

## SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

### ADMINISTRATION

Edward J. Lawler, dean

Robert Smith, associate dean, academic affairs

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

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

Gordon Law, librarian

Allan Lentini, director, administrative services

Francine Blau, director, research

Michael O'Hara, director, external relations

Robert Stern, graduate faculty representative

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

### DEGREE PROGRAMS

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

### THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 700 undergraduates and approximately 120 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

ILR students begin study in January 1998 in modern, technologically advanced lecture halls and seminar rooms, as well as a library enlarged in size and more useable for study.

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

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

The school operates in four areas: (1) resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to undergraduates and

graduate students who are preparing for careers in industrial and labor relations, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

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

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

### GRADUATE DEGREES

More than 120 students on the Cornell campus are enrolled in graduate study in industrial and labor relations, one of the largest graduate fields in the university. Students may work toward the degrees of Master of Industrial and Labor Relations, Master of Professional Studies, Master of Science, and Doctor of Philosophy. For further information on graduate programs, contact the Graduate Office, School of Industrial and Labor Relations, Cornell University, 216 Ives Hall, Ithaca, NY 14853-3901.

### DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

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

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

#### Human Resource Studies

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

with governmental measures that influence the supply of labor (for example, training, education, health, mobility, and immigration), the subject area also includes policies in private industry that relate to the demands for labor.

#### International and Comparative Labor Relations

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

#### Labor Economics

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

#### Organizational Behavior

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

#### Social Statistics

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

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

## RESIDENT INSTRUCTION

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

### Office of Student Services

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

### Counseling and Advising

New students will be provided advising on orientation, academic procedures, and course registration by counselors in the Office of Student Services.

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

### Minority Programs

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

## STUDY OPTIONS

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

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Using another option, some ILR students arrange for dual registration in the Johnson Graduate School of Management, earning their bachelor's degree in ILR and a master's degree in the Johnson Graduate School of Management after five years of study.

Some students elect to spend a semester in New York City, Albany, or Washington, D.C., with a chance to observe actual labor problem solving as interns in congressional offices, labor organizations, personnel offices, and state and federal agencies. For more information, see "Special Academic Programs," below.

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

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

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed studies if the program is supervised by a faculty member.

### Study in Absentia

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit toward completion of the Cornell degree. This study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee. Course work taken in absentia is usually not evaluated for transfer credit until the work has been completed and the student has returned to the school. Students then submit a course syllabus and other evidence of content to the chairman of the department that might have offered the respective course, or to a counselor in the Office of Student Services if the course is more appropriate as a general elective.

### Leave of Absence or Withdrawal

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

## REQUIREMENTS FOR GRADUATION

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

### FRESHMAN YEAR

#### Fall Semester

Freshman Writing Seminar	3
Introductory Microeconomics (ECON 101)	3
History of American Labor: Nineteenth Century (ILRCB 100)	3
Social and Psychological Foundations of Organizational Behavior I (ILROB 170)	3
ILR Colloquium (ILRID 150)	1
Elective	3
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### Spring Semester

Freshman Writing Seminar	3
Introductory Macroeconomics 102	3
History of American Labor: Twentieth Century (ILRCB 101)	3
Social and Psychological Foundations of Organizational Behavior II (ILROB 171)	3
Elective	3
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Physical Education, Fall and Spring

### SOPHOMORE YEAR

#### Fall Semester

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

Statistics II (ILRST 211)	3
Economics of Wages and Employment (ILRLE 240)	3
Distribution: Cultural Perspectives	3
Distribution: Western Intellectual Tradition	3
Elective	3
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### JUNIOR AND SENIOR YEARS

Economic Security (ILRLE 340)	3
Collective Bargaining (ILRCB 300)	3
Distribution: International and Comparative ILR	3
Distribution: Upper Division Writing	3
Distribution: Science and Technology	3
Advanced Organizational Behavior (ILROB 420)	3
ILR and General Electives	
ILR Advanced Electives—27 credit hours in no fewer than 9 courses	
General Electives—34 credit hours of which up to 22 hours may be freely elected in the university's endowed divisions	

### Required Courses

(55 credits)

The curriculum prescribes the courses and subjects listed in the table above; some are illustrative. In the senior year, all courses will be electives.

### Elective Courses

(65 credits)

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

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

The remaining 34 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 34 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Johnson Graduate School of Management; the College of Engineering; and the School of Hotel Administration) must pay for each credit taken in excess of 34, *whether or not the courses are passed*. For the precise fee per credit, students should call the Office of the Bursar.

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

### ILR Math Requirement

If you took AP calculus in high school and scored a 3 or better on the AB exam or a 2 or better on the BC exam, you have fulfilled the ILR math requirement. If you did not take AP calculus, or if you did not achieve the scores noted above, you will be expected to take and pass the ILR Math Assessment before you may register for required courses in Statistics and Labor Economics. The Math Assessment is based on materials covered in New York State Regents Exams for Courses 2 and 3. (Calculus is not covered in those courses.)

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

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

## SCHEDULING AND ATTENDANCE

### Schedule Changes

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

### Class Attendance

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

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

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

## ACADEMIC STANDING AND GRADES

### Academic Integrity

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

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

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

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

### Dean's List

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

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

### Academic Standing

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

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

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

### Involuntary Separation from the School for Academic Reasons

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

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

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

### S-U Grading Policy

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

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

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

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

### Grades of Incomplete

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

### SPECIAL ACADEMIC PROGRAMS

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

### Dual Registration in the Johnson Graduate School of Management

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

Early planning by each student, preferably in the sophomore year, is desirable to ensure that the expectations of the Johnson Graduate School of Management and ILR curriculum requirements are fulfilled. Students interested in the very limited and selective program of the Johnson Graduate School of Management should contact the Admissions Office, 319 Malott Hall, and a counselor at the Office of Student Services.

### Five-Year Master of Science Degree Program

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

### Internships

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

### Honors Program

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

### Study Abroad

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

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

### COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

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

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

Fall. 3 credits. C. Daniel, I. DeVault, N. Salvatore.

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

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

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

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

#### ILRCB 201 Labor and Employment Law

Fall. 3 credits. M. Gold, R. Lieberwitz, K. Stone.

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

as an introduction to judicial and administrative systems.

#### ILRCB 300 Collective Bargaining (200)

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

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

#### ILRCB 301 Labor Union Administration

Fall. 3 credits. Staff.

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

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

Fall or spring. 3 credits. I. DeVault.

This course will explore immigrant workers' experiences in the 19th and 20th centuries from different perspectives. We will examine what it meant to the immigrants themselves to arrive as strangers in the United States while also examining the ways in which pre-existing American groups defined these immigrants as "strangers." Similarly, we will look at U.S. citizens in their roles as greeters of immigrants, detractors of immigrants, and as models for the aspirations of immigrants. Throughout the course our main examples will come from the industrial and union realms.

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

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

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

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

Fall. 3 credits. J. Gross.

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

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

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

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

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

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

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

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

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

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

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

The philosophy, practice, economics, and law of volunteering labor and donating money. Topics include altruism versus self interest; why individuals volunteer labor and raise and donate money; the structure and practices of charitable organizations; the economic effects of voluntary labor and philanthropic gifts; and the law of raising and distributing money.

**ILRCB 404 Contract Administration**

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

Bridges the gap between ILRCB 300(500), Collective Bargaining, and ILRCB 602, Arbitration. It focuses on various aspects of dispute settlement process prior to final resolution. The intent of the course is to expand the knowledge of students rather than to develop personal skills. It includes such topics as (1) the historical development of contractual grievance process, (2) the merits of various alternative processes that have been adopted by unions and managements in the United States, (3) the impact of external law on the behavior of the parties in the adjustment process, (4) a comparison of the U.S. system with systems in other industrialized economies, (5) current issues and problems in the systems, (6) nonunion grievance pro-

cesses, and (7) ongoing experimental alternatives to the standard systems.

**ILRCB 407 Contemporary Trade Union Movement**

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

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

**ILRCB 482 Ethics at Work**

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

Major theories of ethics are examined, then applied to issues in the employment relationship such as genetic screening of job applicants, random drug testing of employees, affirmative action, discipline for off-duty conduct, whistle-blowing, worker safety and cost/benefit analysis, comparable worth, strikes by employees providing crucial services, and crossing a picket line.

**ILRCB 488 Liberty and Justice for All**

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

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

**ILRCB 495 Honors Program**

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

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

**ILRCB 497-498 Internship**

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

All requests for permission to register for an internship must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the director of Off-Campus Credit Programs. Upon approval of the internship,

the Office of Student Services will register each student for 497, for 3 credits graded A+ to F for individual research, and for 498, for 6 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

**ILRCB 499 Directed Studies**

Fall and spring. 3 credits. For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration is normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult a counselor in the Office of Student Services at the time of course registration to arrange for formal submission of their projects for approval by the Academic Standards and Scholarship Committee.

**ILRCB 500 Collective Bargaining**

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

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

**ILRCB 501 Labor and Employment Law**

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

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

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

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

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

**ILRCB 602 Arbitration**

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

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the

handling of materials in briefs or oral presentation, the conduct of a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

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

Fall or spring. 3 credits. L. Kahn.  
Surveys economic and industrial issues in the sports industry. Topics include: 1) salary determination, including free agency, salary caps, salary arbitration; 2) competitive balance and financial health of sports leagues; 3) anti-trust issues in sports; 4) labor disputes, union history, and contract administration issues in sports leagues; 5) discrimination in sports; 6) performance incentives.

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

Spring. 3 credits. R. Lieberwitz.  
An examination of the various aspects of equality in the workplace, focusing on issues of race, gender, and national origin, and the ways in which societal discrimination on these bases are institutionalized in the workplace. Theories attempting to define "equality" and specific workplace issues are studied, including the means for achieving equality at the workplace. The course entails a high level of student participation in class discussions, and assignments include a research paper.

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

Fall. 3 credits. Limited to seniors and graduate students. C. Daniel, N. Salvatore.  
A seminar covering, intensively, original printed sources and scholarly accounts for different periods in American history.

**ILRCB 606 Theories of Industrial Relations Systems**

Fall or spring. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, ILRCB 100, 101, 200; graduate students, ILRCB 500. H. Katz.  
Will trace the evolution of theory and research on industrial relations. Topics include: theories of the labor movement, institutional models and evidence regarding what unions do, the origins of internal labor markets and their relationship with unionization, models of strikes, empirical assessments of arbitration, research on union decline, and empirical evidence of the impacts of new technology.

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

Fall and spring. 3 credits. Limited to 21. Prerequisites: ILRCB 200, 201; 500, 501. J. Gross.  
An examination of the often hidden values and assumptions that underlie the contemporary U.S. systems of employment law, work and business, and industrial relations. Classroom discussions and student research projects will use novels and short stories (as well as the literature of industrial and labor relations) to focus on issues such as: discrimination; law, economics and the state; work and business; power, conflict and protest; and rights and justice.

**ILRCB 608 Special Topics in Collective Bargaining, Labor Law, and Legislation**

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

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

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

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

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

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

**ILRCB 651 Industrial Relations in Transition**

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

**ILRCB 655 Employment Law**

Spring. 3 credits. Prerequisites: ILRCB 201/501. M. Gold.  
Examines a number of major federal and state laws designed to protect workers in their employment relationships. The material covered will be selected from the following: the Fair Labor Standards Act, unemployment insurance, workers' compensation, the Occupational Safety and Health Act, the Employee Retirement Income Security Act, the doctrine of employment at will, Social Security, workers' right-to-know, plant closings, and protection of workers' privacy.

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

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

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

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

**ILRCB 684 Employment Discrimination and the Law**

Fall. 3 credits. Prerequisite: ILRCB 201/501 or equivalent. M. Gold.  
An examination of the laws against employment discrimination based on race, color, religion, sex, national origin, age, and disability.

**ILRCB 685 Research Seminar on Trade Unions**

Fall or spring. 3 credits. Prerequisite: ILRCB 200 or 500; permission of instructor. S. Kuruvilla.  
Designed to provide an analytical survey of research on trade unions in the United States. Major topics include unions in politics, unions as complex organizations, public opinion and attitudes toward unions, determinants of union growth and decline, economic and non-economic effects of unions, internal union government, and commitment and participation in trade union activity. This is a research-oriented course.

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

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 200 and 201; graduate students, ILRCB 500 and 501. R. Hebdon.  
An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with implications of collective bargaining for public policy and its formulation.

**ILRCB 689 Constitutional Aspects of Labor Law**

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

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

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

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

**ILRCB 705 The Economics of Collective Bargaining**

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

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

**ILRCB 783 Seminar in American Labor History**

Spring. 3 credits. Permission of instructor. N. Salvatore.

A reading and research seminar for graduate students that focuses on selected topics in nineteenth- and twentieth-century labor history. The topic changes each semester.

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

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

**ILRCB 798 Internship**

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

**ILRCB 799 Directed Studies**

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

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

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

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

**HUMAN RESOURCE STUDIES**

J. Bishop, chair; R. Batt, J. Boudreau, V. Briggs, R. Broderick, M. Cavanaugh, H. DeCieri, L. Dyer, G. Milkovich, V. Pucik, W. Wasmuth, T. Welbourne, P. Wright.

**ILRHR 260 Human Resource Management**

Fall 1998. 3 credits. Open only to ILR students; others by permission. R. Batt, M. Roehling.

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

**ILRHR 266 Personal Computer Basics**

Fall, spring, and summer. 2 credits. Limited. Staff.

Provides basic skills in the use of IBM personal computers (PCs) using the Windows environment. Course covers basic hardware, terminology, fundamentals of Disk Operating System (DOS), Internet and Lexis Nexis, Windows 95, Microsoft Excel, Access, and Powerpoint. Emphasis is placed on hands-on experience using examples demonstrating human resource issues and PC-based solutions. This course is a prerequisite to several advanced Human Resource Management electives.

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

Fall 1998, spring 1999. 3 credits. Open to sophomores, juniors, and seniors. J. Bishop, V. Briggs.

A review of labor-market trends, data collection systems, and theories pertaining to public efforts to develop the employment potential of the nation's human resources and to combat unemployment. The major segments of the nation's educational training enterprise—public education, higher education, employer-provided training, apprenticeship, and special training programs for the disadvantaged—are examined. Special policy and programmatic issues pertaining to youth, rural workers, welfare reform, direct job creation, worker relocation, economic development, targeted tax credits, industrial policy, and "enterprise zone" proposals are examined. Comparisons are made with other industrialized nations.

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

Fall 1998, spring 1999. 2 credits. 7 weeks. Prerequisites: ILRHR 260 or permission of instructor. Limited to 30. S-U only. J. McPherson.

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

**ILRHR 363 Leadership Seminar for Fraternities and Sororities**

Spring 1998. 2 credits. S-U only. Permission of instructor. Staff.

Provide students with an opportunity to develop their leadership and management skills. The philosophy of the class is that fraternity and sorority houses are small businesses and the leadership must be able to manage and lead for them to succeed. The learning method will be "hands on" with participants working on weekly assignments that involve their application of lessons learned to their current job duties. Students will participate in role plays, class discussions, meetings with guest speakers and debriefing sessions where they report the results of their using the material obtained from class in their current situations.

**ILRHR 366 Women at Work**

Spring 1999. 3 or 4 credits. Prerequisite: ILRHR 260 or equivalent. J. Farley.

Various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor-market experience are considered. Working women's entry-level jobs, opportunities for advancement, and income are compared to men's.

**ILRHR 456 International Human Resource Management**

Spring 1999. 3 credits. Staff.

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

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

Fall or spring. 4 credits. Open to juniors and seniors. ILR 260 or permission of instructor. Not offered 1998-99. L. Cyr, T. Welbourne.

This class utilizes a semester-long case study that focuses on human resource issues and strategies for growing, entrepreneurial firms. Students solve weekly dilemmas by integrating their knowledge of the functional areas of human resource management with general management, human resource strategy, entrepreneurship, accounting/finance, marketing, public relations, and small business management. Creative solutions to problems are communicated to the class via role plays,

formal presentations, inpromptu meetings, and class discussions. In addition to the semester-long case study, students work in teams to develop their own case of an existing company. The emphasis is on integration of concepts, application to real-life business situations, and acquisition of general management skills and knowledge.]

**[ILRHR 461 The Design of Work Systems: Comparative and Interdisciplinary Perspectives**

Fall or spring. 3 credits. Prerequisite: ILR 260 or equivalent and consent of instructor. Limited to juniors and seniors. Not offered 1998-99. R. Batt.

Seminar designed to explore the state of knowledge and current research concerning the design and development of alternative work systems. The focus is on understanding alternative approaches to work restructuring and their differential effects on firm competitiveness and employee welfare. The first half of the course considers classic texts on mass production, flexible specialization, sociotechnical systems, diversified quality production, and lean production. It compares these workplace models in their original national contexts and in subsequent transplants. Relevant research from economics, engineering, organizational behavior, human resources, and industrial relations is examined. The second half of the course considers these alternative approaches to restructuring in the context of specific manufacturing and service industries and occupational groups. Students are required to hand in weekly memos covering the readings, actively participate in seminar discussions, and write two research papers on topics relevant to the course.]

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

Fall 1998. 3 credits. Prerequisites: ILRHR 260 or by permission of the instructor. M. Cavanaugh.

Provide overviews of the staffing, training, and development functions within organizations. The first half of the semester will focus on the process by which organizations staff positions. Topics will include legal issues, job/competency analysis and planning, external selection practices, and internal staffing decisions. The second half of the semester will focus on the process by which organizations train and develop employees. Topics will include training needs assessment, program design, training evaluation, and management development practices. Throughout the semester we will examine the relationship between the staffing and training/development functions.

**ILRHR 466 Comparative Human Resource Management**

Fall 1998. 3 credits. Staff.

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

**ILRHR 468 Human Resources Management Simulation**

Spring 1999. 2 credits. Limited to 30 juniors and seniors. Prerequisite: ILRHR 260 or equivalent. 7 weeks. W. Wasmuth.

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

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

Fall 1998 and spring 1999. 3 credits.

V. Briggs.

Assesses the role that immigration policy plays as an instrument of human resource development in the United States. Immigration policy will be placed in an evolutionary context but primary attention will be given to the post-1965 revival of mass immigration. In addition to legal immigration, policies pertaining to border commuters, illegal immigration, "maquiladoras," refugees, asylees, and nonimmigrant workers are also examined. Comparisons are also made with immigration systems of other nations.

**ILRHR 495 Honors Program**

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

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

**ILRHR 497-498 Internship**

Fall and spring. 3 and 6 credits.

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

**ILRHR 499 Directed Studies**

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

**ILRHR 560 Human Resource Management**

Fall 1998 and spring 1999. 3 credits.

Open only to graduate students. Staff.

A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to such aspects of strategic and human resource planning, design and management of workteams, staffing, training and management development, organization development, compensation, and employee and labor relations. Emphasis is on the application of theory and research to the solution of personnel problems.

**[ILRHR 652 Research on Education Reform and Human Resource Policy**

Spring 1999. 3 credits. Permission of instructor. Not offered spring 1999.

J. Bishop.

A research seminar and tutorial in which students conduct *qualitative* empirical research on a common topic that can inform education reform efforts or human resource policy more generally. Topic varies from year to year. In spring 1998 the class developed and conducted surveys and interviews of 10th graders in 12 high schools about peer culture and attitudes denigrating studiousness. Sign up before Thanksgiving.]

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

Fall 1998. Permission of instructor.

J. Bishop.

A research seminar and tutorial in which students conduct *qualitative* empirical research on a common topic that varies from year to year that can inform education reform efforts or human resource policy. Members of the class will be taught how to access and analyze large longitudinal data sets in a way that addresses an issue important to education reform and then write the results up for submission to a journal. The topic in fall 1998 will be the effect of adolescent peer culture on learning.

**ILRHR 656 International Human Resource Management (also NBA 588)**

Fall 1998. 3 credits. Prerequisite: ILRHR 260/560. Limited. Seniors or graduate students only or permission of the instructor. Staff.

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

**ILRHR 661 Applied Personal and Organization Development**

Spring 1999. 3 credits. G. Thomas.

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

**ILRHR 662 People in Agile Organizations**

4 credits. Prerequisites: ILRHR 260, 560 or equivalent, plus two functional courses in HR management. Enrollment limit, 25. L. Dyer.

Organizational agility is defined as the capacity to be infinitely adaptable without having to change. It is a core competence for organizations operating in rapidly moving marketplaces. Accordingly, an increasing number of organizations are striving to become more agile by inventing new ways of managing all aspects of organizational capability. Course explores the opportunities and challenges posed by organizational agility, with particular emphasis on crafting human resource strategies that support this evolving paradigm.

**ILRHR 664 HR Online Research and Reporting Skills**

Fall 1998. 3 credits. J. Boudreau, S. Basefsky.

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

At the conclusion of the five-week training session, the students will begin to field real business questions from sponsors of the Center for Advanced Human Resource Studies (CAHRS). The sponsors consist of high level executives from Fortune 500 companies and will expect professionalism in their dealings with the students. Accompanying this course will be a recommended reading list that every HR professional should keep on his or her desk as quick, easy-reference materials.

**ILRHR 665 Transforming Human Resource Management: Case Studies**

Fall 1998. 4 credits. Limited. Prerequisite: ILRHR 260/560 plus two other courses in human resource studies and permission of instructor. L. Dyer, P. Wright.

As the capstone course in HR Studies, students will integrate the theories and practices learned in other courses. Extensive field work is involved. The field projects are designed to require students to draw upon and integrate their course work in HR planning, staffing, development, compensation and reward, and new work systems.

**ILRHR 666 Human Resource Metrics**

Fall 1998. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics, one elective in human resource studies. J. Boudreau.

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

**ILRHR 667 Employee Relations**

Spring 1999. 4 credits. Prerequisites: ILRHR 260/560 or equivalent and permission of instructor. L. Dyer, M. Roehling.

Explores the policies, programs, and practices used by employers to promote the just and humane treatment of employees, especially managerial, professional, and other employees not covered by collective bargaining contracts. Includes such policies as the protection of employee rights and the nature of processes used to allocate organizational opportunities and rewards; such programs as employee assistance plans and due process procedures; and elements of such practices as employee communication and supervision. Treats these

as a "package" to be considered in totality and developed strategically. Considers variations in employee relations strategies, the motives of employers in establishing such strategies, and the effects of these strategies on relevant individual and organizational outcomes.

**ILRHR 668 Staffing Organizations**

Spring 1999 and fall 1999. 4 credits. Limited to 25 students. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics. M. Cavanaugh.

This seminar provides an overview of the process by which organizations staff positions from pools of external and internal applicants. Will focus on theories, research, policies, and practices concerning attraction and selection for the most effective utilization of human resources. Topics covered in the course include: staffing strategy and context, measurement of staffing effectiveness, job/competency analysis and human resource planning, recruitment and job choice, initial and substantive external selection practices, and internal staffing decisions. Throughout the course, considerable emphasis will be placed on relevant legislation and court decisions, and practical application of relevant theory and past research.

**ILRHR 669 Managing Compensation**

Fall 1998 and spring 1999. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, ILRHR 266 and basic statistics or permission of instructor. R. Broderick, G. Milkovich.

Focuses on managing employee compensation in contemporary organizations. The major objectives are: to examine the current state of compensation decision making, to examine how recent theoretical and research developments inform compensation decisions, and to offer an opportunity to develop competencies in making compensation decisions.

**ILRHR 670 Seminar in Manufacturing**

Spring 1999. 15 credits. R. Batt. Semester in Manufacturing ("SiM") is designed to give students a basic understanding of the fundamentals of manufacturing, as well as a broad overview of current issues and trends. The 15-credit immersion format allows development of the linkage of manufacturing to other functions in the enterprise (Research & Development, marketing, corporate strategy, human resources, etc.) A highlight of SiM is that each student will visit more than 20 manufacturing facilities during the semester, representing diverse sets of products, processes, and manufacturing strategies. These visits include extended discussion sessions with management, and often union representatives, as well as a factory tour. These visits bring the "real-world" perspective to the course. SiM is built around five basic themes. The 15-credit immersion format allows each theme to be discussed in depth, and the inter-relationships between themes to be developed over the semester, giving students a broad understanding of how an enterprise functions.

**ILRHR 690 Comparative Human Resource Management**

Spring 1999. 3 credits. Prerequisites: ILRHR 260/560, or permission of instructor. Staff.

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

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

**ILRHR 691 Human Resource Planning and Strategy**

Spring 1999. 2 credits. Limited. Prerequisites: ILRHR 560 or equivalent, one course in statistics, and permission of instructor. 7 weeks. L. Dyer.

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

**ILRHR 692 Training the Displaced and Disadvantaged**

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1998-99. J. Bishop.

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

**ILRHR 693 Training and Development in Organizations**

Spring 1999. 3 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics or permission of instructor. M. Cavanaugh.

Provides an overview of the various aspects of the training and development function in organizations. Will view training from both a systems and training cycle approach. Will discuss several aspects of training and development including how to determine whether training is needed, issues regarding the design of training programs, current training techniques, evaluation strategies, and management development practices. Throughout the course, considerable emphasis will be placed on practical application of relevant theory and past research.

**ILRHR 694 Human Resource Information System Applications**

Spring 1999. 4 credits. Limited to 22 students. Prerequisites: ILRHR 260/560 or equivalent; ILRHR 266; at least one upper-level HRS elective; basic statistics; and permission of instructor. J. Boudreau.

Explores the development, implementation and management of computerized personnel

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

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

Spring. 3 credits. Not offered 1998-99.  
J. Bishop.

The seminar investigates the nexus between the education and training occurring in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. We will investigate (1) how technological progress is changing the nature of work and what this implies for reform of education and training, (2) why United States productivity has increased so little in the past two decades, (3) how education and training contribute to the growth and competitiveness, (4) why educational achievement has declined, and (5) how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.]

**ILRHR 697 Special Topics in Resource Studies**

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

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

Fall. 3 credits. Not offered 1998-99.  
J. Bishop.

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

**ILRHR 760 Seminar in Human Resource Studies**

Fall or spring. 3 credits. Prerequisites: ILRHR 560, ILRST 510/511, and ILRHR 669 and permission of instructor. P. Wright.  
A "floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

**ILRHR 765 International Compensation**

Spring. 4 credits. G. Milkovich.  
Seminar focuses on international developments in employee compensation. Will study

recent research, theoretical developments and specific organizations practices in a wide variety of countries. Local national practices will be our principal focus along with expatriates and others. Almost everyone believes they are experts in pay, so we will be drawing upon research and theories from sociology, economics, psychology, and so on. Four operative terms are seminar, comparative, compensation, and organization. This is a seminar, so come to each session prepared to be an active player. Our focus is comparative, including research, theory, and practices in specific enterprises in different countries. Compensation includes all forms of pay including cash, benefits, allowances, and so on. Primary focus at the organization level of analysis.

**ILRHR 767 Human Resource Strategies for Entrepreneurial Firms**

4 credits. Open to graduate students only. ILRHR 560, equivalent, or permission of instructor. Not offered 1998-99.  
T. Welbourne.  
For course description, see ILRHR 460.]

**ILRHR 769 Topics in Compensation Theory and Research**

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

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

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

**ILRHR 798 Internship**

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

**ILRHR 799 Directed Studies**

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

**ILRHR 960 Workshop in Human Resource Studies**

Fall and spring. 2 credits. Enrollment limited to M.S. and Ph.D. candidates. S-U grades only. Staff.  
The workshop is designed to provide a forum for the presentation and critical discussion of current research being undertaken by graduate students, faculty members, and invited guests in the field of human resource studies. All M.S. and Ph.D. candidates in the Department of Human Resource Studies are urged to enroll; candidates in other departments are cordially invited. Each participant will have an opportunity to benefit from the collective wisdom of the others in the formulation, design, and execution of his or her research, as well as to become current on the latest developments in the field.

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

Fall. 3 credits. P. Wright. Ph.D. candidates only.  
Seminar is aimed at reading, understanding, and conducting research in HRM. Student should obtain thorough understanding of the

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

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

Fall. 3 credits. P. Wright. Ph.D. candidates only.  
Seminar is aimed at reading, understanding, and conducting research in SHRM. The course should enable students to obtain a thorough understanding of the current research in Strategic HRM, and to develop the skills necessary to evaluate, criticize, and contribute to the literature on SHRM.

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

Spring 1998. 3 credits. P. Wright. Ph.D. candidates only.  
Designed to build social science research skills, particularly in the area of human resource studies (HRS). Topics include measurement reliability, construct validity, design of studies, external validity, meta-analysis, critiquing/reviewing HRS research, publishing HRS research, and applications of statistical models of HRS issues.

**INTERNATIONAL AND COMPARATIVE LABOR**

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

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

Fall. 3 credits (1 additional credit may be arranged). Open to juniors and seniors.  
L. Turner.

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

**ILRIC 337 Special Topics:**

Fall. 3 or 4 credits. Staff.  
Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.

**[ILRIC 339 The Political Economy of Mexico**

Fall. 3 credits. Not offered 1998-99.  
M. Cook.  
Explores the range of challenges affecting contemporary Mexican politics, society, and economic development—from democratization to immigration to NAFTA. The course provides both an introduction to Mexican political economy for those with no prior background and an opportunity for students with more knowledge of Mexico to explore a research topic in greater depth.]

**ILRIC 499 Directed Studies**

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

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

Fall. 4 credits. Graduate students.  
L. Turner.

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

**ILRIC 537 Special Topics**

Fall or spring. 3 or 4 credits. Staff.  
Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.

**ILRIC 631 Comparative Labor Movements in Latin America (also Government 631)**

Spring. 3 credits. Not offered 1998-99.  
M. Cook.

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

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

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

Examines contemporary efforts in advanced industrial democracies to reform industrial relations. The first half of the course will examine contemporary industrial relations reform efforts in the U.S., including innovative organizing strategies; new calls for union militance; business strategies for a "union-free" environment; efforts at labor-management cooperation; and the report of the Dunlop Commission. The second half will cover Britain—the Thatcher reforms of the 1980s and the current labor-backed works council movement; France—the Auroux Laws of the 1980s and their effects; and Germany—the transformation of industrial relations in eastern Germany since 1989.

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

Fall. 4 credits. Open to seniors with permission and graduate students. Not offered 1998-99. L. Turner.

Is the successful postwar "social partnership" model of organized capitalism in the Federal Republic of Germany viable in the 1990s? To answer this question, we will study the works councils and codetermination, the rise of a strong postwar labor movement, the contemporary German version of social partnership, with an emphasis on current events and the new challenges for German industry and labor posed by German unification and the single European market.]

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

Spring. 4 credits. Prerequisite: ILRLE 240 or Economics 313 or permission of instructor. Not offered 1998-99. G. Fields.

A course analyzing who benefits how much from economic growth in developing

countries and how income distribution would be affected by various public policies. Topics to be covered include: poverty, inequality, social welfare, and economic growth-theory and evidence; poverty profiles, earnings functions, and decompositions; employment, unemployment, wages, and labor markets; and an introduction to benefit-cost analysis, with application to the economics of education.]

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

Fall. 4 credits. Permission of instructor.  
Not offered 1998-99. I. DeVault.

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

**ILRIC 637 Labor Relations in Asia**

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

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

**ILRIC 638 Labor, Free Trade, and Economic Integration in the Americas (also Government 630)**

Spring. 3 credits. Limited. Open to seniors and graduate students; juniors by permission. Not offered 1998-99.  
M. Cook.

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

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

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

Research seminar for students writing theses or dissertations on aspects of labor markets and economic development. Will address research questions, methodologies, and contributions in the areas of employment and unemployment, income and earnings, educational and human resource development, welfare economics, and economic growth. Numerous presentations and written papers will be required.

**ILRIC 739 The Political Economy of Mexico**

Spring. 3 credits. Not offered 1998-99.  
M. Cook.

For course description, see ILRIC 339.]

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

Fall and spring. 1-9 credits.

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

**ILRIC 799 Directed Studies**

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

**Other courses approved to fulfill ILRIC distribution****ILRCB 304 Seminar in American Labor and Social History**

Fall. J. Cowie.

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

**ILRHR 456 International Human Resource Management**

Spring. Staff.

For description, see the section, Human Resource Studies.

**ILRHR 461 The Design of Work Systems: Comparative and Interdisciplinary Perspectives**

Fall or spring. R. Batt.

For description, see the section, Human Resource Studies.

**ILRHR 466 Comparative Human Resource Management**

Fall. Staff.

For description, see the section, Human Resource Studies.

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

Fall and spring. V. Briggs.

For description, see the section, Human Resource Studies.

**ILRHR 656 International Human Resource Management**

Spring. V. Pucik.

For description, see the section, Human Resource Studies.

**ILRHR 690 Comparative Human Resource Management**

Fall. Staff.

For description, see the section, Human Resource Studies.

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

Spring. J. Bishop.

For description, see the section, Human Resource Studies.

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

Spring. G. Boyer.

For description, see the section, Labor Economics.

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

Fall. G. Boyer.

For description, see the section, Labor Economics.

**ILRLE 640 Economic History of British Labor 1750-1940**

Fall. G. Boyer.

For description, see the section, Labor Economics.

**ILROB 628 Cross-Cultural Studies in Organizational Behavior**  
Spring. Staff.

## INTERDEPARTMENTAL COURSES

**ILRID 150 Freshman Colloquium**

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

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

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

Spring 1999. 4 credits. V. Briggs.

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

**ILRID 452 Writing in Industrial and Labor Relations**

Fall or spring. 3 credits. J. Farley.

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

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

Fall and spring. 1-9 credits.

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

## LABOR ECONOMICS

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

**ILRLE 140 Development of Economic Institutions**

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

Provides students with an understanding of the historical roots of the economic system currently dominant in Western Europe and the United States. The course will focus on (a) the process of European economic growth prior to 1914, (b) the effect of industrialization

on labor in Great Britain, and (c) the historical evolution of economic thought from Adam Smith to J. M. Keynes.

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

Fall and spring. 3 credits. Prerequisites: Economics 101-102, Economics 313, or permission of instructor.

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

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

Spring. 3 credits. Prerequisites: ILRLE 240 or equivalent.

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

**ILRLE 348 The Economics of Unemployment (also Econ 453)**

Fall. 4 credits. Prerequisite: ILRLE 240/540 or permission of instructor.

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

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

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

Explores income distribution in the United States and the world. Topics to be covered include functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, and changing income distribution and growth. Students who have taken CEH 355 may not receive credit for 441.

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

Fall. 4 credits. Prerequisites: ILR 240 or equivalent. F. Blau.

An in-depth treatment of the economics and financial management and administration of all employee benefits: health care, insurance, retirement income, family-care benefits, executive incentive plans, and other compensation provided as a service or contingent financial package to employees. Detailed

international comparisons of health care and retirement systems are included.

**ILRLE 444 Modern European Economic History**

Spring. 4 credits. Prerequisite: ILRLE 240 or equivalent. G. Boyer.

An introduction to the economic development of Europe from 1500 to 1939. Topics covered include: the establishment of an institutional framework supporting economic growth in early modern Europe; the causes of the first industrial revolution in Great Britain; the effects of industrialization on workers' living standards; the spread of industrialization to the major continental powers—France, Germany, Austria-Hungary, and Russia; and the economic causes and effects of the First World War.

**ILRLE 445 Women in the Economy (also Econ 457)**

Fall. 4 credits. Prerequisite ILRLE 240 or equivalent.

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

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

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

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

**ILRLE 495 Honors Program**

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

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

**ILRLE 497-498 Internship**

Fall and spring. 3 and 6 credits.

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

**ILRLE 499 Directed Studies**

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

**ILRLE 540 Labor Economics**

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

Required of graduate students majoring or minoring in labor economics and M.I.L.R. candidates.

Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. The course considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics covered include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to

household production, occupational choice, migration, labor-market discrimination and the effects of unions.

**ILRLE 541 Social Security and Protective Labor Legislation**

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

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

**ILRLE 640 Economic History of British Labor 1750-1940 (also Econ 459)**

Fall or spring. 4 credits. G. Boyer.

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

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

Spring. 4 credits. R. Hutchens.

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

**ILRLE 644 The Economics of Occupational Safety and Health (also Econ 461)**

Spring. 3 credits.

Analyzes the problem of occupational injuries and illnesses in the United States. The first section concentrates on legal requirements, judicial interpretations, and legal implications of the Occupational Safety and Health Act, then shifts to such questions as the need for, and appropriate goals of, the act; the stringency of safety standards considered in a benefit-cost framework; the difficulties in enforcing the act; and estimates of the impact of the act.

**ILRLE 647 Evaluation of Social Programs**

Fall. 4 credits.

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

**ILRLE 648 Economic Analysis of the University**

Spring. 4 credits.

Seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general,

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

**ILRLE 741 Applied Econometrics I**

Fall. 4 credits.

Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. The focus will be on both estimation and specification testing of these models. Will consider how these statistical models are linked to underlying theories in the social sciences. Course coverage will include panel data methods (including fixed vs. random effects models for both linear and non-linear systems) and, if time permits, duration analysis.

**ILRLE 742 Applied Econometrics II**

Spring. 4 credits.

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

**ILRLE 744 Seminar in Labor Economics I (also Econ 641)**

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

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

**ILRLE 745 Seminar in Labor Economics II (also Econ 642)**

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

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

**ILRLE 746 Seminar in Labor Economics III (also Econ 643)**

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

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

**ILRLE 748 Economics of Employee Benefits**

Fall. 4 credits.

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

**ILRLE 749 Economics of Development (also Economics 672)**

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

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

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

Fall and spring. 1-9 credits.

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

**ILRLE 798 Internship**

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

**ILRLE 799 Directed Studies**

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

**ILRLE 940 Workshop in Labor Economics**

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

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

ORGANIZATIONAL BEHAVIOR

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

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

Fall. 3 credits. Staff.

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

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

Spring. 3 credits. Staff.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The course moves from classical sociological theory to the analysis of complex organizations. The central focus of the course is the study of industrial organiza-

tions and of complex organizations in general, emphasizing authority relations, goals, the division of labor, bureaucracy, and organizational design.

**ILROB 320 The Psychology of Industrial Engineering**

Fall. 4 credits. T. Hammer.  
A study of the human factors in the industrial engineering of work, workplaces, tools, and machinery. The course examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; conflict.

**ILROB 325 Organizations and Social Inequality (also SOC 322)**

Spring. 3 credits. Limited. P. Tolbert.  
Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. A variety of theoretical explanations of social inequality will be examined, and the social policy implications of each will be considered. Class assignments are designed to develop students' general writing skills, as well as substantive understanding of different theories and approaches to the problem of inequality.

**ILROB 328 Cooperation, Competition, and Conflict Resolution**

Spring. 4 credits. Prerequisite: one course in social psychology or equivalent. Staff.  
An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention is devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics are studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractioning and escalating conflict. Personality and situational factors that regulate conflict intensification are stressed.

**ILROB 329 Organizational Cultures**

Fall or spring. 3 credits. Prerequisite: one or more courses in sociology. Staff.  
Reviews the concept of culture as it has evolved in sociology and anthropology, applying it to formal organizations in workplaces such as corporations and unions. The course first examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages, rituals, symbols, myths, sagas, legends, and organizational stories. Considerable attention will be given to rites and ceremonials as a cultural form in organizational life that consolidates many of these expressive forms into one. The course will examine types of ceremonial behavior such as rites of passage, rites of enhancement, and rites of degradation, including the role of language gestures, physical settings, and artifacts in ceremonial behavior. The presence of subcultures and countercultures in organizational behavior will also receive attention, especially the part played by occupational subcultures in formal organizations.

**ILROB 370 The Study of Work Motivation**

Fall. 4 credits. Open to juniors and seniors. T. Hammer.  
Designed to acquaint the student with the basic concepts and theories of human motivation with implications for job design and organizational effectiveness. Focus is on theories of worker motivation and on research approaches and results as these apply to the performance of individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental and social psychology. Each student will design, execute, and analyze a research study of his or her own.

**ILROB 371 Individual Differences and Organizational Behavior**

Fall or summer. 4 credits. Recommended: some acquaintance with the substance and methods of behavioral or social science. L. Gruenfeld.  
Examines personality from a comparative psychodynamic point of view. Social behavior, authority relationships, and work motivation are used to illustrate how various theories could be applied to understand behavior and experience in organizations.

**ILROB 373 Organizational Behavior Simulations**

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Limited enrollment. R. Stern.  
Basic principles of organizational behavior as studied through readings and participation in simulation games. Simulations model traditional organizations and cooperatives. Games model executive decision making, running a company, assembly work, and cooperative decision making. Organizational design, decision making, conflict, cooperation, and power are the central topics of discussion. The contrasting bases of power in the organizations permits the study of the assumptions underlying organization structure and process.

**ILROB 420 Contemporary Organizational Behavior Applications**

Fall or spring. 3 credits. Prerequisites: ILR 170 and 171 (120 and 121).  
Introduces students to contemporary applications of organizational behavior theory in work organizations. Will explore the frameworks of common and current organizational and managerial change interventions, review contemporary literature about them, and try to discover existing links between these processes and the theoretical OB literature. Specific topics will vary from year to year. For this year, applications include TQM, re-engineering, team development, learning organizations, world-class manufacturing, competing values frameworks, assessment instruments, and multiculturalism and diversity issues in the workplace.

**ILROB 421 Regulating the Corporation**

Spring. 4 credits. R. Stern.  
Will examine public and private power from an organizational perspective. The resource-dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to regulation, including corporate strategy, change, and political influence.

Business ethics and corporate social responsibility are considered along with the role of interest groups such as consumer or citizen organizations. Research and case materials focus on the implementation of environmental protection, occupational health and safety, equal opportunity, antitrust, securities, and consumer regulations.

**ILROB 422 Organizations and Deviance**

Fall. 3 credits. Enrollment limited to 60. W. Sonnestuhl.  
Focuses upon the deviant actions of organizations, including such behaviors as price fixing, environmental pollution, illegal campaign contributions, and discrimination in hiring and promotion. Examines the origins of such behaviors within organizations, the processes by which they became institutionalized, and the processes by which they become defined as deviant organizational actions. Within this context, the course will examine such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work within an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

**ILROB 425 Sociology of Industrial Conflict**

Spring 1999. 4 credits. R. Stern.  
The course focuses on the social, economic, and political causes of industrial conflict. The nature of work and the employment relationship provide the foundation for understanding both individual and collective expressions of conflict in work settings. Worker background, psychological contracts and authority relations set the stage for studying conflict expressions including strikes, labor turnover, absenteeism, sabotage, accidents, grievance filing, violence and other forms of conflict at work.

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

Fall. 3 credits. Prerequisite: permission of the instructor. P. Tolbert.  
Focuses on the sources of power and control exercised by professional groups in contemporary society. A number of issues will be examined in this context including: the role of professions in society, processes through which an occupational group becomes defined as a profession, sources of control that professional associations have over their members, relations between professionals and nonprofessionals in organizations, and the relationship between unionization and professionalization of occupations.

**ILROB 428 Organizational Change and Intervention**

Fall. 3 credits. Limited to 25. Juniors and seniors with permission of instructor. L. Williams.  
Seminar will focus on planned and unplanned change in organizations. Topics will include mergers and acquisitions, team building, self management and the role of change agents. Participants will be required to develop and present topics in addition to keeping a weekly journal and participating in exercises.

**ILROB 429 Organizational Politics and Institutional Change**

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

Will examine the market, cultural, political, and structural forces that change the organizational "rules of the game," how those changes affect individuals and organizations, and the distortions that occur as individuals and organizations attempt to adjust to a new unstable order. Issues to be examined include power, corruption, dealmaking, rationality, uncertainty, and competition. Course requirements include completing a major research paper and leading a class discussion.

**ILROB 470 Group Processes**

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

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

**ILROB 472 Applied Organizational Behavior**

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

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

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

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

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

**ILROB 495 Honors Program**

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

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

**ILROB 497-498 Internship**

Fall and spring. 3 and 6 credits. For description, see the section, Collective Bargaining, Labor Law, and Labor History.

**ILROB 499 Directed Studies**

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

**ILROB 520 Micro Organizational Behavior and Analysis**

Fall or spring. 3 credits. Staff. Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

**ILROB 620 Theories of Organizational Change, Innovation, and Evaluation**

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

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

**ILROB 621 Organizational Diagnosis Intervention and Development**

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

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

**ILROB 623 Micropolitics in Organizations**

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

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

and a major paper and/or take-home final exam.

**ILROB 624 Groups in Work Organizations**

Fall. 4 credits. Enrollment limited. Permission of instructor required. L. Gruenfeld.

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

**ILROB 625 Conflict, Power and Negotiation**

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

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

**ILROB 627 Leadership in Organizations**

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

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

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

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

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

**ILROB 629 Personality in Organization**

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

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

**ILROB 670 Semester in Manufacturing**

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

Intended for students who want to work as professionals or who have a strong interest in the manufacturing industries. It is taught by an interdisciplinary faculty team from the College of Engineering, the Johnson School of Management, and the School of Industrial and Labor Relations. Course material will be based on plant visits and project work with local industry. Student participation will be in interdisciplinary teams with members representing the three colleges. Course content will concentrate on four major issues thought to make a competitive difference in today's economic environment: (1) the changing environment for product design; (2) rapid-response production systems; (3) organization, management, and compensation of the manufacturing team; and (4) performance measurement.

**ILROB 671 Organizations as Social Networks**

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

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

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

Fall 1996. 3 credits. Prerequisite: ILROB 170 and 171 or ILROB 520. L. Gruenfeld.

Considers theories that seek to explain behavior at the individual, group, and organizational level. Work motivation, leadership, and the member composition and dynamics of groups will be discussed. The relationship among groups in the organization, including harmony and conflict among groups, will be evaluated.

**ILROB 675 Cooperative Strategies for Improving Organizational Performance**

Spring. 4 credits.

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

**ILROB 676 Systems of Labor Participation in Management**

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

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

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

Fall 1997 or spring 1998. 4 credits.

Permission of instructor required.

Considers qualitative and psychometrically precise and systematic research methods for the study of behavior in groups and organizations. Includes a workshop that is designed to improve teamwork with the use of on-line data generated by group members. Personality, leadership culture, and group dynamics are the major focus. Students will observe, record, and videotape group and individual behavior, which will be analyzed with the help of microcomputer programs, especially SYMLOG (a system for the multiple-level observation of groups) developed by Bales (1970, 1979). In addition to lectures and discussion of research papers this course will also include a research project designed and executed by the students.

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

Fall. 4 credits.

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

**ILROB 721 Advanced Micro Organizational Behavior**

Spring. 3 credits.

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

**ILROB 722 Advanced Macro Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520.

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

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

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

Materials studied in ILROB 723 and 724 include (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude-scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; (5) use of documents and qualitative data analysis. Provides students with important philosophical background for doing research and exposes them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools.

**ILROB 724 Behavioral Research Theory, Strategy, and Methods II**

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

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

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

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

An advanced research methods course that critically examines published research papers in the field of organizational behavior in terms of research design and method as well as theory.

**ILROB 726 Selected Topics in Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520 and permission of instructor.

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

**ILROB 727 Work and Industrial Conflict**

Spring, weeks 7-14. 2 credits.

A concentrated examination of the sociology of industrial conflict. The seminar focuses on classic formulations of conflict theory in sociology, then the social, political, economic causes of industrial conflict. Both individual

and collective forms of conflict expression are examined. Some discussion of the implications of various types of worker management of firms for industrial conflict will be included.

**ILROB 728 Theories of Motivation and Leadership**

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

Two independent but sequence-connected minicourses.

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

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

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

Several current microtheories of leadership and power and related research are examined. The disciplinary perspective employed is social organizational psychology and the level of analysis emphasized is action and experience of individuals in groups.

**ILROB 729 Organizational Change and Intervention**

Fall. 3 credits. Graduate students only; no exceptions.

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

**ILROB 770 The Cultures of Work Organizations**

Fall. 3 credits. Open only to graduate students.

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

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

Fall. 3 credits. Permission of the instructor.

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

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

Fall. 4 credits.

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

**ILROB 777 Personality in Work Groups and Organizations**

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

Discusses several theories of personality and related research findings. The relationship of personality to work motivation and leadership and interpersonal behavior in groups (teams) in also considered. Methods of research including observational, peer report, and self report, as well as performance tests are studied.

**[ILROB 778 Solidarity in Groups**

Fall 1997. 3 credits. Staff.

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

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

Fall and spring. 1-9 credits.

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

**ILROB 798 Internship**

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

**ILROB 799 Directed Studies**

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

**ILROB 920 Organizational Behavior Workshop**

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

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

**SOCIAL STATISTICS**

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

**ILRST 210 Statistical Reasoning I**

Fall 1998, spring 1999. 3 credits. Attendance at weekly discussion section is required. J. Angellotti, P. Velleman.

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

**ILRST 211 Statistical Reasoning II**

Fall 1998, spring 1999. 3 credits. Prerequisite: ILRST 210 or suitable introductory statistics course. J. Bunge, T. DiCiccio.

A second course in statistics. Applications of statistical data analysis techniques, particularly to the social sciences. Topics include: statistical inference; simple linear regression; multiple linear regression; logistic regression; and analysis of variance. Computer packages are used throughout the course.

**ILRST 310 Statistical Sampling**

Spring 1999. 3 credits. Prerequisite: two terms 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. Course includes an applied project.

**[ILRST 311 Practical Matrix Algebra**

Spring 1999. 3 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. One goal is to provide students in various fields of knowledge with a basic understanding of matrix algebra in a language they can easily understand. Topics include special types of matrices; matrix calculations: linear dependence and independence; vector geometry; matrix reduction (trace, determinant, norms); matrix inversion; linear transformation; eigenvalues; matrix decompositions; ellipsoids and distances; some applications of matrices.

**ILRST 312 Applied Regression Methods**

Fall 1998. 3 credits. Prerequisite: ILRST 211 or equivalent courses. T. DiCiccio.

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

**[ILRST 313 Design and Analysis of Experiments]**

3 credits. Prerequisite: ILRST 211 or equivalent. Not offered 1998-99.

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

**[ILRST 314 Graphical Methods for Data Analysis]**

3 credits. Prerequisite: ILRST 211 or equivalent. Not offered 1998-99.

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

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

3 credits. Prerequisite: ILRST 312 or equivalent. Not offered 1998-99.

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

**[ILRST 411 Statistical Analysis of Qualitative Data]**

Spring 1999. 3 credits. Prerequisite: two statistics courses or permission of instructor. M. Wells.

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

**[ILRST 499 Directed Studies]**

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

**[ILRST 510 Statistical Methods for the Social Sciences I]**

Fall 1998, spring 1999. 3 credits. J. Angellotti, P. Velleman.

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

**[ILRST 511 Statistical Methods for the Social Sciences II]**

Fall and spring 1998, 1999. 3 credits. Prerequisite: ILRST 510 or equivalent introductory statistics course. J. Angellotti, J. Bunge.

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

**[ILRST 610 Seminar in Modern Data Analysis]**

3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1998-99.

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

**[ILRST 611 Statistical Computing]**

3 credits. Prerequisites: linear algebra, knowledge of a programming language, and statistics at least through multiple regression. Not offered 1998-99.

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

**[ILRST 612 Statistical Classification Methods]**

3 credits. Prerequisite: ILRST 312 or equivalent, or permission of instructor. Not offered 1998-99.

An introduction to a variety of statistical techniques that assign objects to categories on the basis of observed characteristics of the objects. Course topics include (but are not limited to): discriminant analysis and its extensions and variations; nearest neighbor methods, classification and regression trees (CART); neural networks for classification; and estimation of error of classification rules.]

**[ILRST 613 Bayesian and Conditional Inference]**

Spring 1999. 3 credits. Prerequisites: Graduate level courses equivalent to OR&IE 670 and OR&IE 651 or permission of instructor. M. Wells.

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

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

Fall 1998. 3 credits. Prerequisites: ILRST 210, 211 or ILRST 510, 511 or equivalent. M. Wells.

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

**[ILRST 615 Expert Systems and Probabilistic Network Models]**

3 credits. S-U only. Prerequisite: OR&IE 560 or an equivalent course in probability and statistics. Not offered 1998-99.

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

**[ILRST 711 Robust Regression Diagnostics]**

3 credits. S-U or letter grade. Prerequisite: ILRST 312 or equivalent or permission of instructor. Not offered in 1998-99.

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

**[ILRST 712 Theory of Sampling]**

3 credits. Prerequisite: calculus and at least one semester of mathematical statistics. Not offered 1998-99.

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

**ILRST 713 Counting Processes with Statistical Applications**

3 credits. Prerequisite: a course at the technical level of Math 572 and 574 or permission of instructor. Not offered 1998-99.

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

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

Spring 1999. 3 credits. Prerequisite: courses equivalent to OR&IE 651 or Math 571, and STATS 409 or OR&IE 670. J. Bunge.

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

**ILRST 715 Likelihood Inference**

3 credits. Prerequisite: graduate courses equivalent to OR&IE 670 and OR&IE 670. Not offered in 1998-99.

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

**ILRST 716 Statistical Consulting**

Fall 1998, spring 1999. 2 credits. Prerequisites: Limited to graduate students. S-U only. M. Wells, A. Hadi.

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

**ILRST 799 Directed Studies**

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

**ILR EXTENSION****Statewide**

The following courses are open to participants in the Extension Division's statewide credit programs in labor studies and management studies. Extension offices are based in Buffalo, Albany, Rochester, Ithaca, New York City, and Long Island. These courses are not

open to undergraduate or graduate students matriculated in the Ithaca ILR programs. Courses and course credits earned in Extension Division certificate programs are not automatically accepted as transfer credits or as a basis of admission to the resident ILR undergraduate and graduate programs in Ithaca. Student applications for course transfer are evaluated by the ILR school on an individual basis.

**204 Managing Conflict**

Fall or spring. 3 credits.

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

**205 Oral Skills for Conflict Management**

Fall or spring. 3 credits.

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

**206 The Nature of Conflict**

Fall or spring. 3 credits.

The purpose of the course is to provide students with the conceptual foundation to engage in further study of conflict management and conflict resolution. Having taken the course the students will 1) be able to identify and describe types of conflict; 2) be able to identify the various sources of conflict; 3) be able to apply a conceptual model of conflict to interpersonal, organizational, and international conflict situations; 4) be able to describe conflict situations in terms of social psychological aspects utilizing a "Person Perception" or "Attribution" theoretical orientation; 5) be able to identify their personal response styles to conflict.

**208 Workplace Negotiations**

Fall or spring. 3 credits.

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

**241 Arbitration**

3 credits.

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

**242 Public Sector Collective Bargaining**

Fall or spring. 3 credits.

This course is designed as an introduction to collective bargaining in the public sector. The course examines the historical development of

bargaining in public employment, the evolution of state and federal and bargaining theory and practices, as well as impasse resolutions techniques frequently found in this sector. Special emphasis will be given to developing an understanding of the similarities and differences between public and private sector bargaining and how they have affected tactics and strategies employed by the parties.

**243 Growth of American Business and Management History**

Fall or spring. 3 credits.

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

**245 Public Sector Labor Law**

3 credits.

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

**247 Labor and the American Economy**

3 credits.

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

**248 Employment Practices Law**

3 credits.

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

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

Fall or spring. 3 credits.

There is a collective perception that the Worker's Compensation system in New York compounds an injured personal predicament with Byzantine responses that lead to despair. Unions and injured workers' organizations believe that, if properly empowered, they can be just as effective as lawyers in looking after their injured colleagues' claims. This course is structured to meet both of these realities. We

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

### 251 Principles and Practices of Management

Fall or spring. 3 credits.

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

### 252 Contract Bargaining

Fall or spring. 3 credits.

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

### 253 Contract Administration

Fall or spring. 3 credits.

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

### 254 Labor Law

Fall or spring. 3 credits.

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

### 255 Labor History

Fall or spring. 3 credits.

Reviews American labor history from the perspective of workers' social dimensions of the development of the working class, reform and revolutionary movements, and the emergence of craft, industrial, and public employee unions. Included will be a discussion of the development of trade union institutions and leaders and the evolution of union political activities and collective bargaining. Special attention will be paid to the involvement of women and minority workers with unions.

### 256 Dispute Resolution

Fall or spring. 3 credits.

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

### 257 Human Resource Administration

Fall or spring. 3 credits.

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

### 258 Organizational Behavior

Fall or spring. 3 credits.

Designed to illustrate how behavioral science theory leads to research and how theory and research provide a basis for practical application in business, industry, education, and government.

### 259 Union Administration

Fall or spring. 3 credits.

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

### 262 Project Management

Fall or spring. 3 credits.

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

### 264 Contemporary Labor Problems

Fall or spring. 3 credits.

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

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

3 credits.

Focuses on the importance of developing effective writing skills and strategies required to be successful in business communities. Students will sharpen existing writing skills,

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

### 267 Speaking and Listening for Business and the Professions

3 credits.

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

### 269 The Evolution of Work in America

Fall or spring. 3 credits.

Explores the evolution of contemporary business operations. Discussion will focus on historical and present-day theories of work organization, changes in the workplace and workforce, and future trends. The relationships between businesses and the societies in which they exist, in both local and global economies, will also be examined.

### 343 Health in the Workplace

Fall or spring. 3 credits.

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

### 344 Union Strategies for Safety and Health

Fall or spring. 3 credits.

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

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

Fall or spring. 3 credits.

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

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

Fall or spring. 3 credits.

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

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

Fall or spring. 3 credits.

Safety hazards (as opposed to health hazards) generally involve harm of an immediate and sometimes violent nature; health effects include burns, electrical shock, broken bones, and the loss of limbs, eyesight, or hearing. With chemicals, the primary concern is their explosive, reactive, or flammable nature rather than with the toxic effects that are the focus of health hazard evaluation. Students will become familiar with site inspection and hazard identification methods and will learn about control techniques appropriate for a variety of work settings.

**364 Labor, Government, and Politics**

3 credits.

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

**367 Safety and Health in the Workplace**

Fall or spring. 3 credits.

To provide basic education and training in workplace safety and health. The course will focus on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical experience will be provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment that measure noise, temperature, humidity, airflow, and airborne toxics.

## FACULTY ROSTER

- Abowd, John M., Ph.D., U. of Chicago. Prof., Labor Economics  
 Angellotti, Jon E., MS candidate, Cornell U. Social Statistics  
 Bacharach, Samuel, Ph.D., U. of Wisconsin. Prof., Organizational Behavior  
 Batt, Rosemary, Ph.D., Mass. Inst. of Technology. Asst. Prof., Human Resource Studies  
 Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Human Resource Studies  
 Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics  
 Boudreau, John W., Ph.D., Purdue U. Assoc. Prof., Human Resource Studies  
 Boyer, George R., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics  
 Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Human Resource Studies  
 Bunge, John A., Ph.D., Ohio State U. Assoc. Prof., Social Statistics  
 Cavanaugh, Marci A., U. of Minnesota. Asst. Prof., Human Resource Studies  
 Cook, Maria L., Ph.D., Univ. of Calif., Berkeley. Asst. Prof., Collective Bargaining, Labor Law, and Labor History  
 Cowie, Jefferson R., Ph.D., U. of North Carolina—Chapel Hill. Visiting Asst. Prof., Collective Bargaining Labor Law and Labor History  
 Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History  
 DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History  
 DiCiccio, Thomas J., Ph.D., U. of Waterloo. Assoc. Prof., Social Statistics  
 Dyer, Lee D., Ph.D., U. of Wisconsin. Prof., Human Resource Studies  
 Ehrenberg, Ronald, Ph.D., Northwestern U. Irving M. Ives Professor of Industrial and Labor Relations and Economics, Labor Economics  
 Farley, Jennie T., Ph.D., Cornell U. Prof., Extension  
 Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics  
 Gold, Michael E., LL.B., Stanford U. Assoc. Prof. Collective Bargaining, Labor Law, and Labor History  
 Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History  
 Hadi, Ali S., Ph.D., New York U. Prof., Social Statistics  
 Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior  
 Hebdon, Robert P., Ph.D., U. of Toronto. Asst. Prof., Collective Bargaining, Labor Law, and Labor History  
 Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service  
 Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics  
 Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics  
 Kahn, Lawrence M., Ph.D., U. of Calif. at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics  
 Katz, Harry C., Ph.D., U. of California at Berkeley. Jack Sheinkman Professor in Collective Bargaining, Labor Law, and Labor History  
 Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History  
 Lawler, Edward J., Ph.D., U. of Wisconsin at Madison. Prof., Organizational Behavior  
 Lieberwitz, Risa L., J. D., U. of Florida. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History  
 Lipsky, David B., Ph.D., Massachusetts Inst. of Technology. Prof., Collective Bargaining, Labor Law, and Labor History  
 Milkovich, George, Ph.D., U. of Minnesota. Martin P. Catherwood Professor of Industrial and Labor Relations, Human Resource Studies  
 Pucik, Vladimir, Ph.D., Columbia U. Assoc. Prof., Human Resource Studies  
 Roehling, Mark V., J.D., Ph.D., U. of Michigan Law School. Asst. Prof., Human Resource Studies  
 Ross, Philip, Ph.D., Brown U. Prof., Collective Bargaining, Labor Law, and Labor History  
 Ruiz Quintanilla, S. Antonio, Ph.D., U. of Technology, Berlin. Lecturer, Human Resource Studies  
 Salvatore, Nicholas, Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History  
 Seeber, Ronald L., Ph.D., U. of Illinois. Assoc. Prof., Extension  
 Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics  
 Sonnenstuhl, William J., Ph.D., New York U. Assoc. Prof., Extension and Organizational Behavior  
 Stern, Robert N., Ph.D., Vanderbilt U. Prof., Organizational Behavior  
 Stone, Katherine J. D., Harvard U. Prof., Collective Bargaining, Labor Law and Labor History  
 Tolbert, Pamela S., Ph.D., U. of California. Assoc. Prof., Organizational Behavior  
 Turner, Lowell R., Ph.D., U. of California. Assoc. Prof., Collective Bargaining, Labor Law and Labor History/International and Comparative Labor Relations  
 Velleman, Paul F., Ph.D., Princeton U. Assoc. Prof., Social Statistics  
 Welbourne, Theresa M., Ph.D., U. of Colorado. Asst. Prof., Human Resource Studies  
 Wells, Martin T., Ph.D., U. of California at Santa Barbara. Assoc. Prof., Social Statistics  
 Wright, Patrick M., Ph.D., Michigan State U. Assoc. Prof., Human Resource Studies