

## SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

### ADMINISTRATION

Harry C. Katz, dean

Robert Smith, associate dean, academic affairs

Suzanne Bruyerè, associate dean, outreach

Gordon Law, librarian

Joseph Grasso, assistant dean, finance and administration

Martin Wells, director, research

Regina Duffey Moravek, director, office of career services

Christopher Crooker, director, external relations

Laura Lewis, director, office of student services

William J. Sonnenstuhl, director, graduate studies

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

### DEGREE PROGRAMS

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

### THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 900 undergraduates and approximately 200 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

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

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 outreach, (3) research, and (4) publications. It provides instruction to undergraduates and graduate students who are preparing for careers in industrial and labor relations, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Outreach.

The school's Conference Center, part of the extension division, initiates and hosts

conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

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

### GRADUATE DEGREES

More than 150 students on the Cornell campus are enrolled in graduate study in industrial and labor relations, one of the largest graduate fields in the university. Students may work toward the degrees of master of industrial and labor relations, master of professional studies, master of science, and doctor of philosophy. For further information on graduate programs, contact the ILR Graduate Programs Office, Cornell University, 214 Ives Hall, Ithaca, NY 14853-3901.

### DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

#### Human Resource Studies

The Department of Human Resource Studies consists of world-class faculty members engaged in research, teaching, and practice. These faculty members play integral roles in the administration of the Center for Advanced Human Resource Studies (CAHRS), an ILR-based research center funded by over 50 corporations, and the ILR Executive Education Program, which offers advanced training to HR practitioners. The goal in teaching is to balance a rigorous academic research approach with a real-world practice orientation. In this way, students are provided with state-of-the-art knowledge relevant to managing human resources in organizations.

#### International and Comparative Labor

The Department of International and Comparative Labor is concerned with industrial relations, unions, human-resource studies, and labor markets throughout the world. World-renowned faculty members are authorities on issues related to labor in Latin America, Europe, Asia, and Africa, as well as North America, and bring this knowledge to bear on the courses they teach to prepare students to understand the global marketplace.

#### Labor Economics

The Department of 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 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.

#### Labor Relations, Law, and History

The Department of Labor Relations, Law, and History brings together a diverse group of faculty members, all of whom are involved in researching and teaching about workers, employers, and the government policies that affect them. Its courses explore ILR issues in American society within a global framework using methods drawn from the social sciences, the humanities, and the legal professions.

#### Organizational Behavior

The psychologists and sociologists in the Department of Organizational Behavior use discipline-based theoretical perspectives to examine an array of empirical workplace phenomena. Their teaching and research focus on the impact of environmental, technological, and interpersonal relationships on work group and organizational dynamics.

#### Social Statistics

Faculty members in the Department of Social Statistics conduct research in the field of economic and social statistics. In applying their research results to their teaching, they provide their students with cutting-edge training on the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

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

### RESIDENT INSTRUCTION

This division conducts the on-campus programs leading to the degrees of bachelor of science, master of industrial and labor relations, master of professional studies, master of science, and doctor of philosophy from Cornell.

#### Office of Student Services

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

## Counseling and Advising

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

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

## Multicultural Programs

The School of Industrial and Labor Relations values diversity and is responsive to the unique social, academic and cultural contributions and needs of multicultural students. The school is committed to providing students with support that will enhance academic achievement, career development, and personal growth. The assistant director for multicultural affairs in the Office of Student Services works in conjunction with many university programs to provide services that ensure academic success and an enjoyable quality of life for ILR students. For more information, see the Multicultural Affairs web site: [www.ilr.cornell.edu/student-services/advising/multicultural](http://www.ilr.cornell.edu/student-services/advising/multicultural).

## STUDY OPTIONS

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

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 opportunities are available in numerous countries and foreign universities. Qualified students may spend a semester or a full year studying abroad.

A number of ILR courses deal directly with today's workplace issues and involve fieldwork in the Ithaca area and elsewhere in the country.

With early planning, some students may apply for and earn the M.S. degree in the fifth year.

## Minors

Students may pursue minors in any department in any college that offers them, subject to limitations placed by the department offering the minor or by the students' major. Completed minors will appear on the student's transcript. Not all departments offer minors. Consult the appropriate section in this catalog or contact the appropriate department for information on minors offered and how to pursue a minor.

## Study in Absentia

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit

toward completion of the Cornell degree. This study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee.

## Leave of Absence or Withdrawal

Students who desire to withdraw or take a personal leave of absence from the university should schedule an interview with a counselor in the Office of Student Services. Counselors will assist students in contacting the appropriate offices or departments of the university, if necessary. All health leaves are handled by Gannett Health Center ([www.gannett.cornell.edu](http://www.gannett.cornell.edu)).

## REQUIREMENTS FOR GRADUATION

To earn the Cornell bachelor of science degree in industrial and labor relations, a student must successfully complete 120 credits. This requires eight semesters of full-time study (30 credits a year on average), including work done while on an approved credit internship or study abroad program. Those who enter the school as transfer students will be required to complete four to six semesters in full-time residence, depending on the number of full-time semesters completed at another institution. Exceptions may be made by petitioning the ILR Academic Standards and Scholarships Committee. Those enrolled in the employee degree program, who typically study on a part-time basis, will be exempt from this requirement.

### New Curriculum Effective Fall 2008

#### First Year

##### FALL

First-year writing seminar*	3
ILR colloquium (introduction to ILR School, ILRID 1500)**	1
Introduction to Organizational Behavior (ILROB 1220)**	3
History of American Labor (ILRLR 1100)**	3
Introductory Microeconomics (ECON 1110)*	3
Elective	(3)
PE (university requirement)	

##### SPRING

First-year writing seminar*	3
Introductory Macroeconomics (ECON 1120)*	3
Electives	(9)
PE (university requirement)	

#### Sophomore Year

##### FALL

Statistical Reasoning (ILRST 2100)**	4
Labor and Employment Law (ILRLR 2010)**	3
Human Resource Management (ILRHR 2600)**	3
Advanced Writing†	3
Electives	(3)

## SPRING

Collective Bargaining (ILRLR 2050)**	3
Economics of Wages and Employment (ILRLE 2400)**	3
Western Intellectual Tradition†	3
Cultural Perspectives†	3
Science and Technology†	3

### Junior and Senior Years

ILR Elective courses—40 credits	40
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- Must include at least one course from an approved list in each of the following three areas: International and Comparative elective, Labor History elective, and Economic Policy elective
- Minimum of 24 credits of ILR course work, including 4950 Honors, 4990 Independent Study—with a maximum of 16 credits for non-ILR courses at Cornell as approved in ILR departments
- Maximum of 12 credits from foreign language or advanced math
- May include up to 9 credits for one semester abroad or 15 credits for a full year abroad
- Maximum of 16 credits in a credit internship program

Additional general elective credits (in addition to distribution requirements) 12

**Minimum total credits required for graduation** 120

\*Required courses usually taken in the College of Arts and Sciences

\*\*Required courses taken in the ILR School

†Distribution credits (courses you choose that satisfy requirements in certain categories)

Physical Education credit does not count toward the 120 credits

## ILR Math Requirement

A student who took AP calculus in high school and scored a 3 or better on the AB exam, or subscore of the BC exam, has fulfilled the ILR math requirement. If AP calculus wasn't completed, or if the scores noted above were not achieved, the student is expected to take and pass the ILR Math Assessment before registering for required courses in Statistics and Labor Economics.

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

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

## SCHEDULING AND ATTENDANCE

### Schedule Changes

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

### Class Attendance

It is each student's responsibility to attend all scheduled classes unless excuses have been approved by the faculty members. In some courses an instructor may permit a maximum number of class absences without a grade penalty or recommend withdrawal 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 treatment at Gannett Health Center or by another physician;
3. serious illness or death in the immediate family;
4. other circumstances beyond the student's control.

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

## STANDING AND GRADES

### Academic Integrity

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

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

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

Full details on the applications of those prohibitions to course work, term papers,

examinations, and other situations are listed in the code ([cunfo.cornell.edu/Academic/AIC.html](http://cunfo.cornell.edu/Academic/AIC.html)).

### Dean's List

A Dean's List is compiled for each of the four undergraduate classes each semester 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 semester 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 semester of 12 letter-graded credits;
3. completion of all courses registered for at the beginning of the semester;
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 semester:

1. an average of C (2.0) 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 (2.0) for all completed semesters.

If at the end of any semester 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 placed on a required leave of absence for one or two semesters.

### Involuntary Separation from the School for Academic Reasons

A student may be placed on a required leave of absence at the end of any semester when he or she has failed:

1. to establish good standing after a semester on warning;
2. to maintain an average of 2.0 in any semester after a previous record of warning;
3. to achieve good standing after being on warning any two previous semesters;
4. two or more classes in one semester or has a semester average of 1.0 or below.

The Academic Standards and Scholarships 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 2.0.

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

## SPECIAL ACADEMIC PROGRAMS

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

### Five-Year Master of Science Degree Program

With early planning it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish to 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.

### Credit Internship Program

The ILR Credit Internship Program affords advanced undergraduates (juniors and seniors) opportunities to enhance their understanding of the field of industrial and labor relations by working for a semester (approximately 15 weeks) in one of the professional careers it encompasses. The Credit Internship Program operates both domestically and internationally, from Washington, D.C., New York City, and Los Angeles to Geneva, London, Kuala Lumpur, and Beijing, among many other locations. For more information, please visit

ILR's Off-Campus Programs office in 381 Ives East and the ILR Credit Internship web site: [www.ilr.cornell.edu/creditinternships](http://www.ilr.cornell.edu/creditinternships). Students are also welcome to send email to Brigid Beachler, assistant director of off-campus credit programs, at [bk30@cornell.edu](mailto:bk30@cornell.edu).

### Summer Internships

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

### Programs in Washington

Interns work a minimum of 30 hours per week for the 15 weeks of the semester with approved organizations addressing issues of work and workplace relations. Students are also required to complete a comprehensive research project, related to their internship, that is graded by their ILR faculty supervisor. Students will also be required to take a 4-credit public policy course for ILR credit. Interns will receive a total of 16 ILR elective credits.

### ILR/UCD Semester in Dublin Program

The ILR/UCD Semester in Dublin Program is the educational centerpiece of a comprehensive collaboration between the ILR School at Cornell University and the Quinn School of Business at University College Dublin. The program's purpose is to afford eligible ILR undergraduate students (juniors and seniors) opportunities to enhance their understanding of various international dimensions of the field of industrial and labor relations through courses taught by leading scholars at one of Europe's most vibrant and dynamic universities. The curriculum consists of three required courses: European Industrial Relations and Human Resource Management, Multinationals in the Global Economy, and Irish History and Culture. In addition, students will select one elective course related to the ILR field. Students will receive 12 ILR elective credits for the three ILR-related courses and three transfer credits for the Irish History and Culture course, for a total of 15 credits. For more information, please visit the web site [www.ilr.cornell.edu/dublin](http://www.ilr.cornell.edu/dublin), or contact Brigid Beachler, assistant director of off-campus credit programs, at [bk30@cornell.edu](mailto:bk30@cornell.edu).

### 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 4 credits each semester) to research, write, and then defend the thesis.

### Study Abroad

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

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

Application for foreign study requires that the student meet the Cornell deadlines as well as those specified by the program(s) of interest. Applications include tentative class schedules, recommendations from faculty members, approval of the application by an ILR faculty committee, essays, and transcripts. After being approved in ILR, the application is sent to the Cornell Abroad office and then to the program for which the student is applying. For more information, contact Kevin Harris, associate director of student services, 101 Ives Hall, 255-2223, [kfh4@cornell.edu](mailto:kfh4@cornell.edu), or the Cornell Abroad office, 300 Caldwell Hall, 255-6224, [CornellAbroad@cornell.edu](mailto:CornellAbroad@cornell.edu), [www.cuabroad.cornell.edu](http://www.cuabroad.cornell.edu).

## LABOR RELATIONS, LAW, AND HISTORY

A. Colvin, chair (374 Ives Hall, 225-6693); M. Cook, J. Cowie, I. DeVault, R. Givan, M. Gold, K. Griffith, J. Gross, H. Katz, S. Kuruvilla, R. Lieberwitz, D. Lipsky, N. Salvatore, L. Turner

### ILRLR 1100 Introduction to U.S. Labor History

Fall and spring. 3 credits. R. Applegate, J. Berger, J. Cowie, I. DeVault, and N. Salvatore.

Introductory survey covering the major changes in the nature of work, the workforce, and the institutions involved in industrial relations from the late 19th century to the present.

### ILRLR 1200 Introduction to Disability Studies

Fall. 2 credits. Staff.

A survey of the facts and issues that affect individuals with disabilities. Topics may include history of the treatment of disabilities; disability in literature; models of disability; disability in education, employment, health

care, and the media; mental health and disability; accessible designs; and technologies for the disabled.

### ILRLR 2010 Labor and Employment Law

Fall and spring. 3 credits. M. Gold,

K. Griffith, J. Gross, and R. Lieberwitz.

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

### ILRLR 2050 Collective Bargaining

Fall and spring. 3 credits. A. Colvin, R. Givan, R. Hurd, H. Katz, D. Lipsky, R. Seeber, and L. Turner.

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

### ILRLR 2060 Writing Seminar in Law

Fall or spring. 3 credits. Limited to 15 students. Fulfills sophomore writing requirement. L. Adler, M. Gold, K. Griffith, J. Gross, and R. Lieberwitz.

Topics change depending on semester and instructor.

### ILRLR 2061 Citizenship, Race, and Class in 20th-Century America

Fall. 3 credits. Fulfills sophomore writing requirement. J. Berger.

Explores the ways Americans have defined what it means to be a citizen of the United States. How have understandings of race and ethnicity influenced immigration policy and determined who can or cannot become a citizen? Why do some members of minority groups argue they historically have had only second-class citizenship? What types of benefits and rights should citizenship entail?

### ILRLR 2063 Body, Mind, and Soul

Fall. 3 credits. Fulfills sophomore writing requirement. J. Cowie.

Bruce Springsteen once said that Elvis Presley freed our bodies and Bob Dylan freed our minds. Ever since then, Springsteen has been working on our souls. This sophomore writing seminar will hone our analytical and writing skills by examining the historical context and artistic expressions of these three icons of the fifties, sixties, and seventies respectively. We will explore the roots of each artist's work in relationship to history, race, gender, class, postwar culture, politics, as well as each other. This writing seminar will require an intensive amount of reading, writing, and rewriting in order to penetrate the complexities of these artists' contributions to American culture.

### ILRLR 2070 Writing Seminar in History

Fall or spring. 3 credits. Limited to 15 students. Fulfills sophomore writing requirement. R. Applegate, J. Berger, J. Cowie, I. DeVault, and N. Salvatore.

Topics change depending on semester and instructor.

**ILRLR 2080 Writing Seminar in Collective Bargaining**

Fall or spring. 3 credits. Limited to 15 students. Fulfills sophomore writing requirement. K. Bronfenbrenner, A. Colvin, R. Hurd, H. Katz, and D. Lipsky.

Topics change depending on semester and instructor.

**ILRLR 2090 Work and Labor in the Global Economy**

Spring. 3 credits. Limited to 20 students. Fulfills sophomore writing requirement. K. Bronfenbrenner.

Examines the evolution of the American workplace in the past 20 years in the context of the global economy. Through a combination of nonfiction, fiction, workplace site visits, worker interviews, guest speakers, and weekly short writing assignments, students explore the changing nature of corporate structure, the workplace, the work process, and workers' lives in a range of occupations in five different sectors of the economy: IT, manufacturing, public sector, health care, and casual labor. Guest speakers include workers, union leaders, and employers from companies in the target sectors. Site visits are made to both union and nonunion facilities. Particular emphasis is placed on exploring how work, workers, and communities have been impacted by globalization.

**ILRLR 3010 Labor Union Administration**

Fall. 4 credits. R. Hurd.

Study and analysis of the structure and operations of American unions, including the complicated internal life of the organizations; the varied environments in which unions develop and grow or decline; the relationship of national unions, local unions, and members in the context of internal union government; the ways in which unions are set up to handle organizing, collective bargaining, contract administration, and political activity; and the widespread movement toward merger and consolidation of unions. Examines the role of union leaders and the strategic choices they make. Attention is given to current developments in the labor movement and to the eternal problems of attaining union democracy.

**ILRLR 3020 Strangers and Citizens: Immigration and Labor in U.S. History**

Fall or spring. 4 credits. I. DeVault.

Explores immigrant workers' experiences in the 19th and 20th centuries from different perspectives. Students examine what it meant to the immigrants themselves to arrive as strangers in the United States and the ways in which preexisting American groups defined these immigrants as "strangers." Similarly, students look at U.S. citizens in their roles as greeters of immigrants, detractors of immigrants, and as models for the aspirations of immigrants. The main examples are taken from the industrial and union realms.

**ILRLR 3030 Working-Class America in Mass Media and Popular Culture**

Spring. 4 credits. J. Cowie.

Examines a variety of representations of working people found in commercial popular culture throughout the 20th century as a means to explore the ways in which history, memory, and politics are shaped through

popular discourse. Uses sources as diverse as popular music, Hollywood movies, the mainstream press, and television sitcoms to understand the ideological and political influences on our preconceptions of workers, and how those forces influence our notions of authenticity, the historical experience, and the politics of social class.

**ILRLR 3040 Special Topics: Labor History**

Fall or spring. 4 credits. Prerequisite: permission of instructor. R. Applegate, J. Cowie, and I. DeVault.

Undergraduate seminar whose topic changes depending on semester and instructor.

**ILRLR 3042 Varieties of American Dissent, 1880-1990 (also AMST/HIST 3240)**

Spring. 4 credits. N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course explores the varieties of economic, political, and cultural dissent in American between 1880 and 1990, and examines how understanding dissent in its specific historical context illuminates major aspects of American life and culture.

**ILRLR 3060 Recent History of American Workers: From the '60s through the '90s**

Fall. 4 credits. J. Cowie.

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

**ILRLR 3070 U.S. Business History: The Changing American Corporation**

Spring. 4 credits. R. Applegate.

Surveys the changing organization of business firms in the United States since the Civil War, with a central focus on the historically dominant form of American business organization: the large industrial corporation. Course work covers the distinctive features and historical significance of the corporations known as "big business" by investigating the circumstances of their creation, successive phases of their organizational restructuring, the expanding reach of their managerial controls from firms to industries and markets, and the enduring contest over their governance.

**ILRLR 3071 Governing Economic Development: The U.S. Experience**

Fall. 4 credits. R. Applegate.

Surveys the history of U.S. economic development from the perspective of the governance structures created to organize and control economic activity, emphasizing the changing regulatory roles of public and private institutions. Course work covers

successive periods of economic development: a comparison of the "old liberal" governance regimes of the 19th century with the "new liberal" regimes created in the 20th century is followed by an investigation of the post-1970s contest between "neoliberal" and "neoprogressive" forms of economic regulation.

**ILRLR 3072 Union Advocacy for Equality and Social Justice**

Fall or spring. 2 credits. R. Hurd.

An exploration of the U.S. labor movement's relatively recent embrace of immigrant rights and support for the concerns of lesbian, gay, bisexual, and transgender workers. Also a review of labor's longer-term involvement in the women's rights and the civil rights movements. Attention to the role of labor constituency groups including Coalition of Labor Union Women, Asian Pacific American Labor Alliance, A. Phillip Randolph Institute, Coalition of Black Trade Unionists, Labor Council for Latin American Advancement, and Pride at Work. Also covers individual union political advocacy and targeted bargaining innovations related to equality and social justice.

**ILRLR 3830 Workers' Rights as Human Rights**

Fall or spring. 4 credits. J. Gross.

Examines U.S. domestic labor law and policy using internationally accepted human rights principles as standards for judgment. Considers the idea of human rights, its philosophical and moral origins, and introduces the legal and social obligations of both governments and nonstate actors to respect the human rights of workers. Topics include the Universal Declaration on Human Rights, ILO International Labor Standards, the Declaration on Fundamental Principles and Rights at Work, workers' freedom of association and the right to organize and collectively bargain, occupational health and safety, discrimination, forced labor, child labor, migrant labor, labor rights defined in international trade agreements, the value judgments underlying labor policy choices, and the struggle for enforcement of human rights standards nationally and internationally. The course examines these topics in an internationally comparative context and includes presentations and discussions from international experts on various human rights issues.

**ILRLR 3850 African American Social History, 1865 to 1910: The Rural and Urban Experience**

Fall. 4 credits. N. Salvatore.

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

**ILRLR 3860 African American Social History, 1910 to the Present: Race, Work, and the City**

Spring. 4 credits. N. Salvatore.

Examines the experience of black Americans from the start of the Great Migration just before World War I. Topics include the effects of migration on work experiences and unionization patterns, the impact of depression and two world wars on black social structure and economic status, the

growth of the Civil Rights movement, and the impact of migration and urbanization on a variety of social and cultural institutions.

**ILRLR 3880 Unfree Labor: Servants, Slaves, and Wives**

Fall or spring. 4 credits. I. DeVault. Examines various forms of unfree labor, mostly in the antebellum (pre-Civil War) era in the United States. Will look at the situation of indentured servants and apprentices, African slaves, and wives of all social classes. Reading includes both autobiographical and historical studies. Will also discuss the contrasts and interrelationships among these different groups of early American workers.

**ILRLR 4000 Union Organizing**

Spring. 4 credits. Prerequisites: ILRLR 2010/5010, 2050/5000. K. Bronfenbrenner. Examines the theory, practice, and strategy of organizing in a global economy. Addresses current challenges facing unions organizing in both the public and private sector, in certification elections, and card check campaigns. Topics include review of organizing theory, the social and political context of current organizing, the debate on organizing policy and labor law reform, worker attitudes toward organizing, changing employer strategies and tactics, staffing and financing organizing campaigns, strategic targeting, organizing styles and tactics, changing demographics of newly organized workers, organizing outside the labor board process, and the limits and possibilities of organizing on a global scale.

**ILRLR 4020 Migrant Workers (also HIST/LATA/LSP 4310)**

Spring. 3 credits. R. Craib. For description, see LSP 4310.

**ILRLR 4022 Disability and Employment Policy**

Spring. 2 credits. S. Bruyère and T. Golden. Provides an overview of a range of public policies regarding the employment of people with disabilities. Students are introduced to the historical development of disability public policy and to contemporary practices in implementing these policies at the state and organizational levels. Students explore the multiple areas of public policy relevant to persons with disabilities, including veterans legislation, worker's compensation, vocational rehabilitation, workforce development, social insurance, and civil rights legislation such as the Americans with Disabilities Act (ADA). Throughout the class, students will consider the relationship between disability employment policy and larger social and political developments. Students also will analyze how public policies have developed in practice, bridging the divides between policy as written, policy as implemented, and policy as practiced.

**ILRLR 4030 The Economics of Collective Bargaining in Sports**

Fall or spring. 4 credits. L. Kahn. Surveys economic and industrial issues in the sports industry. Topics include salary determination, including free agency, salary caps, salary arbitration; competitive balance and financial health of sports leagues; antitrust issues in sports; labor disputes, union history, and contract administration issues in sports leagues; discrimination in sports; and performance incentives.

**ILRLR 4040 Contract Administration**

Fall. 4 credits. Prerequisites: ILRLR 2010/5010, 2050/5000. K. Bronfenbrenner. Focuses on the practice, nature, and challenges of union representation under collective bargaining agreements. Working with union contracts, constitutions, and by-laws from a diversity of national and local public- and private-sector agreements, the course examines how U.S. unions represent their members in different industries and different collective bargaining environments. Issues addressed include union representative/steward rights and responsibilities, contract enforcement structures and practice, access to information, new work systems, hours of work and scheduling, contingent staffing arrangements, workplace discrimination, health and safety, promotional opportunities, downsizing, leadership development, membership involvement and commitment, internal organizing, community coalition building, and decertification campaigns. Students practice hands-on work in interpreting contract language and preparing and presenting grievances and unfair labor practices.

**ILRLR 4050 Employment Law I**

Fall. 4 credits. Prerequisites: ILRLR 2010, 5010, or permission of instructor. Attendance and participation mandatory. May be taken either before or after ILRLR 4051. L. Adler.

Takes a similar approach to ILRLR 4051, but the subject matter differs. Topics include employment at will and its exceptions; the role of the Constitution in the U.S. workplace; the law of electronic and traditional privacy at work; and the slowly evolving rights of contingent workers in the old and new economies. Reviews primarily federal and state court decisions and focuses upon the way that employees' rights are advanced or constricted by law.

**ILRLR 4051 Employment Law II**

Fall or spring. 4 credits. Prerequisites: ILRLR 2010, 5010, or permission of instructor. Attendance and class participation mandatory. May be taken either before or after ILRLR 4050. L. Adler. Takes a similar approach to ILRLR 4050, but the subject matter differs. Topics include the meaning and validity of preemployment arbitration agreements; the critical distinctions in the status and thus the rights of employees, independent contractors, and contingent workers; what rights the working poor, the homeless, and workfare individuals have on the "job"; and the origin and application of the workers' compensation laws that apply when people are injured or contract disease from their work. Reviews primarily federal and state court decisions and focuses on the way that employees' rights are advanced or constricted by the law. There are considerable reading responsibilities.

**ILRLR 4060 Hospitality Industry Labor Relations (also HADM 4481)**

Spring. 4 credits. R. Hurd and D. Sherwyn. Topics include critical labor relations issues facing the hospitality industry, including the impact of the structure and performance of the industry on the collective bargaining environment; labor relations strategy of UNITE-HERE, the key union representing hospitality industry workers; labor relations strategies of selected hospitality industry corporations; labor-management partnerships;

and neutrality, union organizing, and the expanding reach of hospitality industry labor relations. All students will participate in simulated organizing campaigns and contract negotiations. Representatives of management and unions will address the class on key contemporary developments.

**ILRLR 4070 Contemporary Trade Union Movement**

Fall. 4 credits. Prerequisites: undergraduates, ILRLR 1100; graduate students, ILRLR 5020. R. Hurd. Examination of contemporary trade union issues, including union power, political action, collective bargaining approaches, and organizing efforts. Covers structural, functional, and strategic aspects of contemporary unions. Speakers from the union movement address the class.

**ILRLR 4820 Ethics at Work**

Fall or spring. 4 credits. Prerequisite: junior or senior standing or permission of instructor. M. Gold. Examines major theories of ethics, then applies them 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.

**ILRLR 4860 Collective Bargaining in the Public Sector**

Spring. 4 credits. Prerequisites: ILRLR 2010 and 2050/5000. L. Adler. Examines the history of public employees' collective bargaining and other workplace rights. Emphasis is placed on the current trade-offs between municipal and state governments and their unionized employees in New York City and state, although trends in other states and the federal sector are also examined. Topics include representation rights, public sector workers ability to leverage their power, unfair labor practices, impasse procedures, the scope of collective bargaining, and a limited treatment of the U.S. constitution in the public workplace. Also examines the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. Throughout, the course illustrates how the exercise of public employee rights impacts municipal, state, and federal public-policy labor-market considerations. There are several prominent guest speakers.

**ILRLR 4880 Liberty and Justice for All**

Fall or spring. 4 credits. Prerequisite: junior or senior standing or permission of instructor. M. Gold. Examines major theories of ethics, then applies them 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.

**ILRLR 4950 Honors Program**

For information, contact ILR Office of Student Services.

**ILRLR 4970-4980 Field Research, Internship**

Fall and spring. 4970, 4 credits; 4980, 8 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 4970, for 4 credits graded A+ to F for individual research, and for 4980, for 8 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

#### **ILRLR 4990 Directed Studies**

Fall and spring. 4 credits. Staff.  
For individual or group research projects conducted under the direction of a member of the ILR faculty, in a special area of labor relations not covered by regular course offerings. Sophomores, juniors, and seniors with a preceding semester of 3.0 semester average are eligible to submit projects for approval by the Academic Standards Committee. Students should consult with a counselor in the Office of Student Services at the time of CoursEnroll to arrange for formal submission of their directed study.

#### **ILRLR 5000 Collective Bargaining**

Fall. 3 credits. Prerequisite: graduate standing. Recommended: previous or concurrent enrollment in ILRLR 5010. A. Colvin, H. Katz, S. Kuruvilla, and D. Lipsky.  
Comprehensive introduction to the industrial relations system of the United States. Covers the negotiation, scope, and day-to-day administration of contracts; union and employer bargaining structures; implications of industrial relations issues for U.S. competitiveness and public policy; industrial conflict; and U.S. industrial relations in international and comparative perspective.

#### **ILRLR 5005 Employee Benefits: Law, Policy, and Practice**

Fall or spring, seven-week course. 2 credits. L. Compa.  
Offers a general overview of the basics of ERISA, retirement plans, and health insurance, with some additional treatment of other employee benefits such as sick leave, parental leave, and child care. Examines these issues in (1) a policy context, since health insurance and pension protection will be at the top of the national policy agenda with a new administration and Congress in Washington; and (2) a collective bargaining context, since bargaining over employee benefits presents sharp challenges to employer and union negotiators.

#### **ILRLR 5010 Labor and Employment Law**

Fall. 3 credits. Prerequisite: graduate standing. A. Colvin, L. Compa, M. Gold, K. Griffith, and R. Lieberwitz.  
Survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half 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.

#### **ILRLR 5020 History of Industrial Relations in the United States since 1865**

Fall or spring. 3 credits. Prerequisite: graduate standing. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.  
Introductory survey course emphasizing historical developments in the 20th century. Special studies include labor union struggles over organizational alternatives and such other topics as industrial conflicts, working-class lifestyles, radicalism, welfare capitalism, union democracy, and the expanding authority of the federal government.

#### **ILRLR 5040 The U.S. Industrial Relations System**

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

#### **ILRLR 6000 Special Topics: Labor Law**

Fall or spring. 4 credits. Prerequisite: permission of instructor. Open to graduate students and upper-division undergraduates. Sem. A. Colvin, L. Compa, M. Gold, K. Griffith, and R. Lieberwitz.  
Topic changes depending on semester and instructor.

#### **ILRLR 6011 Negotiation: Theory and Practice**

Fall or spring. 4 credits. Prerequisites: background in economics and social sciences, or permission of instructor. D. Lipsky and R. Seeber.  
Deals with negotiation and bargaining, focusing on process, practice, and procedures. Concentrates on the use of negotiation and bargaining to resolve conflicts and disputes between organizations and groups. Discusses various theories of negotiation, including conventional, "positional" bargaining, interest-based bargaining, the use of power in negotiation, and game theoretic approaches to bargaining. Examples, cases, and exercises are used to illustrate general principles. This is a generic negotiation course and thus does not deal with labor relations nor does it focus on any particular type of negotiation. Rather, it examines negotiation and bargaining generally, using examples drawn from several contexts, including employment relations, environmental disputes, real estate transactions, and other settings.

#### **ILRLR 6012 Managing and Resolving Conflict**

Fall or spring. 4 credits. Prerequisite: background in economics and social sciences or permission of instructor. A. Colvin, D. Lipsky, and R. Seeber.

Deals with managing and resolving workplace conflicts and examines dispute resolution and conflict management in both union and nonunion settings. The course covers two related topics: (1) third-party dispute resolution, including alternative dispute resolution (ADR), with a primary focus on the use of mediation and arbitration but also dealing with other dispute resolution techniques, such as fact-finding, facilitation, peer review, and the ombuds function; (2) conflict management in organizations, including the recent development of conflict management systems. The course reviews the factors that have caused the growth of ADR and conflict management systems, and it provides instruction on the design, implementation, and evaluation of such systems.

#### **ILRLR 6014 Industrial Relations in Transition**

Spring. 4 credits. Prerequisite: senior or graduate standing. H. Katz.  
Considers whether recent developments such as concession bargaining, worker participation programs, and the growth of nonunion firms represent a fundamental transformation in industrial relations practice. Reviews recent research and new theories arguing that such a transformation is occurring, including the work of Piore and Sabel, Bluestone and Harrison, and Kochan, McKersie, and Katz. Also reviews the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material focuses on industrial relations practice in the private sector in the United States, although some attention is paid to developments in Western Europe, the United Kingdom, and Japan.

#### **ILRLR 6018 Current Issues in Collective Bargaining: Theory and Practice**

Spring. 4 credits. K. Bronfenbrenner.  
Examines the theory and practice of the collective bargaining process in the past three decades. This will be achieved both through a review of recent literature on bargaining theory and through the analysis and evaluation of a series of collective bargaining campaigns from a variety of industries, unions, strategic models, and outcomes both in the United States and around the world, starting with the Phelps Dodge Strike in 1982 and ending with recent contract campaigns with large transnational firms, which students will research and write about as their final paper. Subjects include changing bargaining climate, bargaining theory, variations in bargaining structures and practices, union and company power analysis, role of membership in bargaining, interest-based bargaining, bargaining with transnational firms, comprehensive and cross-border campaigns, strikes and lockouts, community labor coalitions, bargaining in an era of global economic crisis, and bankruptcy and bargaining.

#### **ILRLR 6019 Dispute Resolution Practicum**

Spring. 2 credits. Limited to 20 students. D. Lipsky, R. Scanza, and R. Seeber.  
Purpose is to link classroom discussion and analysis of arbitration and mediation with opportunities for students to observe actual arbitration and mediation cases. The course is designed to be an advanced seminar for graduate and undergraduate students who have a serious interest in pursuing a career in

arbitration or mediation. Classroom discussions and readings will focus on both labor arbitration and mediation (i.e., the use of arbitration and mediation in unionized settings) and employment arbitration and mediation (i.e., the use of arbitration and mediation in cases involving nonunion employees).

#### **ILRLR 6020 Arbitration**

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: ILRLR 2010, 2050, 5000, and 5010. A. Colvin, J. Gross, and R. Lieberwitz.

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

#### **ILRLR 6040 Theories of Equality and Their Application in the Workplace**

Spring. 4 credits. R. Lieberwitz.

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

#### **ILRLR 6060 Theories of Industrial Relations Systems**

Fall. 4 credits. Prerequisites: senior or graduate standing; ILRLR 1100, 2050, and 5000. H. Katz.

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

#### **ILRLR 6070 Values in Law, Economics, and Industrial Relations**

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: ILRLR 2010, 2050, 5000, and 5010. J. Gross.

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

#### **ILRLR 6079 Low-Wage Workers and the Law**

Fall or spring. 4 credits. Prerequisite: ILRLR 2010 or permission of instructor. K. Griffith.

Examines labor and employment law as it affects low-wage (including documented and undocumented immigrant) workers. Covers traditional labor and employment law statutes as well as new developments in labor and employment law that affect low-wage workers. Much of the course is dedicated to federal legislation and case law related to the above.

Also covers the overlap between labor and employment law and low-wage and immigrant worker organizing efforts.

#### **ILRLR 6080 Special Topics in CB, LL, and L History**

Fall or spring. 4 credits. Staff.

Topics change depending on semester and instructor.

#### **ILRLR 6081 Public Policy and Public Sector Employment Relations**

Fall. 4 credits. Prerequisites: ILRLR 2010/5010 or permission of instructor. L. Adler/S. Klingel.

Examines legal and other public employment conflicts created by taxation, education, fiscal failings, and labor/management problems. Student understanding will be informed by assessing the conflict resolution value of litigation, interest-based bargaining, traditional collective bargaining, and alternative dispute-resolution mechanisms. Journal review, legal cases, and policy readings related to current, critical challenges to the public employment relationship will comprise our traditional study. As important will be observations/work with dispute resolution professionals, litigators, and collective bargaining practitioners. In addition to assigned readings, class participation, and an encouraged modest externship, there will be one examination and one or more significant writing assignments.

#### **ILRLR 6082 Collective Bargaining Simulation**

Fall. 4 credits. Limited to 18 students. Prerequisite: junior, senior, or graduate standing. (Course may not show on undergraduate track; undergraduates may register via graduate track.) Recommended: previous or concurrent enrollment in collective bargaining theory and labor law course. Attendance at first class is vital; no student accepted if not enrolled before second class. Up to two required evening bargaining sessions. Course workload heavier early in semester. H. Kramer.

Students prepare for and participate in a simulated negotiation between a hypothetical corporation and a hypothetical union in a typical big company within a midsize single site bargaining unit context. Students are assigned, usually in line with preferences, to a management or union bargaining team. The course stresses the negotiation process over settlement or substantive outcomes. Negotiation problems are as real life as possible, constrained by student time needs and with attention given to dynamic legal, political, economic, and communications concerns as well as power, information, and time factors. Participants plan for negotiations, reach agreements in principle, negotiate language, and bargain over wages, pensions, health care, and noneconomic items in the context of a company and union with an established contract, policies, and culture. This is a small, hands-on, interactive, program with active participation essential.

#### **ILRLR 6084 Public Policy and Public-Sector Employment Relations**

Fall. 2 credits. Prerequisite: ILRLR 2010 or permission of instructor. L. Adler and S. Klingel.

Examines legal and other public employment conflicts created by taxation, education, fiscal failings, and labor/management problems. Students' understanding will be informed by assessing the conflict-resolution value of litigation, interest-based bargaining, traditional

collective bargaining, and alternative dispute-resolution mechanisms. Journal review, legal cases, and policy readings related to current, critical challenges to the public employment relationship will comprise the traditional study. As important, will be field trip work with dispute-resolution professionals, litigators, and collective-bargaining practitioners.

#### **ILRLR 6830 Research Seminar in the History of Industrial Relations**

Fall or spring. 4 credits. Prerequisites:

ILRLR 1100, 5020. J. Cowie and I. DeVault.

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

#### **ILRLR 6840 Employment Discrimination and the Law**

Fall or spring. 4 credits. Prerequisite: ILRLR 2010/5010 or equivalent. M. Gold, K. Griffith, and R. Lieberwitz.

Examines the laws against employment discrimination based on race, color, religion, sex, national origin, age, and disability.

#### **ILRLR 6870 Introduction to Labor Research**

Spring. 4 credits. Limited to 20 students. K. Bronfenbrenner.

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

#### **ILRLR 6890 Constitutional Aspects of Labor Law**

Fall or spring. 4 credits. R. Lieberwitz.

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

#### **[ILRLR 7030 Qualitative Research Methods in Industrial Relations and Human Resources**

Spring. 4 credits. Prerequisite: M.S. and Ph.D. students; ILRLR 5000. Recommended: statistics course beyond level of ILRST

5100. Next offered 2011–2012. S. Kuruvilla.

Advanced doctoral seminar that focuses on the philosophy of inquiry, generally, as well as the various paradigms governing research on work.]

#### **ILRLR 7070 Seminar on Conflict and Dispute Resolution**

Spring. 3 credits. A. Colvin.

Examines past and present research on conflict and dispute resolution. Covers a variety of perspectives on conflict and its resolution. Readings will include a mixture of classic works on conflict and dispute resolution in work and employment relations,



as well as recent conceptual and empirical studies in this area.

**ILRLR 7080 Negotiations in Practice**

Fall. 3 credits. Next offered 2011–2012.  
S. Kuruvilla.

Provides opportunities for students to develop their negotiating abilities for use in organizational and other settings.]

**ILRLR 7081 Seminar in American Labor History (also HIST 6830)**

Fall or spring. 3 credits. Prerequisite: graduate standing and permission of instructor. J. Cowie and I. De Vault.

Topics change depending on semester and instructor.

**ILRLR 7900 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.

**ILRLR 7980 Internship**

Fall and spring. 1–3 credits.

Designed to grant credit for individual research—under the direction of a faculty member—by graduate students who have been selected for an internship. All requests for permission to register for ILRLR 7980 must be approved by the faculty member who will supervise the project.

**ILRLR 7990 Directed Studies**

Fall and spring. Credit TBA.

For individual research conducted under the direction of a member of the faculty.

**ILRLR 9800 Workshop in Collective Bargaining, Labor Law, and Labor History**

Fall and spring. 2 credits. Prerequisite: M.S. and Ph.D. candidates in department. S–U grades only. Staff.

Provides a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Labor Relations, History, and Law, 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 is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of his or her thesis research.

## HUMAN RESOURCE STUDIES

L. Dyer, chair (192 Ives Hall, 255-8805); R. Batt, B. Bell, J. Bishop, D. Burton, D. Cohen, C. Collins, L. Dragoni, L. Gasser, J. Grasso, K. Hallock, J. Hausknecht, R. Hewerston, C. Homrighouse, B. Livingston, L. Nishii, C. Warzinski, W. Wasmuth, P. Wright

**ILRHR 2600 Human Resource Management**

Fall and spring. 3 credits. Prerequisite: ILR students or permission of instructor. Staff.

Intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations. In addition, this course covers current topics in HRM that have resulted from environmental and organizational challenges (e.g., technology, globalization, legislation, restructuring, work/life balance, changing labor markets). Emphasis is placed on developing relevant problem-solving and critical-thinking skills, as the basic concepts of HRM and the skills developed in this course

are applicable to all types of organizations and jobs in which students will eventually work.

**ILRHR 2660 Essential Desktop Applications**

Fall, spring, and summer. 2 credits. Limited enrollment. C. Homrighouse.

Provides skills in the use of personal computers that run the Windows operating system. Covers the basics and time-saving techniques for Windows, Lexis Nexis, and Microsoft Excel, Access, and PowerPoint. Emphasizes hands-on experience and development of PC-based solutions by using examples that address human resource and other practical real-world issues. The skills developed in this course are useful prerequisites for several elective courses in human resource management and essential in the 21st-century workplace.

**ILRHR 2680 Job Loss**

Fall. 3 credits. Sophomore writing course.

Limited to 15 students. K. Hallock.

Students gain an understanding of the effects of layoffs on firms, from an interdisciplinary perspective. By the end of the course, students should know quite a bit about the who, what, where, when, and why of layoffs and they should understand the effects of the layoffs on firms. Readings from economics, sociology, political science, psychology, finance, industrial relations, and human resource management. The course includes discussion of recent theory and research. However, the strong focus will be on applications and on writing. Issues include federal and state legislation and public policy, how layoffs actually occur—the procedures used by human resource managers in implementing layoffs, reasons for layoffs, types of workers involved in layoffs, timing of layoffs, layoffs and managerial outcomes (such as compensation and managerial turnover), layoffs and firm performance in the short run, layoffs and firm performance in the long run, case studies, and suggestions for policy. Occasional speakers will join the class: for example, Louis Uchitelle from the *New York Times* has agreed to speak about writing and his work on layoffs.

**ILRHR 2690 Cross-Cultural Perspectives on Work**

Spring. 4 credits. Writing course.

Prerequisite: ILRHR 2600 or equivalent.

L. Nishii.

Most management theories have been developed and tested by Western scholars, based on Western cultural assumptions regarding the bases of human cognition, motivation, and emotion. Yet, the vast majority of the world's population is non-Western and lives accordingly, based on different cultural assumptions. Students will begin by learning about theories of cultural variation, then will learn about the implications of these cross-cultural differences for basic HR and OB concepts.

**ILRHR 3600 Human Resource Economics and Public Policy**

Spring. 4 credits. Prerequisite: sophomore, junior, or senior standing. J. Bishop.

State and local efforts to improve K–12 education are employing a variety of (sometimes contradictory) reform strategies. This course critically examines the case that is made for (and against) each of the major reform proposals and review studies that provide objective evidence on their effectiveness. The education reform strategies

examined include vouchers, charter schools, small schools, career academies, extending the school day and year, better preparation and selection of new teachers, better professional development, ending tenure, merit pay, state standards and school accountability, ending social promotion, and externally set end-of-course examinations.

**ILRHR 3620 Career Development: Theory and Practice**

Fall, spring, seven weeks. 2 credits. Limited to 30 students. S–U grades only. L. Gasser.

Covers the components of career management, individual factors, and organizational realities in the development of both careers and organized programs for career management. Two complementary learning tasks are required: information-gathering for career decision making based on self-assessment activities, and comprehension of organizational circumstances and practices encountered as careers develop. Grades are based on short writing assignments and a final project.

**ILRHR 3650 Organizational Consulting: Process and Results**

Fall. 4 credits. Prerequisite: ILRHR 2600 or equivalent. R. B. Hewerston.

Provides students with the insights and tools they need to work successfully as human resource generalists who consult with operating managers to improve organizational effectiveness. The consulting process is examined from both an interpersonal and systems perspective. This includes the knowledge and skills required to build trust and influence, contract with clients, and maintain good working relationships with clients. It also includes developing a clear comprehension of the consulting process from diagnosis, through action planning, to implementation and completion. While attention is given to theory and practice, the focus is on gaining hands-on experience dealing with real-world issues. As a final project, students design and present consulting plans based on actual case situations (e.g., implementing a new HR program, effectuating a new organizational culture, and enhancing project team operations).

**ILRHR 3670 Employee Training and Development**

Fall. 4 credits. Prerequisite: ILRHR 2600; undergraduate standing. B. Bell and L. Dragoni.

Faced with increasing competition, globalization, technological complexities, and dynamic labor markets, firms increasingly are struggling to determine the best approaches to training and developing their workforces. This course introduces the issues, concepts, and processes with which firms are wrestling, as well as specifics on planning, designing, implementing, and evaluating training and development programs. After completing this course, participants should be able to conduct a needs assessment, evaluate employee readiness, evaluate the strengths and weaknesses of various training and development techniques, solve transfer of learning problems, and design evaluation procedures.

**ILRHR 4600 International Human Resource Management**

Fall. 4 credits. Prerequisite: ILRHR 2600 or equivalent. L. Nishii.

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

#### **ILRHR 4603 Work Groups and Teams**

Fall and spring, seven weeks. 2 credits.  
Prerequisites: ILRHR 2600; undergraduate standing. B. Bell.

In recent years, there has been a shift from work organized around individual jobs to team-based work structures. This course examines the factors influencing the emergence of teams as basic building blocks of organizations and the implications of team-based work structures for human resource management. The first part of the course focuses on the different types of teams that can exist within organizations and the determinants of work-team effectiveness. Attention is then shifted to examining the key aspects of the creation, development, operation, and management of work teams. The goal of the course is to provide students with a better understanding of how organizations can enhance the effectiveness of their work groups and teams.

#### **ILRHR 4610 Working in the New Economy: The Sociology of Work**

Spring, 4 credits. Prerequisite: undergraduate standing. R. Batt.

This seminar draws on qualitative studies of the workplace in the United States and abroad to examine how workers and managers are affected by changes in globalization technologies, business strategies, labor markets, and other factors. What dilemmas and conflicts emerge, how are they managed, and what are their outcomes? Readings cover firsthand accounts of people's experiences in a wide range of occupations and industries, including professional, service, and factory workers.

#### **ILRHR 4612 Compensation in Service Firms (also HADM 4612)**

Spring, 3 credits. Prerequisite: ILRHR 2600. M. Sturman.

This course is designed to give students a practical understanding of the methods and implications of compensation, including hands-on experience designing compensation systems for firms in the service industry. (It provides material that is distinct from that provided in ILRHR 6690 Managing Compensation.) Students will learn how to design a pay plan, including base pay and pay-for-performance plans. By the completion of the course, participants will know how to design pay ranges and grades for organizations in which most jobs can be benchmarked with market data. The course will also devote considerable time to the design of incentive plans, including merit pay, bonuses, gainsharing, profit sharing, piece-rate, tipping, and commission systems. The course is useful for those desiring employment as an entry-level compensation specialist or a human resources generalist, those starting and running their own business, or those who want a better understanding of how human

resource practices are actually managed. For students with a particular interest in compensation, the course can be taken in addition to the ILRHR 6690 course; those interested in compensation in the services industry can take this as a standalone course.

#### **ILRHR 4620 Staffing Organizations**

Spring, 4 credits. Prerequisite: undergraduate standing. C. Collins, J. Hausknecht, and B. Livingston.

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

#### **ILRHR 4631 Managing Compensation**

Spring, 4 credits. Prerequisites: ILRHR 2600 or equivalent; undergraduate standing. Staff.

Compensation, including direct wages, indirect payments, and employee benefits, is studied from the points of view of theory and practice. Upon completion of the course, students should be able to analyze wage surveys, evaluate jobs, create salary structures, and administer compensation programs within the context of sound economic and motivational theory, and to align rewards with business strategy. Topics include strategic perspectives on pay, internal equity and alignment; external competitiveness, pay for performance; compensating special groups (including unionized employees, executives, and boards of directors), international compensation, employee benefits, and compensation administration (costing, taxation, regulation, etc.).

#### **ILRHR 4632 Finance for Human Resources**

Fall, 4 credits. J. Grasso.

Provides students with basic concepts of financial management and analysis, with an emphasis on human resource applications. The course begins with understanding financial statements, the financial structure of the firm, evaluation of financial performance, cash flow, and time value of money. It then focuses on investment management and performance with a broad overview of debt, equity, and alternative investments and a review of capital markets. The case-study method is used to evaluate several financial-market disruptions during the past decade. The HR portion of the course focuses on valuing pension obligations, stock options and executive pay, costing labor agreements, costing health care and other benefits, preparing a compensation budget, and understanding IRS Form 5500. The course also reviews corporate proxies; governance; social responsibility and corporate transparency, ethics, and fraud; and SEC, FASB, IRS, and Sarbanes-Oxley requirements. Students are required to follow one company stock, industry, or topic throughout the course; write a paper; and work in groups on small projects.

#### **ILRHR 4640 Business Strategy**

Fall, 4 credits. Prerequisite: undergraduate standing. D. Cohen.

This integrative course focusing on strategic management provides an opportunity for students to study and analyze issues associated with strategic thinking in complex business situations, top management decision making, and the functions of corporations as a whole. Allows students to bring together all of the functional skills they have learned in other business or related classes (e.g., marketing, accounting, finance, human resources) and to apply this knowledge to business problems faced by top management in existing organizations. Class format includes lectures and case studies.

#### **ILRHR 4641 Business Strategy, Organizational Design, and Human Resource Strategy**

Fall, 4 credits. Prerequisite: ILRHR 2600 or equivalent. Staff.

Explores ways in which the effective use of human capital contributes to organizational success. Specifically, it provides insights into, and practice using, the processes firms employ to attain and maintain alignment among the three key elements involved in this endeavor: business strategies, organizational designs, and human resource strategies. Lectures and discussion are used to promote a clear understanding of the theory, research, and experience that underlie the role of human capital in organizations, as well as the design and alignment of business strategies, organizational designs, and human resource strategies. Case studies are employed to provide hands-on experience in analyzing and working with these concepts in actual situations.

#### **ILRHR 4650 Globalization at Work**

Spring, 4 credits. Prerequisite: undergraduate standing. R. Batt.

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

#### **ILRHR 4660 Entrepreneurship and Small Business**

Fall, 3 credits. Prerequisite: undergraduate standing. D. Cohen.

Broadly addresses strategic issues in the startup phase and management of entrepreneurial firms and small businesses. Topics include opportunity recognition, satisfying real market needs, strategy, performance, financial planning, growth, and innovation. The course consists of a mix of lectures, case studies, guest speakers, and a final group project.

#### **ILRHR 4664 Human Resource Analytics**

Fall, 4 credits. J. Hausknecht.

Addresses the growing need for data-driven, analytical approaches to managing talent. Introduces students to the fundamental logic, metrics, analysis, and interpretation needed to link human resource practices to broader indicators of organizational performance. Students will be capable of gathering, integrating, analyzing, and interpreting relevant HR metrics to make better decisions about managing people in organizations.

**ILRHR 4663 HR, Ethics, and Corporate Social Responsibility**

Fall. 4 credits. P. Wright.

Examines the role of the HR function and individual HR professionals in promoting ethics and corporate social responsibility (CSR) within the companies they work for. Covers individual worldview as a source of individual values and ethics, organizational values and ethical leadership, and the concept of CSR and sustainability. The class will use lectures, class discussion, films, and executive speakers to explore these topics.

**ILRHR 4670 Developing Student Leadership Capabilities**

Spring. 4 credits. Prerequisite: ILRHR 2600 or equivalent. L. Dragoni.

"It isn't just nice—these interpersonal skills. It's about stuff that's necessary to lead a complex organization" (Warren Bennis Quoted in the Wall Street Journal, February 12, 2007, B3). Organizations second this reality, craving graduates with leadership capabilities. This course is designed to facilitate students' development of their own leadership abilities through exposure to critical developmental experiences, theoretical and empirical research on leadership development, and intellectual engagement and reflection on key leadership development principles. Students most benefit from this course when they opt to take it during their junior or senior year.

**ILRHR 4680 Human Resources Management Simulation**

Fall, seven weeks. 2 credits. Limited to 30 students. Prerequisites: junior or senior standing; ILRHR 2600 or equivalent.

Regular attendance mandatory.

W. Wasmuth.

Uses a simulation model and an open-systems approach as means to enhance students' skills in strategic planning and managerial decision making. Attention is given to the implications and efforts of strategic human resource managerial and supervisory decisions as measured by 10 organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student is assigned to a group (team) of five members and must be committed to the work of that group. An individual research paper is also required.

**ILRHR 4950 Honors Program**

Fall and spring (yearlong). 4 credits each semester.

For description, see "Labor Relations, Law, and History."

**ILRHR 4970-4980 Field Research, Internship**

Fall and spring. 4 and 8 credits.

For description, see "Labor Relations, Law, and History."

**ILRHR 4990 Directed Studies**

For description, see "Labor Relations, Law, and History."

**ILRHR 5600 Human Resource Management**

Fall and spring. 3 credits. Prerequisite: graduate standing. Staff.

Survey course designed to provide an introduction to concepts and topics in human resource management. Consideration is given to theories and applications involved in effectively managing people in organizations. Topics include recruitment, staffing, training, performance management, retention,

compensation, international human resource management, and the legal environment. Emphasis is placed on exploring these issues from both strategic and tactical levels to increase organizational effectiveness.

**ILRHR 5640 Human Resources Management in Effective Organizations**

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

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

**ILRHR 6590 HR Challenge: Balancing Ethics, Economics, and Social Responsibility**

Fall. 4 credits. Limited to 15 students.

Prerequisites: ILRHR 2600/5600; M.I.L.R. graduates; seniors by permission of instructor. Letter grades only. P. Wright.

Examines the challenges of synthesizing personal/professional ethics with professional responsibilities and synthesizing organizational economic demands with social responsibility, particularly focusing on how these issues impact HR professionals. These concerns are examined from both ends of the political spectrum. The course is taught in a seminar format in which students are expected to participate in and lead class discussions.

**ILRHR 6600 HR Leadership: Views from the Top**

Fall. 4 credits. Limited to 30 students.

Prerequisites: ILRHR 2600/5600 or equivalent, senior or graduate standing, and permission of instructor. L. Dyer.

Hands-on course offering students a unique opportunity to learn about strategic business and human resource issues from the perspectives of senior HR executives. Five chief human resource officers (CHROs) from major corporations meet with the class for lively give-and-take sessions on subjects of strategic and topical interest to their organizations. Before the CHRO visits, teams prepare background papers on the speakers, their companies, and their topics. Students discuss these papers before the visits to assure readiness to address the issues at hand when the CHROs arrive. During the visits, the teams host the CHROs and usually have an opportunity to interact informally with them. After the visits, the teams revise their background papers into white papers that reflect insights gleaned from their research and discussions. Subsequently, all five white papers are assembled in a book that is shared with the CHROs and others.

**ILRHR 6601 Research on Education Reform and Human Resource Policy**

Fall and spring. 4 credits. J. Bishop.

State and local efforts to improve K-12 education are employing a variety of (sometimes contradictory) reform strategies. This research seminar critically examines the case that is made for (and against) each of the major reform proposals and review studies

that provide objective evidence on their effectiveness. The education reform strategies examined include vouchers, charter schools, small schools, career academies, extending the school day and year, better preparation and selection of new teachers, better professional development, ending tenure, merit pay, state standards and school accountability, ending social promotion, and externally set end-of-course examinations.

**ILRHR 6602 Introduction to HR Information Systems**

Fall, seven weeks. 1 credit. Prerequisites: ILRHR 2660 or equivalent; use of Access or similar database package for at least data entry and report generation.

C. Homrighouse.

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

**ILRHR 6604 Global Field Study in Strategic Human Resources**

Spring. 4 credits. Prerequisite: seniors by permission of instructor. Limited to 25 students. J. Haggerty.

This unique course provides students with in-depth information on strategic HRM in a selected region of the world. Covers the development of selected businesses; the history, role, and current efforts of government in the workplace; and local cultural nuances as they affect the world of work. Students will travel to the region studied and visit a variety of workplaces and institutions during spring break. Student presentations and a final paper will compare and contrast significant aspects of the dominant U.S. strategic HR model with strategic HR model(s) found in the studied region.

**ILRHR 6605 Nonprofit Finance and Management**

Spring. 4 credits. J. Grasso.

Provides students with a practitioner's focus on financial and managerial issues in the nonprofit sector, including universities, hospitals, government agencies, and foundations. The course will include an overview of nonprofit financial statements, debt issuance, endowment management, credit analysis, organizational governance issues, strategic planning, industry trends, executive compensation, and philanthropy. Students will gain a comprehensive overview of all critical aspects of nonprofit management. A research paper will allow students to focus on a particular nonprofit sector (e.g., environmental organizations, trade unions, private foundations) or to focus on a functional area (e.g., endowment management, philanthropy, organizational governance).

**ILRHR 6606 Developing Leadership: Personally and in Organizations**

Fall. 4 credits. Prerequisite: ILRHR 5600 or equivalent. L. Dragoni.

David Whitwam, the former chairman, president, and CEO of Whirlpool Corporation

was quoted as saying: "The thing that wakes me up in the middle of the night is not what might happen to the economy or what our competitors might do next. It is worrying about whether we have the leadership capacity and talent to implement the new and more complex global strategies." Evidence suggests that this concern is widely shared among business executives, and this course is designed to explore how organizations are currently meeting this challenge. Specifically, students are exposed to the methods and approaches that organizations use to identify, assess and develop high-potential talent and the means for evaluating these practices.

#### **ILRHR 6607 Executive Compensation**

Fall. 4 credits. Prerequisite: ILRHR 5600 or equivalent. K. Hallock.

Provides students with an in-depth understanding of the structure and governance of executive compensation programs and practices. Course material draws upon theory and research in executive compensation and explores current legislative and shareholder reform initiatives affecting executive pay. The topic is approached from a multistakeholder perspective taking into account the interests of shareholders, institutional investors, advocacy groups, social activists, governmental regulators, employees, and executives. Also examined are the linkages between executive compensation and business strategy; issues surrounding compliance with securities laws, tax regulations, accounting standards, and principles of good corporate governance; various types of executive pay programs, including equity-based incentives, perquisites, and executive benefits; the roles of corporate compensation committees and independent compensation consultants; and current trends and best practices.

#### **ILRHR 6611 Seminar on Entrepreneurs and Entrepreneurial Organizations**

Spring. 4 credits. D. Burton.

This course brings a social-science perspective to the study of entrepreneurs and entrepreneurial organizations in the United States, with a strong emphasis on the historical context and social institutions that enable and support entrepreneurial activity. Through modern and historical case studies, the course critically evaluates the received wisdom about entrepreneurs and entrepreneurial organizations. This course is intended for advanced undergraduate students and MLR students who are interested in learning more about entrepreneurship. It is not a "How to" course but rather a conceptual overview of entrepreneurship with particular emphasis on labor market and employment-related topics. Students will examine various forms of entrepreneurship, including self-employment, franchising, small and family businesses, high-technology ventures, and social entrepreneurship. An important concern of the course is how entrepreneurship is different for different categories of people, especially women and minorities.

#### **ILRHR 6616 Globalization and HR Strategy**

Spring. 4 credits. R. Batt.

The globalization of product, labor, and capital markets has led to profound changes in the competitive environment in which firms operate. Yet, these global economic forces are filtered through national institutions that offer unique sets of opportunities and constraints for multinational corporations doing business

in different countries. Regional governance systems, such as the European Union, add another layer of complexity to the institutional environment in which firms operate; while governments at many levels are creating new regulatory rules in response to recent financial crises. The course examines how corporations respond to these environmental complexities, why they adopt different approaches to business and HR management, and whether alternative strategies affect important outcomes for firms, employees, and other stakeholders.

#### **ILRHR 6620 Agility: HRM When Shift Happens**

Spring. 4 credits. Prerequisites: ILRHR 5600 or equivalent. L. Dyer.

We live in turbulent times. Nonetheless, most organizations are designed and managed for stability, not change. So when shift happens, it is often a devastating and traumatic experience, especially for the employees involved. The alternative is for organizations to be designed and managed for agility. This approach is beginning to catch on, although admittedly it is more talked about than tried (in a recent survey, for example, about 90 percent of CEOs indicated that agility was important or very important to the success of their businesses, but few said they had it all figured out). At its core, agility has two dimensions: (1) the capacity to be strategically proactive in the marketplace by constantly out-maneuvering and leap-frogging competitors with innovative products, service, or solutions and (2) the capacity to be operationally reactive, or adept at adapting when events take a turn for the worse. Through lectures, discussions, and case studies, this course explores the virtues and challenges associated with agility, with particular emphasis on the HR issues involved.

#### **ILRHR 6622 Compensation in Service Firms (also HADM 6612)**

Spring. 3 credits. Prerequisite: ILRHR 2600/5600. M. Sturman.

Gives students a practical understanding of the methods and implications of compensation, including hands-on experience designing compensation systems for firms in the service industry. Students will learn how to design a pay plan, including base pay and pay-for-performance plans. By the completion of the course, participants will know how to design pay ranges and grades for organizations for which most jobs can be benchmarked with market data. The course will also devote considerable time to the design of incentive plans, including merit pay, bonuses, gainsharing, profit sharing, piece-rate, tipping, and commission systems. The course is useful for those desiring employment as an entry-level compensation specialist or a human resources generalist, those starting and running their own business, or those who want a better understanding of how human resource practices are actually managed. For students with a particular interest in compensation, the course can be taken in addition to the ILRHR 6690 course; for those interested in compensation in the services industry, this course can be taken as a standalone course.

#### **ILRHR 6631 Work Groups and Teams**

Fall and spring, seven weeks. 2 credits.

Prerequisite: ILRHR 5600 or permission of instructor. B. Bell.

In recent years, there has been a shift from work organized around individual jobs to

team-based work structures. This course examines the factors influencing the emergence of teams as basic building blocks of organizations and the implications of team-based work structures for human resource management. The first part of the course focuses on the different types of teams that can exist within organizations and the determinants of work-team effectiveness. Attention is then shifted to examining the key aspects of the creation, development, operation, and management of work teams. The goal of the course is to provide students with a better understanding of how organizations can enhance the effectiveness of their work groups and teams.

#### **ILRHR 6640 HR Online Research and Reporting Methods for Executive Decision-Making**

Spring. 4 credits. Limited to 18 students. Prerequisite: ILRHR 5600/2600 or equivalent. S. Basefsky.

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

#### **ILRHR 6650 Business Strategy and Human Resources**

Fall. 4 credits. Limited enrollment.

Prerequisite: ILRHR 2600/5600 or 4632/6910 or equivalent experience in finance or accounting. D. Burton.

To survive and prosper over the long term, an organization must create and sustain a competitive advantage over rivals in its industry. This course covers an array of modern strategy frameworks, tools, and concepts HR managers need to analyze and understand the sources of superior organizational performance. Students will learn to identify factors that account for an organizations' past performance as well as the factors inside and outside of the organization that are most likely to influence future performance. The course focuses on two areas of analysis: the external context and organizational architecture. It explores a range of strategic problems, focusing particularly on the sources of competitive advantage and the interaction between industry structure and organizational capabilities. The course will examine the role of HR in organizational alignment and strategy implementation.

#### **ILRHR 6660 Strategic HR Metrics**

Spring. 4 credits. Prerequisites: ILRHR 2600/5600 or equivalent, one statistics course, and one elective in HR studies. P. Wright.

The search for the ideal strategic HR metrics misses the larger issue of taking a more analytical approach toward HR decision making. Analytics requires understanding the process through which knowledge is gained, and then applying the tools and techniques to gather and analyze the right kind of data relevant to the question at hand. This course covers topics such as philosophy of science, theory development, research methodology, and data analysis and interpretation, as well as data and practices commonly used to assess the effectiveness of HR activities. Consequently, the class simultaneously addresses the types of information needed for HR decision making, as well as the processes and techniques necessary to gather, integrate, and analyze the data.

#### **ILRHR 6672 Workplace Learning and Development**

Fall and spring, seven weeks. 2 credits.  
Prerequisite: ILRHR 5600 or permission of instructor. B. Bell.

Now more than ever, organizations must rely on workplace learning and continuous improvement in order to achieve competitive advantage. This course focuses on current topics in the field of workplace learning and development, including performance consulting, aligning learning activities with strategic needs, designing and implementing learning and performance improvement programs, and evaluating the success of these efforts. The overall purpose of the course is to provide students with an understanding of how the success of individuals, teams, and organizations is tied to workplace learning and development.

#### **ILRHR 6680 Staffing Organizations**

Spring. 4 credits. Prerequisites: ILRHR 2600/5600, one statistics course, or permission of instructor. C. Collins and J. Hausknecht.

Seminar providing an overview of the processes by which organizations staff positions with both internal and external applicants. Because staffing is one of the primary human resource activities, it is critical for HR professionals to understand how theory, research, and legal foundations can inform staffing decisions. Therefore, this course focuses on theories, research, policies, and practices concerning job recruitment and selection. Topics include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, HR planning, recruitment and job choice, employment branding, external selection practices, succession planning and internal selection, and employer retention.

#### **ILRHR 6690 Managing Compensation**

Spring. 4 credits. Limited to 30 students.  
Prerequisites: ILRHR 2600/5600 and statistics course. K. Hallock.

Helps students gain an understanding of how to make decisions about compensation. The strong focus is on applications and includes some discussion of recent theory and research. By the end of the course, students should be able to design their own compensation system from scratch. Considers how compensation fits with an overall HR strategy, the internal focus on the firm (including alignment, job analysis, and job evaluation), making pay competitive with the outside market (including designing pay levels, types of pay, and pay structures), considering individual contributions (by examining performance appraisals, pay-for-

performance, and stock options), benefits (such as pensions, child care, and health care), management (including government regulation and managing budgets), and dealing with international issues in setting pay plans. A substantial section focuses on executive compensation and also examines how a consultant might estimate the damages to an employee in the case of wrongful termination.

#### **ILRHR 6900 International Comparative Human Resource Management**

Fall. 4 credits. Prerequisite: ILRHR 2600/5600 or permission of instructor.  
L. Nishii.

Provides students with an understanding of the complexities associated with international human resource management. The central theme of the course is to identify whether and in what ways HRM practices need to be adapted across cultures to be effective. Course material reflects a focus on comparing American HR1v1 practices with those in East Asia and Western Europe. In addition, the major topic areas of concern to IHRM managers are covered, including the selection, training, compensation, and performance management of international managers (expatriates), coordination across subsidiaries of a company, the development and tracking of global leaders, and cross-cultural communication and negotiation.

#### **ILRHR 6910 Finance for Human Resources**

Fall. 4 credits. K. Hallock.

Helps students understand some basic ideas in finance from the perspective of human resource management. Broadly considers financial markets, how firms issue securities; history and pitfalls in investing; the time value of money; investment criteria such as net present value, risk versus return, and the opportunity cost of capital; capital asset pricing; capital budgeting and risk; market efficiency and predictability; measuring firm financial performance and reading financial statements; event studies in finance and economics; mergers; ESOPs and stock options; executive compensation; the relationship between job loss and firm outcomes; and other organizational forms such as nonprofits. Covers theoretical ideas and has many empirical, policy, and practitioner-relevant applications.

#### **ILRHR 6930 Training and Development in Organizations**

Spring. 4 credits. Prerequisite: ILRHR 5600 or permission of instructor. B. Bell.

Acquaints students with aspects of learning in organizations. Begins by discussing organizational learning and then focuses more narrowly on specific ways in which learning is achieved through the training and development functions. Topics include how learning is linked to organizational strategy, how to determine that training is needed, issues regarding the design of training programs, current training techniques, evaluation strategies, and management development practices.

#### **ILRHR 6950 Education, Technology, and Productivity**

Fall. 4 credits. J. Bishop.

Investigates the nexus between education and training in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. Students investigate how

technological progress is changing the nature of work and what this implies for reform of education and training; how education and training contribute to growth and competitiveness; why educational achievement has declined; and how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

#### **ILRHR 6970 Special Topics in Resource Studies**

Fall or spring. 4 credits. Staff.

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

#### **ILRHR 6990 Advanced Desktop Applications**

Spring. 1 credit. Prerequisite: ILRHR 2660 or significant experience (two to four years) using office applications. Letter grades only. C. Homrighouse.

Explores advanced topics for common desktop applications including Windows, Word, Excel, Access, and PowerPoint. The course is designed based on student input and instructor recommendations, covering those subjects that students feel would be most useful and relevant in the job market. Examples of areas include working with tables, columns, or sections in Word; pivot tables in Excel; taking a PowerPoint presentation "on the road"; and using join tables to create relationships in Access.

#### **ILRHR 7560 Organizational Consulting**

Fall. 3 credits. Prerequisite: ILRHR 5600.  
C. Collins.

Provides students with the insights and tools they need to work successfully as human resource management consultants, both as HR managers operating within a firm to improve organizational effectiveness and as external consultants providing project support to an internal HR organization. The consulting process is examined primarily from a systems perspective. This includes the knowledge and skills required to build trust and influence, to contract with clients, and to maintain good working relationships with clients. It also includes developing a clear comprehension of the consulting process from diagnosis, through action planning, to implementation and completion. While attention is given to theory and practice, the focus is on gaining hands-on experience dealing with real-world issues. As a final project, students will work in teams on a live case providing consulting services to an organization with an existing HR issue (i.e., implementing a new HR program, effectuating a new organizational culture, and enhancing project team operations).

#### **ILRHR 7640 Comparative International Perspectives on Work and Human Resource Systems**

Fall or spring. 3 credits. R. Batt.

Research seminar focusing on comparative international research on work and human resource systems. It draws on institutional theories and empirical research across several disciplines to examine the intersection between institutions and organizations. What is the relative importance of markets, technology, management strategies, and the institutional environment in shaping work and employment systems? It considers how and why firms adopt alternative approaches to work and how variation in these choices shapes outcomes of interest to firms, employees, and other key stakeholder groups. The seminar is designed to help students

formulate theoretically driven research questions of critical importance to the field and to develop appropriate qualitative and quantitative research methodologies.

#### **ILRHR 7900 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 7980 Internship**

For description, see "Labor Relations, Law, and History."

#### **ILRHR 7990 Directed Studies**

For description, see "Labor Relations, Law, and History."

#### **ILRHR 9600 Workshop in Human Resource Studies**

Fall and spring, 2 credits. Prerequisite: M.S. and Ph.D. candidates. S–U grades only. Staff.

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

#### **ILRHR 9610 Doctoral Research Seminar in Human Resource Management (Micro)**

Fall or spring, 3 credits. Prerequisite: Ph.D. candidates. Staff.

Aimed at reading, understanding, and conducting research in HRM. Students should obtain thorough understanding of the current research in traditional areas of HRM such as validation, job analysis, EEO, selection, performance appraisal, compensation, and training, and should develop the skills necessary to evaluate, criticize, and contribute to the literature on HRM.

#### **ILRHR 9620 Doctoral Research Seminar in Strategic Human Resource Management (Macro)**

Fall or spring, 3 credits. Prerequisite: Ph.D. candidates. Staff.

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

#### **ILRHR 9630 Research Methods in HRM/Strategic Human Resource Management**

Fall and spring, 3 credits. Prerequisite: Ph.D. candidates. Staff.

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

#### **ILRHR 9640 Doctoral Research Seminar: Special Topics**

Fall, 3 credits. M.S. and Ph.D. candidates only. Staff.

Advanced doctoral seminar that covers selected topics in human resource management. Topics vary across semesters depending on student and faculty interests. The course is designed to allow students and faculty to pursue scholarly topics that further the scientific study of human resource management issues.

## **INTERNATIONAL AND COMPARATIVE LABOR**

M. Cook, chair (368 Ives, 255-1349); R. Batt, J. Bishop, G. Boyer, A. Colvin, L. Compá, I. DeVault, G. Fields, R. Givan, J. Gross, S. Kuruvilla, L. Nishii, and L. Turner.

#### **ILRIC 2040 Perspectives on Work and Welfare**

Spring, 4 credits. R. Givan.

Examines the relationship between work and welfare from a variety of perspectives. Examples will be drawn from advanced industrial countries, and international comparisons will be emphasized. Key topics include welfare state foundation and development; social citizenship; constructions of the deserving and undeserving poor; welfare reform; the relationship between low wage work and welfare; competing notions of entitlement and universality; the male breadwinner model; and firms and welfare.

#### **ILRIC 2301 Migrants and Migration**

Fall, 3 credits. Sophomore writing course. M. Cook.

Focuses on the international migration experience through the perspective of migrants themselves, drawing upon first-person accounts, letters and interviews, fiction, and nonfiction. Looks at global and regional migration processes and at national policies that shape migration.

#### **ILRIC 2350 Work, Labor, and Capital in the Global Economy**

Fall and spring, 3 credits. Open to ILR freshmen and sophomores; juniors and seniors must obtain prior permission from instructors. R. Applegate, R. Batt, M. Cook, K. Griffith, and S. Kuruvilla. Guest lecturers via video conference.

Provides an introduction to how globalization is changing the nature of work, labor, and capital. It examines both contemporary and historical debates about globalization, but also covers a number of interrelated issues, including the regulation of labor standards, the mobility of capital, the rise of global production systems, and international labor migration. Lectures and discussion for the topics mentioned above will be grounded in the experiences of different countries, firms, workplaces, industrial sectors, and individuals.

#### **[ILRIC 2360 Revitalizing the Labor Movement: A Comparative Perspective**

Spring, 3 credits. Sophomore writing course. Next offered 2011–2012. L. Turner. Writing seminar that examines contemporary efforts in the United States and Europe to revitalize unions in broad political, social, economic, and workplace contexts.]

#### **ILRIC 3342 Workplace Health and Safety as a Human Right**

Spring, 4 credits. J. Gross.

Examines workplace health and safety in an international context using internationally accepted human rights principals as standards

for judgment. The class will focus on workers who are at increased risk for injury and illness in a wide variety of regions and industries and the policies and strategies used to address these workers' health and safety. Topics covered include relevant United Nations and International Labour Organization (ILO) documents, historical perspectives, current situations, the ILRO, the U.S. Occupational Safety and Health Administration, freedom of association and worker health and safety, the use and misuse of scientific evidence, corporate social responsibility, and enforcement issues.

#### **ILRIC 4330 Politics of the Global North (also GOVT 3303)**

Fall and spring, 4 credits. L. Turner. With an emphasis on current events and world affairs, this course examines global governance and economic policy debates. We consider conflicts around markets, democracy, and global justice, including efforts aimed at economic recovery and the reform of national and global economic policy and institutions. We also look at distinctive types of political and economic organization, especially in Europe and the United States, and the capacities of these societies to meet current economic, political, and social challenges, both domestic and international.

#### **ILRIC 4990 Directed Studies**

For description, see "Labor Relations, Law, and History."

#### **ILRIC 6010 Crossing Borders: Migrations in Comparative Perspective**

Spring, 4 credits. M. Cook.

Provides an introduction to the challenges posed by the movement of people across borders. Examines the links between globalization and migration, and explores the implications of contemporary migrations for national immigration and integration policies, labor markets, human rights, asylum, security, and politics. Regional and national cases will be drawn from Europe, North America, and Australia, among others.

#### **ILRIC 6011 Comparative Education and Development**

Spring, seven-week course. 2 credits. J. Bishop.

Comparative study of educational institutions in Western Europe, North America, Latin America, and Asia (with special emphasis on math and science education) and of the effects of these institutions on economic development, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship, and higher education. Data on the consequences of policies are presented and an effort made to understand how human resource policies and educational institutions have contributed to rapid growth in both poor and rich countries. Another focus is understanding the causes of the differences in achievement levels across nations.

#### **ILRIC 6012 Comparative Labor and Employment Law**

Spring, 4 credits. A. Colvin.

Examines the laws governing employment and labor relations in comparative perspective. It covers examples of employment and labor law systems of countries from a number of different regions of the world including Europe, the Americas, Africa, Asia, and Australia. It also examines insights from comparative perspectives on major contemporary employment and labor law

issues. The course assumes some existing knowledge of American employment and labor law, but will also consider American employment and labor law in comparative perspective.

**ILRIC 6020 Corporate Social Responsibility: Human Rights, Labor, and the Environment**

Spring. 4 credits. L. Compa.

Covers recent and current developments in the field of corporate social responsibility (CSR) and socially responsible investment (SRI) in a context of economic globalization. First classes set a foundation on the role of the multinational company in the global economy and international standards on human rights, labor rights, and the environment. Classes then move to topical studies of CSR/SRI initiatives and controversies. A consistent underlying theme of the course is the tension (and how to resolve it) between voluntary corporate self-regulation and mandatory government and intergovernmental regulation of corporate activity.

**ILRIC 6310 Comparative Labor Movements in Latin America**

Fall. 4 credits. M. Cook.

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

**ILRIC 6320 Revitalizing the Labor Movement: A Comparative Perspective (also GOVT 6413)**

Spring. 4 credits. Limited-enrollment seminar for motivated juniors and seniors; graduate students also welcome. L. Turner.

This advanced course examines labor union revitalization strategies in the United States and Europe in the context of today's global economy. The practical focus is on union strategies: recent innovations, successes and failures, and current debates within the labor movement. The essential course requirement is to complete the assigned reading and preparation before each meeting and to be ready for discussion. A successful seminar requires active rather than passive reading on the part of all participants; this means that everyone reads, takes notes, and thinks in advance of questions, arguments, and points for discussion based on the readings. Students should come prepared for discussion and argument based on the readings for the week.

**ILRIC 6330 Global Debates and Comparative Political Economy**

Fall and spring. 4 credits. Prerequisite: graduate standing. L. Turner.

For description, see ILRIC 4330. The subject matter is similar (and students are encouraged to attend the lectures for 4330), but this course is pitched at graduate students in a seminar format emphasizing particular weekly themes and active student participation.

**ILRIC 6331 Special Topics**

Fall. 4 credits.

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 6340 International Labor Law**

Fall or spring. 4 credits. Prerequisites: undergraduates, ILRLR 2010; graduate students, ILRLR 5010. L. Compa.

Examines labor rights and labor standards in a world economy regulated by bilateral and multilateral trade agreements, in a context of sharp competition among countries and firms. Readings and discussions focus on the intersections of labor, human rights, and international trade law and policy in this new global economic context. A prior course in a related topic may be helpful but is not required—the first classes are meant to establish a foundation in each area. While labor law is a unifying theme, the course is more policy-oriented than legalistic. After the introductory classes on labor rights, human rights, and trade, the focus turns to a series of topics that reflect the links between labor rights and trade.

**ILRIC 6350 Labor Markets, Income Distribution, and Globalization: Perspectives on the Developing World**

Spring. 4 credits. Prerequisite: ILRLR 2400 or ILRLR 5400 or ECON 3130. G. Fields.

The first half of the course is on distribution and development: theory and evidence. The second half is on labor markets in a globalized world.

**ILRIC 6360 Comparative History of Women and Work (also FGSS 6360)**

Spring. 4 credits. Prerequisite: permission of instructor. I. DeVault.

Explores the similarities and differences between different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Beginning with theoretical pieces and overviews of the history of women and work, most of the course consists of in-depth examinations of specific work situations or occupations across time and geography. Comparative examples are taken from the United States, Europe, and the Third World.

**[ILRIC 6370 Labor Relations in Asia**

Fall. 4 credits. Limited enrollment; open to graduate students, seniors, and juniors. Next offered 2011–2012. S. Kuruvilla.

Serves as an introduction to industrial relations in Asia. The emphasis is on highlighting the variation in industrial relations systems in Asia and will focus more on the systems of Japan, China, India, South Korea, and Singapore.]

**ILRIC 7300 Research Seminar on Labor Markets in Comparative Perspective**

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

For students writing theses or dissertations on economic aspects of labor markets in comparative perspective. Presentations and written papers required.

**ILRIC 7310 Industrial Relations in Latin America**

Fall. 4 credits. M. Cook.

Examines and compares changes in contemporary industrial relations throughout Latin America, with some comparative references to other regions of the Global South. The aim is to introduce students to the main issues in industrial relations of key Latin American countries, and through individual research papers, to enable students to become familiar with a specific country or sector/theme in two or more countries of the region.

**ILRIC 7360 Labor and Global Cities (also GOVT 7060)**

Fall. 4 credits. L. Turner.

Examines social coalition building and innovative union strategies aimed at organizing, bargaining, economic development, and political influence in the United States and Europe. Student projects may focus on major cities anywhere in the world.

**ILRIC 7900 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 7990 Directed Studies**

For description, see "Labor Relations, Law, and History."

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

**ILRHR 2990 Cross-Cultural Perspectives on Work**

Spring. L. Nishii.

For description, see "Human Resource Studies."

**ILRLR 3830 Workers' Rights as Human Rights**

Fall. J. Gross.

For description, see "Labor Relations, Law, and History."

**ILRHR 4600 International Human Resource Management**

Fall. L. Nishii.

For description, see "Human Resource Studies."

**ILRHR 4610 Working in the New Economy: The Sociology of Work**

Spring. R. Batt.

For description, see "Human Resource Studies."

**ILRHR 4650 Globalization at Work**

Spring. R. Batt.

For description, see "Human Resource Studies."

**ILRHR 6608 Globalization and Human Resource Strategies**

Fall. R. Batt.

For description, see "Human Resource Studies."

**ILRHR 6900 Comparative Human Resource Management**

Fall. L. Nishii.

For description, see "Human Resource Studies."

**ILRHR 6980 International Human Resource Policies and Institutions**

Spring. J. Bishop.

For description, see "Human Resource Studies."

**ILRLE 4440 The Evolution of Social Policy in Britain and America (also ECON 4440)**

Fall, spring. G. Boyer.

For description, see "Labor Economics."

**ILRLE 4480 Topics in 20th-Century Economic History: The Economics of Depression and the Rise of the Managed Economy (also ECON 4580)**

Fall. G. Boyer.

For description, see "Labor Economics."

**ILRLE 6420 Economic Analysis of the Welfare State (also ECON 4600)**

Fall. 4 credits. R. Hutchens.

For description, see "Labor Economics."



## INTERDEPARTMENTAL COURSES

### ILRID 1500 Freshman Colloquium

Fall. 1 credit. Prerequisite: ILR freshmen. S–U grades only. Staff.

Acquaints first-year students with issues and disciplines in the field of industrial and labor relations and establishes acquaintanceship among members of the ILR faculty and small, randomly assigned groups of students. Includes a plant visit and several meetings early in the semester designed to introduce issues encountered in studying the employment relationship.

### ILRID 5660 Public Policy

Spring. 4 credits. Offered only in New York City for M.P.S. program. Staff.

The government's influence on the workplace and the role of public policy in the use and preparation of the nation's human resources for employment is assessed. Areas of study include the government's historical role in the labor market and the effect of efficiency, price stability and economic growth, equity, and immigration policy and its market implications.

### ILRID 5990 Cross-Cultural Work Experience

Fall and spring. 1 credit. S–U grades only. W. Sonnenstuhl.

Open to MILR students who will be working in the summer in a country other than that of their citizenship or past work experience. This option is only available for students who have been enrolled for one academic year by the time the internship begins. Enrollment occurs in regular pre-enrollment period, with a grade posted in the fall after the requirements are satisfied. Prior to registering for the course, students must obtain a summer internship offer and international students MUST report to the ISSO (B50 Caldwell Hall) for their work authorization forms.

### ILRID 7900 ILR M.P.S. Program

Fall and spring. 1–9 credits.

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

## LABOR ECONOMICS

K. Hallock, chair (256 Ives Hall, 255-3193); J. Abowd, F. Blau, G. Boyer, R. Ehrenberg, G. Fields, M. Freedman, R. Hutchens, K. Jackson, G. Jakubson, L. Kahn, and R. Smith

### ILRLE 2400 Economics of Wages and Employment

Fall and spring. 3 credits. Prerequisites: ECON 1110–1120 or permission of instructor; ILR students may substitute ILRLE 4400 if they have calculus. Staff.

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 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 3440 Development of Economic Thought and Institutions (also ECON 3440)

Fall. 4 credits. Prerequisite: ECON 1110–1120 or equivalent. G. Boyer.

Examines the causes and consequences of sustained economic growth, and the development of economics as a discipline, from pre-industrial mercantilist thought through the economics of John Maynard Keynes. Stresses the relationship between the consequences of 19th-century economic growth and the evolution of economic thought.

### ILRLE 4400 Labor Market Analysis (also ECON 3410)

Spring. 4 credits. Prerequisites: ECON 3130 and calculus; ILR students who have taken ILRLE 2400 cannot receive credit for this course.

For description, see ILRLE 2400. Designed for ECON majors with calculus.

### ILRLE 4410 Income Distribution (also ECON 4550)

Spring. 4 credits. Prerequisite: ILRLE 2400 or ECON 3410. Students who have taken PAM 370 may not receive credit for 441. R. Hutchens.

Explores income distribution in the United States and the world. Topics 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 4420 The Economics of Employee Benefits (also ECON 4560)

Fall. 4 credits. Prerequisite: ILR 2400 or equivalent. Staff.

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. Includes detailed international comparisons of health care and retirement systems.

### ILRLE 4430 Compensation, Incentives, and Productivity (also ECON 4430)

Fall. 4 credits. Prerequisite: ILRLE 2400 or equivalent. Staff.

Examines topics in labor economics of particular relevance to individual managers and firms. Representative topics include recruitment, screening, and hiring strategies; compensation (including retirement pensions and other benefits); training, turnover, and the theory of human capital; incentive schemes and promotions; layoffs, downsizing, and buyouts; teamwork; and internal labor markets. Focuses on labor-related business problems using the analytic tools of economic theory and should appeal to students with strong quantitative skills who are contemplating careers in general business, consulting, and human resource management as well as in economics.

### ILRLE 4440 The Evolution of Social Policy in Britain and America (also ECON 4440)

Fall or spring. 4 credits. Prerequisite: ILRLE 2400 or equivalent. G. Boyer.

Surveys the history of social policy in Great Britain and the United States from 1800 to the adoption of the British welfare state after World War II. Topics include the role of poor

relief in the early 19th century; the changing relationship between public relief and private charity; the adoption of social insurance programs and protective labor legislation for children and women; government intervention in the Great Depression; and the beginnings of the welfare state.

### ILRLE 4450 Women in the Economy (also ECON 4570, FGSS 4460)

Fall. 4 credits. Prerequisite: ILRLE 2400 or equivalent. Staff.

Examines the changing economic roles of women and men in the labor market and in the family. Topics include a historical overview of changing gender roles, the determinants of the gender division of labor in the family, trends in female and male labor-force participation, gender differences in occupations and earnings, the consequences of women's employment for the family, and a consideration of women's status in other countries.

### ILRLE 4470 Social and Economic Data (also ILRLE 7400, INFO 4470)

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

For description, see INFO 4470.

### ILRLE 4480 Topics in 20th-Century Economic History: The Economics of Depression and the Rise of the Managed Economy (also ECON 4580)

Spring. 4 credits. Prerequisite: ILRLE 2400 or ECON 3140. G. Boyer.

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

### ILRLE 4950 Honors Program

Fall and spring (yearlong). 4 credits each semester.

For description, see "Labor Relations, Law, and History."

### ILRLE 4970–4980 Field Research, Internship

Fall and spring. 4 and 8 credits.

For description, see "Labor Relations, Law, and History."

### ILRLE 4990 Directed Studies

For description, see "Labor Relations, Law, and History."

### ILRLE 5400 Labor Economics

Fall. 3 credits. Requirement for M.I.L.R. candidates. Prerequisites: ECON 1110–1120 or equivalent. Not open to students who have taken NBA 5440. G. Fields.

A course in labor-market economics for prospective managers in the corporate, union, and governmental sectors. It begins with demand and supply in labor markets, presenting market-level analysis and the decision tools for workers and firms. It then goes on to consider various topics for managers including education and training investments, the interdependence of capital market and labor market decisions, pay and productivity, attracting and retaining talent, workplace metrics, and pensions and



retirement. The final section of the course covers public-policy issues including policy evaluation methods, unemployment, poverty and inequality, and discrimination.

**ILRLE 5440 Labor Market and Personnel Economics**

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

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

**ILRLE 6420 Economic Analysis of the Welfare State (also ECON 4600)**

Fall. 4 credits. R. Hutchens.

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

**ILRLE 6470 Economics of Education (also ECON 3470)**

Spring. 4 credits. Prerequisites: ILRLE 2400 or intermediate microeconomics and statistics through multivariate linear models. R. Ehrenberg.

A survey of the econometric literature on a wide variety of educational issues, dealing with elementary, secondary, and higher education. The course begins with an introduction to experimental and quasi-experimental design and the implementation of these designs in multivariate regression models. Much of the course involves reading and discussing recent research, and students conduct their own empirical research projects.

**ILRLE 6480 Economic Analysis of the University (also ECON 3420)**

Fall. 4 credits. Staff.

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

resource-allocation decisions or have done research on the subject.

**ILRLE 7400 Social and Economic Data (GR RDC) (also INFO 7470, ECON 7400)**

Spring. 4 credits. J. Abowd.

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

**ILRLE 7410 Applied Econometrics I (also ECON 7480)**

Fall. 4 credits. Prerequisite: graduate Ph.D.-level sequence in econometrics or permission of instructor. S-U or letter grades. G. Jakubson.

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

**ILRLE 7420 Applied Econometrics II (also ECON 7492)**

Spring. 4 credits. Prerequisite: ILRLE 7410 or permission of instructor. S-U or letter grades. G. Jakubson.

Continues from ILRLE 7410 and covers statistical methods for models in which the dependent variable is not continuous. Covers models for dichotomous response (including probit and logit); polychotomous response (including ordered response and multinomial logit); various types of censoring and truncation (e.g., the response variable is only observed when it is greater than a threshold); and sample selection issues. Includes an introduction to duration analysis. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model.

**ILRLE 7430 Applied Econometrics III**

Spring. 4 credits. Prerequisites: ILRLE 7410-7420 or permission of instructor. S-U or letter grades. G. Jakubson.

Covers topics not covered in ILRLE 7410-7420, including further development of duration analysis, panel data methods for nonlinear

models, quantile regression and related techniques, and an introduction to nonparametric and semiparametric methods. Additional topics as suggested by their use in applied areas of social science. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model. Also develops a general framework for the techniques covered in the ILRLE 7410-7420-7430 sequence.

**ILRLE 7450 Seminar in Labor Economics I (also ECON 7420)**

Fall. 4 credits. Note: ILRLE 7450 and 7460 constitute Ph.D.-level sequence in labor economics.

Includes reading and discussion of selected topics in labor economics. Stresses applications of economic theory and econometrics to the labor market and human resource areas.

**ILRLE 7460 Seminar in Labor Economics II (also ECON 7430)**

Spring. 4 credits. Note: ILRLE 7450 and 7460 constitute Ph.D.-level sequence in labor economics.

Includes reading and discussion of selected topics in labor economics. Stresses applications of economic theory and econometrics to the labor market and human resource areas.

**ILRLE 7470 Economics of Education I (also ECON 7470)**

Spring. 4 credits. Limited to economics and labor economics Ph.D. students or by permission of instructor. R. Ehrenberg.

Survey of the econometric research on a wide variety of higher education issues. Topics include public and private funding, financial aid and tuition policies, faculty labor markets, and Ph.D. production.

**ILRLE 7471 Economics of Education II**

Fall. 4 credits. K. Jackson.

Survey of the econometric research and theory on a wide variety of education issues at the elementary and secondary level. Topics include school finance policies, peer effects, accountability, incentives, class size debate, and teacher labor markets. The two-semester sequence in the Economics of Education can be taken in any order.

**ILRLE 7490 Economics of Development (also ECON 7720)**

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

Takes analytical approaches to the economic problems of developing nations. Topics include old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

**ILRLE 7900 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 7980 Internship**

For description, see "Labor Relations, Law, and History."

**ILRLE 7990 Directed Studies**

For description, see "Labor Relations, Law, and History."

**ILRLE 9400 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. Focuses on the formulation, design, and execution of dissertations.

**ORGANIZATIONAL BEHAVIOR**

P. Tolbert, chair (392 Ives Hall, 255-9527); S. Bacharach, M. Besharov, J. Goncalo, T. Hammer, E. Lawler, B. Rubineau, M. Williams, W. Sonnenstuhl

**ILROB 1220 Introduction to Organizational Behavior**

Fall and spring. 3 credits. Staff.

Introductory survey course of theory and research on individual and group processes (including personality, motivation, communication, and leadership), as well as structural and economic forces (including organizational design, power relations, interorganizational ties, social norms, and laws) that shape the contemporary workplace.

**ILROB 2220 Controversies about Inequality (also SOC/PAM/DSOC/GOVT 2220, PHIL 1950)**

Spring. 4 credits. S. Morgan.

For description, see SOC 2200.

**ILROB 2225 Commitments to Groups and Organizations**

Fall. 3 credits. Sophomore writing course. E. Lawler.

Deals with how and when people become committed to groups and organizations. Such commitments are an important source of social order, solidarity, altruism, and citizenship behavior in small groups and large organizations. Emphasizes sociological and social psychological theories of commitment, solidarity, and order, including in particular those dealing with the role of power, legitimacy, trust, affect, and social identity. Taught in a seminar format and involves frequent writing assignments and a major paper.

**[ILROB 3200 The Psychology of Industrial Engineering**

Fall. 4 credits. Next offered 2011–2012. T. Hammer.

Study of the human factors in the industrial engineering of work, workplaces, tools, and machinery.

**[ILROB 3201 Organizational Change: Theory and Practice**

Fall. 3 credits. Prerequisite: ILROB 1220. Next offered 2011–2012. M. Besharov.

Examines problems of change in organizations from both a theoretical and practical perspective. The course draws on theory and research from sociology and related disciplines.]

**ILROB 3210 Group Solidarity (also SOC 3110)**

Fall. 4 credits. M. Macy.

For description, see SOC 3110.

**ILROB 3290 Organizational Cultures**

Fall or spring. 4 credits. Prerequisite: one or more courses in OB and/or sociology. W. Sonnenstuhl.

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

**ILROB 3700 The Study of Work Motivation**

Spring. 4 credits. Prerequisite: junior or senior standing. T. Hammer.

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

**[ILROB 4220 Organizations and Deviance**

Fall or spring. 4 credits. Limited to 60 students. Next offered 2011–2012. W. Sonnenstuhl.

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

**[ILROB 4230 Leadership in Organizations**

Fall or spring. 4 credits. Next offered 2011–2012. T. Hammer.

Covers basic leadership theories with an emphasis on how they are used, analyzes leadership cases, and examines current leadership surveys and training materials.]

**ILROB 4240 Social Influence and Persuasion**

Spring. 4 credits. Prerequisites: junior or senior standing. J. Goncalo.

Many of the most admired organizations are adept at using social influence to achieve their strategic objectives. This course reviews basic theories of social influence such as conformity, group polarization, and social facilitation to

understand how social influence tactics can be used to make organizations more efficient and productive. The course also considers how these tactics can backfire when excessive agreement gives rise to groupthink and poor decisions. Concludes by exploring strategies for managing social influence processes to encourage creativity and innovation in organizations.

**ILROB 4260 Managing Creativity**

Fall. 4 credits. J. Goncalo.

Although most people can agree that creativity is an important concept, there is often very little agreement about what creativity is and how we can achieve it. This course surveys basic theories of creativity with the goal of applying this knowledge to the management of creativity in organizations. It focuses primarily on (1) cognitive theories about creative thought, (2) personality theories about exceptionally creative individuals, (3) social-psychological theories about creative groups, and (4) the points at which these approaches interact. The course concludes by questioning whether, given the costs involved, anyone would willingly follow the path of a creative individual or implement the practices of the most innovative firms.

**[ILROB 4700 Group Processes**

Fall. 4 credits. Prerequisites: ILROB 1220 or equivalent; junior or senior standing. Next offered 2011–2012. 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.]

**ILROB 4710 Organizations and Negotiation**

Spring. 4 credits. *If you have completed ILRLE 6011 you are NOT eligible to take this course.* Course fee: \$31, which includes cases for in-class negotiation simulations, online Negotiation Style Survey, and individualized assessment report. M. Williams.

This introductory course provides understanding of the theory and the processes of negotiations as practiced in a variety of organizational settings. It is designed for relevance to the broad spectrum of bargaining problems faced by team members, managers, and professionals. It allows students the opportunity to develop negotiation skills experientially and to understand negotiation by using analytical frameworks. General topics include: distributive bargaining, integrative negotiations, psychological biases, and multiparty negotiations. Advanced topics include: sources of power, dispute resolution, emotionally intelligent negotiations, team on team negotiations (e.g., union management). Simulations, exercises, role-playing, and cases are emphasized.

**ILROB 4950 Honors Program**

Fall and spring (yearlong). 3 credits each semester.

For description, see "Labor Relations, Law, and History."

**ILROB 4970–4980 Field Research, Internship**

Fall and spring. 4 and 8 credits.

For description, see "Labor Relations, Law, and History."

**ILROB 4990 Directed Studies**

For description, see "Labor Relations, Law, and History."

**ILROB 5200 Organizational Behavior**

Fall. 3 credits. Staff.

Survey of concepts, theories, and research from the fields of sociology, psychology, and social psychology as these relate to the behavior of individuals, groups, and work organizations. Topics include: job attitudes, motivation, leadership and power, group formation, organizational structure, and interorganizational relations. This course is designed for students in professional programs.

**ILROB 5210 Organizational Design, Culture, and Change**

Spring. 3 credits. Prerequisite: ILROB 5200. M. Besharov.

The goal of this course is to expose students to some of the central challenges in designing effective organizations, shaping organizational culture, and leading organizational change. The course draws on theory and research from sociology and related disciplines. Course material also includes case studies and interactive exercises.

**ILROB 5250 Organizational Behavior**

Fall and spring. 4 credits. Offered only in New York City for M.P.S. program. Staff.

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

**ILROB 5790 Negotiation and Conflict Resolution**

Spring. 4 credits. Course fee: \$31, which includes cases for in-class simulations, online Negotiation Style Survey, and individualized assessment report. M. Williams.

Provides understanding of the theory and the processes of negotiation as practiced in a variety of organizational settings. The course is designed for relevance to the broad spectrum of bargaining problems faced by the manager and the professional. It allows students the opportunity to develop negotiation skills experientially and to understand negotiation by using analytical frameworks. General topics include distributive bargaining, integrative negotiations, psychological biases, sources of power, and multiparty negotiations. Advanced topics include dispute resolution, emotionally intelligent negotiations, and team on team negotiations (e.g., union-management, mergers). Simulations, exercises, role playing, and cases are emphasized.

**ILROB 6202 Political Leadership and Managerial Competence in Organizations**

Spring; seven-week course. 2 credits.

The capacity to lead politically is a talent often not made explicit. All too often we're not clear where politics ends and management begins and vice versa. This course will try to clarify these issues. It will focus on key political skills that are necessary in getting agendas put in place in organizations. Making use of historical figures as well as contemporary examples, this course with empirically and theoretically frame the issue

of political skills. Students will be required to write a paper on one political leader and evaluate his or her political skills based on the material presented in this course. Among the leaders to be discussed will be Lincoln, Gandhi, FDR, LBJ, etc. Readings will include Machiavelli's *The Prince*, as well as current texts on leadership. Taught via distance video technology.

**ILROB 6221 Dialogues on Diversity: Learning to Work Cross-Culturally**

Spring; seven-week course. 2 credits.

Prerequisite: permission of instructor.

W. Sonnenstuhl.

Consist of a series of dialogues between ILR and ESCP-EAP faculty members about diversity-related issues and learning to work with one another in diverse groups. Each session will be organized as a dialogue between two faculty members. The dialogue will highlight the similarities and differences between American and European ideas and provide students with opportunities to examine how those may be applied to work organizations. Some topics to be discussed: What does diversity mean in the United States and Europe? How do people work in diverse international teams? What are the roles of human resource managers in implementing diversity in the United States and Europe? How does immigration impact diversity in the United States and Europe? How do we negotiate across cultures? What does leadership mean in an international workplace? Students will work as part of a U.S.-European team on projects.

**[ILROB 6250 Conflict, Power, and Negotiation]**

Fall. 4 credits. Limited enrollment.

Prerequisite: senior or graduate standing; permission of instructor. Next offered 2011-2012. E. Lawler.

Theoretical seminar that adopts a power perspective on bargaining and conflict resolution.]

**ILROB 6251 Building Commitment to Groups and Organizations**

Fall. 4 credits. Prerequisite: ILROB 5200 and permission of instructor. E. Lawler.

Graduate seminar intended for Masters in Industrial and Labor Relations (MILR) students. Uses sociological and social psychological theories to understand the foundations of commitment, cohesion, and solidarity in groups and organizations. Topics include the role of rational choice, social dilemmas, trust, social exchange, norms, affect, and social identity. Students read and discuss theoretical/conceptual material in the first half or so of the course; during the second half, they present papers that apply one or more of the theories to a case of their choosing.

**ILROB 6260 Organizations and Social Inequality**

Fall. 4 credits. P. Tolbert.

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

**ILROB 6270 Leadership in Organizations**

Spring. 4 credits. Prerequisite: graduate standing; seniors by permission of instructor. T. Hammer.

Examination of theories and research findings from the behavioral sciences that are relevant

to leadership and the influence process in groups and organizations. Discusses personality, situational factors, intergroup processes, interpersonal perception as well as the motivation to both lead and follow. Explores the implications for leadership training, organization development, and action research.

**ILROB 6710 Work, Health, and Health Care**

Spring. 4 credits. Prerequisite: permission of instructor. W. Sonnenstuhl.

The health care industry is the fastest growing segment of the U.S. economy. This course examines the interplay between business organizations, which fund employee health insurance, and health. The first half focuses on U.S. organizations with topics ranging from corporate culture and power to the structure of work in health care organizations. For instance, the class will examine how power and corporate culture influence the definition of health, employee attention to safety, and employee willingness to use wellness programs. The second half shifts to an international comparative analysis of work, health, and health care in countries with differing institutional environments, including Canada, the United Kingdom, Germany, and Korea.

**ILROB 7210 Advanced Micro Organizational Behavior**

Spring. 3 credits. Staff.

Examines the historical development of psychological theories of organizational behavior and contemporary issues in micro organizational research. Emphasizes reading and analysis of primary source material.

**ILROB 7220 Advanced Macro Organizational Behavior**

Fall. 3 credits. Prerequisite: ILROB 5200. Staff.

Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. Emphasizes reading and analysis of primary source material.

**ILROB 7240 Managing Social Influence**

Fall. 3 credits. J. Goncalo.

Survey of basic theories of social influence and how they are applied (and sometimes misapplied) to managing people in organizations. Theories covered include social facilitation, social norms, group polarization, conformity and minority influence. Emphasizes the evaluation of certain popular management techniques in light of social influence processes.

**ILROB 7250 Analysis of Published Research in Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 5200 and one year of statistics. Staff.

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 7260 Selected Topics in Organizational Behavior**

Spring. 3 credits. Prerequisites: ILROB 5200 and permission of instructor. Staff.

Advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves change from year to year depending on participants' interests. Course is

designed to allow students and the instructor to jointly pursue significant scholarly inquiry into one or more arenas of organizational theory. Emphasis is placed on exploring the relevance of tradition in related disciplines (e.g., anthropology, linguistics, philosophy, sociology) that may enrich students' understanding of organizational life.

**[ILROB 7270 Leadership in Organizations]**

Fall or spring. 3 credits. Open to MILR graduates. Next offered 2011–2012.  
T. Hammer.

Covers basic leadership theories with an emphasis on how they are used, analyzes leadership cases, and examines current leadership surveys and training material.]

**ILROB 7280 Theories of Motivation and Leadership**

Fall. 4 credits. Prerequisite: ILROB 5200.  
T. Hammer.

Introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students examine the empirical research that tests the validity of the theories and shows how and under what conditions different motivation models can be used for practice in work organizations. Several current microtheories of leadership and power and related research are examined. The disciplinary perspective employed is social organizational psychology, and the level of analysis emphasized is action and experience of individuals in groups.

**ILROB 7290 Organizational Change and Intervention**

Fall. 3 credits. Prerequisite: graduate standing.

Seminar concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention is paid to the role of internal and external change agents. Students are encouraged to analyze contemporary changes such as mergers and acquisitions and workforce reductions. Participants submit weekly workforce journals.

**ILROB 7780 Solidarity in Groups (also SOC 7780)**

Fall. 3 credits. Prerequisite: M.S. and Ph.D. candidates in department. All M.S. and Ph.D. candidates in department at work on their theses are strongly urged to enroll.  
S–U grades only. E. Lawler.

It analyzes contemporary theories of group solidarity. Particular attention is given to the comparison of rational choice, social exchange, and normative/affective explanations for the development and maintenance of social solidarity at both the micro (group) level and macro (organizational) level. Trust, emotion, and social identities also are analyzed in the context of these approaches. Most of the theoretical work covered in the course falls within the sociological tradition.

**ILROB 7900 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 7980 Internship**

For description, see “Labor Relations, Law, and History.”

**ILROB 7990 Directed Studies**

For description, see “Labor Relations, Law, and History.”

**ILROB 9200 Organizational Behavior Workshop**

Fall and spring. 2 credits. Prerequisite: M.S. and Ph.D. candidates in department. All M.S. and Ph.D. candidates in department at work on their theses are strongly urged to enroll. S–U grades only. Staff.

This workshop is designed to provide a forum for the presentation of current research undertaken by faculty members and graduate students in the Department of Organizational Behavior and by invited guests. Each student is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of his or her thesis research.

## SOCIAL STATISTICS

M. Wells, chair (291 Ives Hall, 255-4497);  
J. Bunge, T. DiCiccio, M. L. Karns, and  
P. Velleman

**ILRST 2100 Introductory Statistics (also STSCI 2100)**

Fall, spring, and summer. 4 credits.  
Prerequisite: introductory algebra. L. Karns,  
P. Velleman, and M. Wells.

Statistics is about understanding the world through data. We are surrounded by data, so there is a lot to understand. Covers data exploration and display, data gathering methods, probability, and statistical inference methods through contingency tables and linear regression. The emphasis is on thinking scientifically, understanding what is commonly done with data (and doing some of it for yourself), and laying a foundation for further study. Students learn to use statistical software and simulation tools to discover fundamental results. They use computers regularly; the test includes both multimedia materials and a software package. This course does not focus on data from any particular discipline, but will use real-world examples from a wide variety of disciplines and current events.

**ILRST 2110 Statistical Methods for the Social Sciences II**

Fall and spring. 3 credits. Co-meets with ILRST 5110. Prerequisite: ILRST 2100 or equivalent introductory statistics course.  
T. DiCiccio.

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 2130 Research Strategies and Regression Analysis**

Fall. 3 credits. Limited to 20 students.  
Prerequisite: ILRST 2100 or equivalent.  
L. Karns.

Builds on the introduction to statistics course by considering multivariate regression methods. Application of the methods is explored through the analysis of data found by each student. Topics include: regression inference, indicator variables, analysis of outliers, interaction terms, interpretation, and presentation. Analysis process and interpretation will be emphasized rather than specific research results. Students will present their final models in class.

**ILRST 2150 Statistical Applications in Law and Policy**

Fall. 4 credits. Prerequisite: ILRST 2100.  
Sophomore writing course. L. Karns.

Covers the practical aspects of quantitative research in law and policy (occupational and environmental health, product liability, and employment discrimination). Students evaluate the existing literature on a topic, analyze statistical merits, and make quantitative arguments. Standards of evidence will be considered. Required weekly writing assignments, a preliminary paper, and a final paper. Final oral presentations.

**ILRST 2200 Occupational Epidemiology**

Fall. 3 credits. Prerequisite: ILRST 2100 or equivalent. L. Karns.

Occupational epidemiology is the investigation of workplace health issues requiring knowledge of medicine, organizational structures, industrial hygiene, and human behavior. An introduction to occupational epidemiology through exploration of research design (cohort, case-control, and cross-sectional), exposure assessment, and statistical evaluation of the health issue. Students will use odds ratios, relative risk, and logistic regression models to measure the relationship between exposure and outcome. All students will select a topic area of interest, summarize current knowledge, and develop a research design protocol for future implementation.

**ILRST 3100 Statistical Sampling (also BTRY/STSCI 3100)**

Fall. 4 credits. Prerequisite: two semesters of statistics. J. Bunge.

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. Includes an applied project.

**ILRST 3110 Practical Matrix Algebra**

Fall. 4 credits. J. Bunge.

Matrix algebra is a necessary tool for statistics courses such as regression and multivariate analysis and for other “research methods” courses in various other disciplines. This course provides students in various fields of knowledge with a basic understanding of matrix algebra in a language they can easily understand. Topics include special types of matrices, matrix calculations, linear dependence and independence, vector geometry, matrix reduction (trace, determinant, norms), matrix inversion, linear transformation, eigenvalues, matrix decompositions, ellipsoids and distances, and some applications of matrices.

**ILRST 3120 Applied Regression Methods**

Spring. 4 credits. Prerequisite: ILRST 2100 or equivalent. P. Velleman.

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

**[ILRST 4070 Principles of Probability and Statistics (also BTRY 4070)]**

Fall. 4 credits. Next offered 2011–2012.  
Staff.

For description, see BTRY 4070.]

**ILRST 4100 Techniques of Multivariate Analysis (also BTRY 4100)**

Spring. 4 credits. Prerequisite: ILRST 3120 or equivalent; some knowledge of matrix notation. Staff.

Discusses techniques of multivariate statistical analysis and illustrates them using examples from various fields. Emphasizes application, but theory is not ignored. Deviation from assumptions and the rationale for choices among techniques are discussed. Students are expected to learn how to thoroughly analyze real-life data sets using computer-packaged programs. 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 4110 Statistical Analysis of Qualitative Data (also BTRY 6030, STSCI 4110)**

Spring. 4 credits. Prerequisites: two statistics courses or permission of instructor. Staff.

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

**ILRST 4990 Directed Studies**

For description, see "Labor Relations, Law, and History."

**ILRST 5100 Statistical Methods for the Social Sciences I**

Fall, spring, and summer. 3 credits. T. DiCiccio.

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 5110 Statistical Methods for the Social Sciences II**

Fall and spring. 3 credits. Co-meets with ILRST 2110. Prerequisite: ILRST 5100 or equivalent introductory statistics course. T. DiCiccio.

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 5150 Statistical Research Methods**

Fall or spring. 4 credits. Offered only in New York City for M.P.S. program. Staff. Students learn basic skills for conducting qualitative and survey research. They work through an introductory review course at home on their own time. After passing an exam, they attend a two-week immersion course in Ithaca taught by the on-campus faculty in July. Topics include an introduction to surveys and discrete analysis, basic regression, and integration of qualitative and quantitative research methods.

**ILRST 6100 Statistical Methods I (Also BTRY 6100)**

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. M. Wells.

Develops and uses statistical methods to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, inference for a single population, comparisons between two populations, one-and two-way analysis of variance, comparisons among population means, analysis of categorical data, and correlation and regression analysis. Introduces interactive computing through statistical software. Emphasizes basic principles and criteria for selection of statistical techniques.

**ILRST 6140 Structural Equations with Latent Variables**

Spring. 3 credits. Prerequisites: ILRST 2100/5100/5110 or equivalent. J. Bunge.

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, the instructor treats them as special cases of a common model. Another goal of the course is to emphasize the application of these techniques.

**ILRST 6190 Special Topics in Social Statistics**

Fall. 3 credits. Prerequisite: ORIE 6700 or equivalent. J. Bunge.

The areas of study are determined each semester by the instructor offering the seminar. Topics may include hierarchical linear models, the multivariate normal and Wishart distributions, multivariate sampling, tests of mean and covariance, multivariate regression, principal components, factor analysis, canonical correlation, robustness, and bootstrap confidence regions and tests.

**ILRST 7100 Special Topics in Social Statistics**

Spring. 3 credits. Graduate students only. M. Wells.

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

**ILRST 7990 Directed Studies**

For description, see "Labor Relations, Law, and History."

**FACULTY ROSTER**

Abowd, John M., Ph.D., U. of Chicago.  
Edmund Ezra Day Prof. of Industrial and Labor Relations, Labor Economics  
Applegate, Ronald, Ph.D., SUNY Binghamton. Lec., Labor Relations, Law, and History  
Bacharach, Samuel, Ph.D., U. of Wisconsin. Jean McKelvey-Alice Grant Prof. of Labor Management Relations, Organizational Behavior  
Basefsky, Stuart, M.L.S., U. of North Carolina. Lec., Human Resource Studies  
Batt, Rosemary, Ph.D., Massachusetts Inst. of Technology. Alice Cook Professorship in Women and Work; Assoc. Prof., Human Resource Studies  
Bell, Bradford, Ph.D., Michigan State U. Assoc. Prof., Human Resource Studies

Besharov, Marya, Ph.D., Harvard U. Asst. Prof., Organizational Behavior  
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  
Boyer, George R., Ph.D., U. of Wisconsin. Prof., Labor Economics  
Bronfenbrenner, Kate, Ph.D., Cornell U. Sr. Lec., Extension and Labor Relations, Law, and History  
Bunge, John A., Ph.D., Ohio State U. Assoc. Prof., Social Statistics  
Cohen, Daniel, Ed.M., Case Western Reserve U. Lec., Human Resource Studies  
Collins, Christopher, Ph.D., U. of Maryland. Assoc. Prof., Human Resource Studies  
Colvin, Alexander, Ph.D., Cornell U. Assoc. Prof., Labor Relations, Law, and History  
Compa, Lance, J.D., Yale Law School. Sr. Lec., Labor Relations, Law, and History  
Cook, Maria L., Ph.D., U. of California, Berkeley. Assoc. Prof., Labor Relations, Law, and History  
Cowie, Jefferson R., Ph.D., U. of North Carolina. Chapel Hill. Assoc. Prof., Labor Relations, Law, and History  
DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Labor Relations, Law, and History  
DiCiccio, Thomas J., Ph.D., U. of Waterloo (Canada). Assoc. Prof., Social Statistics  
Dragoni, Lisa, Ph.D., U. Maryland. Asst. Prof., Human Resource Studies  
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  
Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics and International and Comparative Labor  
Freedman, Matthew, Ph.D., U. of Maryland. Asst. Prof., Labor Economics  
Givan, Rebecca K., Ph.D., Northwestern U. Asst. Prof., Labor Relations, Law, and History  
Gold, Michael E., LL.B., Stanford U. Assoc. Prof., Labor Relations, Law, and History  
Goncalo, Jack, Ph.D., U. of California, Berkeley. Asst. Prof., Organizational Behavior  
Griffith, Kati L., J.D., New York U. School of Law. Asst. Prof., Labor Relations, Law, and History  
Gross, James A., Ph.D., U. of Wisconsin. Prof., Labor Relations, Law, and History  
Hallock, Kevin, Ph.D., Princeton U. Assoc. Prof., Human Resource Studies  
Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior  
Hausknecht, John P., Ph.D., Penn State U. Asst. Prof., Human Resource Studies  
Homrighouse, Christina, B.S., Ithaca Coll. Lec., Human Resource Studies  
Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service  
Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics  
Jackson, Clement, Ph.D., Harvard U. Asst. Prof., Labor Economics  
Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics  
Kahn, Lawrence M., Ph.D., U. of California, Berkeley. Prof., Labor Relations, Law, and History/Labor Economics  
Karns, M. Elizabeth, J.D., Quinnipiac U. Lec., Social Statistics

Katz, Harry C., Ph.D., U. of California,  
Berkeley. Jack Sheinkman Prof. in Labor  
Relations, Law, and History

Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Prof.,  
Labor Relations, Law, and History

Lawler, Edward J., Ph.D., U. of Wisconsin,  
Madison. Martin P. Catherwood Prof.,  
Organizational Behavior

Lieberwitz, Risa L., J.D., U. of Florida. Assoc.  
Prof., Labor Relations, Law, and History

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History

Nishii, Lisa, Ph.D., U. of Maryland. Asst. Prof.,  
Human Resource Studies

Rubineau, Brian, Ph.D., Massachusetts Inst. of  
Technology. Asst. Prof., Organizational  
Behavior

Salvatore, Nicholas, Ph.D., U. of California,  
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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.  
Assoc. Prof., Extension and Organizational  
Behavior

Tolbert, Pamela S., Ph.D., U. of California.  
Prof., Organizational Behavior

Turner, Lowell R., Ph.D., U. of California. Prof.,  
Labor Relations, Law, and History/  
International and Comparative Labor

Velleman, Paul T., Ph.D., Princeton U. Assoc.  
Prof., Social Statistics

Wells, Martin T., Ph.D., U. of California, Santa  
Barbara. Prof., Social Statistics

Williams, Michele, Ph.D., U. of Michigan. Asst.  
Prof., Organizational Behavior

Wright, Patrick M., Ph.D., Michigan State U.  
Prof., Human Resource Studies