION:	172 South Foundation Hall
COURSE DATES AND TIMES:	Winter Term, 2018 Wednesday, 6:30pm to 9:50pm Classes Jan. 3, 2018 through April 25, 2018 Final Project: due Wednesday, April 18, 2018 at 6:30pm
FACULTY MEMBER:	Michael M. Long Special Lecturer 430E Pawley Hall Oakland University Rochester, Michigan 48309-4494 Phone: 313-205-8601 E-Mail: mmlong23@oakland.edu
OFFICE HOURS: Appointments available	Mondays: Prior to and after class Please contact Mr. Long.

BIOGRAPHICAL STATEMENT:

Michael M. Long is an Instructor in the Department of Organizational Leadership. Mr. Long is a graduate of Oakland University with a Bachelor of Science in Human Resource Development, and he has completed his Juris Doctorate at Thomas M. Cooley Law School. Mr. Long has served in the Human Resources/Labor Relations Division of Chrysler L.L.C. and United States Steel Corporation. He has also served as an Arbitration Assistant and as a law clerk at the Michigan Employment Relations Commission.

Text and Instructional Materials

Required:

The Sharing Economy by Arun Sundararajan, The MIT Press, 2017, ISBN-13: 978-0262533522

They're Bankrupting Us! And 20 Other Myths About Unions, by Bill Fletcher Jr., Beacon Press, 2012, ISBN: 978-080700332-9

A third book – chosen by the group for approval by the professor

Students will prepare a book review for written submission and oral presentation in class of one of the four books above according to the Schedule of Class Meetings & Assignments below. All of these books are available through Amazon.com.

Course Description

This course is a study of as many aspects as possible about employment systems and employee organizations. It focuses on historical as well as present perspectives of employment in America. It traces the evolution of employment from the feudal system through the traditional systems of employment in America including both the unionized and non-unionized sectors. It expands to cover such areas as the employment system's impact on employer and employee motivation, formal and informal use and development of leadership skills, natural and contrived communication systems and processes, employment system structure and union structure and governance, the logic of concerted activity, employee strategic planning and policy in relation to that of the employer, the principles of and for the structure, formation and operation of employee organizations, the US higher educational system as it relates to critical thinking, and trends and forecasts in employment systems and employee organizations of the future. These areas are explored not only as to their theoretical underpinnings but also as to their practical applications. The course is conducted through the use of assigned texts, supplemental materials, practical discussions using and teaching Parliamentary Procedure, and exercises designed to reflect actual employment situations as much as possible.

Term Project:

Students will be instructed in the basics of Parliamentary Procedure. In lieu of a traditional "Term Paper," each student will be assigned to each of the following to present to the class using the format of Parliamentary Procedure:

Two issues to debate in a "Town Hall" format with another student and the class. Students will select topics during a "Topic Draft" held during the first class session. Each topic is assigned a number. Presentations will follow numerical order. Time constraints will determine when each topic is presented.

Each debate presentation will include an explanation of the issue, the articulation of proponent's views and their ramifications, the articulation of opposing student's views with ramifications, and resolution of the issue by the class through a discussion and vote conducted according to the rules of Parliamentary Procedure. Students may use whatever time is optimal for their presentation subject to group action within the format of parliamentary procedure.

Debate presentations will be worth 100 points, and will be graded - with input by fellow students - according to:

1. The student's demonstrated knowledge and understanding of the subject matter;
2. The information and data presented in support of the student's position;
3. The persuasiveness of the arguments and rebuttal of the opponent's arguments; and
4. The professionalism of the presentation.

The class as a whole will take part in a Constitutional Convention for the formation of an OU *Labor and Employment Studies Alumni* organization where they will implement their knowledge as to Parliamentary Procedure, their developed perspectives of the employment relationship, and acquired organizational and regulatory expertise. One of these students will be designated a "Repocrat," the other a "Demublican," and the third an "Idealapendent." Each of these three designated students will coordinate the political activities of 1/3 of the students in the course, and will prepare and present a proposed constitution for the OU *Labor and Employment Studies Alumni* organization at the convention for discussion and approval by the class.

Course Objectives

Upon successfully completing this course, the student will be able to:

1. Understand the origins and historical perspectives of American workplace systems;
2. Understand the origins, history and practical aspects of American labor organizations and their regulation;
3. Possess and demonstrate a workable knowledge of the rules and procedures of membership in and/or cooperation with unions and other professional employment related organizations;
4. Understand Parliamentary Procedure and organizational leadership functions with a degree of proficiency that will enable the student to actively and effectively participate in organizations in any capacity;
5. Understand the trends in professional and employment relationships and organization as well as the principles of union/management interaction and cooperation;
6. Better understand the principles of public interest as they relate to the workforce.

Methodology:

The subject matter for each session will be covered by:

- Lecture in which the basic assumption is made that each student has completed the assigned reading and completed the assignment for that meeting in advance.
- Presentations by students of their assignments regarding the Class Projects.
- Active participation by students in class discussions, including those held according to Parliamentary Procedure in relation to student presentations.
- Thorough preparation for and participation in the Constitutional Convention.

Grading Policy:

Topic/Debate Presentations:	100 pts (50 each)
General Class Participation:	40 pts
Final Project:	<u>260 pts</u>

The student elected to the top leadership position at the convention will receive 15 extra points.
The student elected to the 2nd leadership position at the convention will receive 10 extra points.
The student elected to the 3rd leadership position at the convention will receive 5 extra points.

Total divided by 100 and rounded will be your final grade for this course: 400 pts

Final Project:

The specifications of the final project for this course will be handed out during the first class session. Students are required to hand in parts of the completed final project no later than the times designated in this syllabus. Students are expected to work towards completing the project during the term. They are also expected to consult with one another. The final product, however, is to be the result of each individual student's own personal understanding and reflection regarding the covered subject matter. While students are welcome to and encouraged to consult with each other in the development of their understanding, focus and/or philosophy regarding the issues, the examination is to reflect their own individual understanding, focus and/or philosophy regarding the issues in their own individual words. While gaining insight and understanding may be a group activity, preparation of the final project is not.

Attendance:

Attendance is very important to your success in this course. Much of the material covered will be from outside the assigned books, and will be reflected not only in discussions of the books, but of student presentations and discussions. If you are unable to attend a session for any reason, please arrange to have the class "covered" by recording, use of a colleague's notes, or by having a designated person attend the class and take notes for you. Any request for an excused absence must be promptly tendered to the instructor, in writing, and accompanied by an appropriate explanation in order to be considered.

Suggested Readings:

A list of suggested readings will be distributed to students at the first class meeting.

Agenda for Class Meetings

All times after the starting time are approximate.

- 6:30 PM** **Call to Order**
Roll Call
Minutes of Last Meeting (Class)
Responsibility alternates every class beginning with Demublicans, next Reprocats, then Idealapendents.
- 6:45 PM** **Reports of Officers (Acting President/Instructor)**
Lecture Material
Study Assignments
- 8:15 PM** **Break**
- 8:25 PM** **Additional Roll Call, if requested**
Standing Committee Reports
Special Committee Reports
As appointed by the President
Unfinished Business
New Business
Presentations
Good and Welfare
Adjournment

Special Note:

In advocating for your position during your debate, know and understand your topic, position and arguments – pro and con. Do not just read your statements. Use your skills of presentation and facilitation. You may use teaching aids including such things as the computer/screen or handouts as part of your presentation. If you must read something such as a quote or statistics, carefully observe the Rules for Reading Out Loud.

RULES FOR READING OUT LOUD

by the worthy Putnam, *The Science & Art of Elocution & Oratory*, 1874

1. Give good Articulation
2. Correct Pronunciation
3. Mind the Sense
4. Read like Talking
5. Be in Earnest

Tentative Schedule of Class Meetings and Assignments

Topics in addition to those listed will be integrated into the course as deemed appropriate by the instructor.

Class No.	Date	Assignments
1	1/3/2018	Introduction to the Study of Labor and Work; Explanation of the course Requirements and Syllabus; Distribution and Explanation of the Project; Distribution of additional materials; Selection of Student Assignments;
2	1/10/2018	Introduction to Parliamentary Procedure; Constitutional Convention; Elections
3	1/17/2018	Lecture; Discussion - Sharing Economy Debates Begin
4	1/24/2018	Lecture Discussion - Sharing Economy Debates
5	1/31/2018	Lecture Discussion – Sharing Economy Debates
6	2/7/2018	Lecture Discussion - They're Bankrupting Us Debates
7	2/14/2018	Lecture Discussion – They're Bankrupting Us Debates
8	2/21/2018	Winter Break
9	2/28/2018	Lecture & Discussion - They're Bankrupting Us Discussion - Debates
10	3/7/2018	Lecture & Discussion - Book Reports 1, 2, 3 & 4 Debates
11	3/14/2018	Lecture & Discussion - Book Reports 1, 2, 3 & 4 Debates
12	3/21/2018	Lecture & Discussion - Book Reports 1, 2, 3 & 4 Debates
13	3/28/2018	Lecture & Discussion - Book Reports 1, 2, 3 & 4 Debates
14	4/4/2018	Constitutional Convention, Nominations for Office Debates revisited
15	4/11/2018	Constitutional Convention, Elections Debates revisited

Debate Evaluation Format

Name of Presenter	Date _____ Topic No. _____ <input type="checkbox"/> For <input type="checkbox"/> Against Topic:
Demonstrated Knowledge & Understanding of the Subject Matter as well as Information & Data Presented in Support of the Student's Position	____ points out of 30 Comments:
The persuasiveness of the arguments and rebuttal of the opponent's arguments	____ points out of 10 Comments:
Professionalism of the Presentation	____ points out of 10 Comments:
Total Points:	Total Points out of 50

Debate Evaluation Format

Name of Presenter	Date _____ Topic No. _____ <input type="checkbox"/> For <input type="checkbox"/> Against Topic:
Demonstrated Knowledge & Understanding of the Subject Matter as well as Information & Data Presented in Support of the Student's Position	____ points out of 30 Comments:
The persuasiveness of the arguments and rebuttal of the opponent's arguments	____ points out of 10 Comments:
Professionalism of the Presentation	____ points out of 10 Comments:
Total Points:	Total Points out of 50

**Oakland University
Human Resource Development Program
Ken Morris Center for the Study of Labor and Work
Michael M. Long, JD
Winter 2018**

HRD 4410 – THE STUDY OF LABOR AND WORK
Project Specifications

This is a mandatory project. Each part is due to me at the time indicated next to each Problem. Projects must be submitted to me in class, and/or **delivered** to me no later than the time designated. **It is imperative that the project parts are turned in no later than the expressed deadline date and time.**

If for some reason, you are forced to hand part of the project in late, please include with it a written detailed explanation as to why it is late so that you can avoid too severe a penalty. Lack of such written explanation will constitute grounds to believe that there is no good reason for the lateness.

All parts of the project, except Problem E, are to be typewritten. The point value of each problem is indicated by the problem.

You may consult with other **students** concerning the project problems. Your answer, however, is to be your own and completely in your own words.

ATTENTION: *If you want graded class projects returned, enclose with your project a stamped self-addressed envelope with which I may return your paper and/or project. All unclaimed materials will be shredded as early as May 16, 2018*

For this class, students earn

Up to 100 points (50 each) for the two Topic/Debate Presentations;
Up to 40 points for General Class Participation; and
Up to 260 points for the Projects set forth in this section.

In addition:

The student elected to the top leadership position at the convention will receive 15 extra points.
The student elected to the 2nd leadership position at the convention will receive 10 extra points.
The student elected to the 3rd leadership position at the convention will receive 5 extra points.

Problem A - due at dates indicated in Schedule of Class Meetings
(60 points - 10 per class in which assignment is due)

Briefly answer the questions as provided by the instructor for each of the chapters of the two required books in writing, and hand them in prior to the beginning of the class in which they are scheduled to be discussed. If handed in late, no more (maybe fewer) than 1/2 of the points will be awarded.

Problem B - due 3/7/2018 (90 points)

As a team, read a book promoting management or leadership at an American (or some other western) company:

For the book your team chose, **individually** write a book report

1. Prepare a book review for individual written submission and group oral presentation in class no later than March 7, 2018. Even though we may not discuss your book selection until after March 7, the report is still due by March 7.
2. Use the following format to prepare your review:
Give the proper citation of the book. Example: *The Working Life- The Promise and Betrayal of Modern Work*, by Joanne B. Ciulla, Times Books, Random House, Inc. New York, 2000.
3. Write a brief biography of the author. Be sure to include: place and date of birth and death, if appropriate, educational background, place of employment, professional experience, and other works. Information about authors may be found in The Directory of American Scholars, various versions of Who's Who, Biography and Genealogy Index, Current Biography, Dictionary of Literary Biography. Some authors may have a web site with biographical information or even include such information in the book.
4. State the reason(s) you chose this book.
5. In 3 – 5 sentences identify the scope and thesis of the book. The scope is the subject matter and /or time period encompassed by the book and the thesis is the purpose, findings and/or urgings of the book.
6. Describe the sources and/or origins of the body of knowledge used by the author.

Examples of primary sources include but are not limited to: contemporary reports, diaries, letters, manuscript collections, newspapers, government documents, and oral history. A primary source is an account of events at the time they occurred.

Examples of secondary sources include but are not limited to: magazine articles, journal articles, and books. A secondary source is an account of events based on primary sources.

7. Write Summary & Review of the book.

Content of the Summary & Review

The review must summarize what is important in the book and then critiques its substance. The writer should state the goal of the author and should assess the extent to which that aim is achieved. Please do not merely report the content of the book – the reviewer should rather engage with the material. Chapter-by-chapter summations are okay to include, but the report should also include aspects that you as reviewer regard as the most significant within the larger context of the volume. Ultimately, you want a lively, scholarly writing that will appeal to a broad cross-section of students, other scholars, and members of the educated public. As a rule readers are interested in at least two things: knowing whether the book is worth reading, and understanding how a volume contributes to the process, conception, and stature of human resources or related disciplines. Keep in mind that the best reviews are something of an art form, and entirely worth reading on their own. Please feel free to write with a bit of flair.

The use of bibliographic data should be minimal. The format is to include other references, when absolutely necessary, in parentheses within the text. When quoting from the book, always provide the page numbers for the quotes. Reviews should generally be between 800 and 1,200 words.

Responsibility for appropriate use of proper writing techniques rests with you. I, therefore, urge you to double check the final draft for accuracy of content, format, grammar, punctuation and spelling, along with the accuracy of cited passages and their page numbers, as well as any additional bibliographic data.

8. Write your opinion of the book. In 3 – 5 sentences clearly indicate whether you did or did not like the book and why. Then indicate the five most important lessons you learned from reading the book in five numbered paragraphs.

Problem C – due 4/4/2018 (30 points)

Using the oral reports and discussion of students who read and reviewed the books on the reading list that you did not choose to read , in 150 words or fewer each, encapsulate the content and major points of interest in each of the three books as well as whether you intend upon reading them at a later date.

Problem D - due 4/11/2018 (20 points)

In fifty words or fewer each, state your personal position regarding each of the debate topics that were presented, and explain the reasons that you have adopted your position. Turn in the Debate evaluation format.

Problem E - due 4/11/2018 (10 points)

Draw a picture encompassing what you learned in this class.

Problem F – due 4/11/2018 (50 points)

Conceptualize and reduce to writing your employment philosophy based on all that we have studied in this class. Include specific reference to aspects of employment discussed by the books used in class. Which of your beliefs have been solidified, and which have changed; what are your employment aims and goals; will you participate in employment related organizations, if so what kind, etc. Your paper should be no fewer than 750 words and no longer than 1500 words.

Thanks!

PARLIAMENTARY PROCEDURE CHART

TO DO THIS:	YOU SAY THIS:	CAN INTERRUPT?	REQUIRES SECOND?	DEBATABLE?	AMENDABLE?	VOTE
<u>Privileged Motions</u>						
Adjourn meeting	I move that we adjourn	no	yes	no	no	majority
Take a break	I move that we recess for (time)	no	yes	yes (time)	yes (time)	majority
Complain about heat, noise, etc.	I rise to a question of privilege	yes	no	no	no	none
<u>Subsidiary Motions</u>						
To postpone an item such that it can be resumed at any time (table)	I move that _____ be postponed temporarily	no	yes	no	no	majority
Stop debate and vote	I move to vote immediately	no	yes	no	no	2/3
Limit debate	I move to limit debate to (time)	no	yes	yes (time)	yes (time)	2/3
Postpone definitely	I move to postpone _____ definitely until (time)	no	yes	yes (time, reason)	yes (time)	majority
Study an issue more closely	I move to refer _____ to the appropriate body	no	yes	yes	yes	majority
Change the wording or meaning	I move to amend _____ by	no	yes	yes	yes	majority
Set aside a motion indefinitely (dies at end of meeting)	I move that _____ be postponed temporarily with the intent that the motion dies at the end of the meeting	no	yes	no	no	2/3

TO DO THIS:	YOU SAY THIS:	CAN INTERRUPT?	REQUIRES SECOND?	DEBATABLE?	AMENDABLE?	VOTE
<u>Main Motions</u>						
Raise an issue for discussion	I move that	no	yes	yes	yes	majority
Rediscuss a matter postponed temporarily	I move that we resume consideration of _____	no	yes	no	no	majority
Revote on an issue	I move to reconsider the vote on _____	yes	yes	yes	no	majority
<u>Incidental Motions</u>						
Overrule the Speaker	I appeal the decision of the chair	yes	yes	yes	no	majority
Temporarily not follow the Standing Rules	I move to suspend the rules to _____ (purpose)	no	yes	no	no	2/3
Not consider an issue (prior to any discussion)	I move that _____ be postponed temporarily	no	yes	no	no	2/3
Point out breach of conduct or procedure	I rise to a point of order	yes	no	no	no	none
Parliamentary inquiry	I rise to a parliamentary inquiry. Is it now appropriate to _____	yes	no	no	no	none
Request information	I rise to a parliamentary inquiry. I would like _____ explained	yes	no	no	no	none
Withdraw a motion	I withdraw my motion (only before it is read to the body)	yes	no	no (may object)	no	none (unless objection, then majority)
Verify voice vote	I call for a division	yes	no	no	no	none
Divide an issue	I request that _____ be divided into _____	no	no	no	no	none