

**GBUS 846AG: Global Labour Relations  
Winter 2020**

**This is a TENTATIVE course outline. While the assigned books are set and you should buy the, UR readings, cases, specific expectations, and the weekly schedule might change. A final syllabus will be made available during the first week of class on January 7. Readings for Week 1 will remain as assigned below, so please have them completed in advance of class.**

ADMINISTRATION	
<b>Instructor</b>	Dr. Andrew Stevens, PhD
<b>Email</b>	andrew.stevens@uregina.ca
<b>Office location</b>	ED 565.11
<b>Office hours</b>	By appointment (...or whenever you see me around the office. Drop-ins are fine.)
<b>Office phone</b>	306-585-4711
<b>Class times</b>	Tuesday, 7:00 PM – 9:45 PM
<b>Location</b>	ED 514
COURSE INFORMATION	
<b>Course objectives</b>	This course focuses on the global dimension of work, employment conditions, and labour relations in a comparative context. It examines the development of foreign labour markets and the institutional conditions of employee-employer relations through the lens of migration, corporate social responsibility, trade agreements, globalization, and legal frameworks from select countries.
RESOURCES	
<b>Readings</b>	<p><b>(GLS)</b> Marcus Taylor and Sebastien Rioux. 2016. <i>Global labour studies</i>. London: Polity.</p> <p><b>(CER)</b> Carola Frege and John Kelly. 2013. <i>Comparative employment relations in the global economy</i>. New York: Routledge.</p> <p><b>(AUT)</b> Lu Zhang. 2015. <i>Inside China's automobile factories: The politics of labour and worker resistance</i>. London: Cambridge.</p> <p>Additional readings will be assigned for the course and posted on UR Courses (<b>UR</b>). A detailed list can be found below.</p>
<b>Content</b>	In addition to conventional lectures and discussion, the course will include documentary film(s) and guest lectures.
<b>UR Courses</b>	UR Courses will be used to post additional course readings and information, such as lecture slides and cases, when available.

COURSE REQUIREMENTS & DESCRIPTION											
<b>Overview</b>	<table border="0"> <tr> <td>Class contribution</td> <td>20%</td> </tr> <tr> <td>Presentation</td> <td>20%</td> </tr> <tr> <td>Presentation written submission</td> <td>10%</td> </tr> <tr> <td>Short essay</td> <td>20%</td> </tr> <tr> <td>Final research paper</td> <td>30%</td> </tr> </table>	Class contribution	20%	Presentation	20%	Presentation written submission	10%	Short essay	20%	Final research paper	30%
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<b>Class contribution</b>	<p>At the graduate level class contribution is a must. This does not mean you need to have an answer or comment for every issue discussed in class. Class contribution is assessed based on the quality and thoughtfulness of your questions and discussion points. For example:</p> <ul style="list-style-type: none"> <li>• Citing relevant personal examples</li> <li>• Debating and disagreement with the instructor and peers in a professional and collegial manner</li> <li>• Working with others in and outside of the classroom</li> <li>• Listening with an open mind and responding to what others have to say</li> </ul>										
<b>Final research essay</b>	<p>The final research essay may cover any number of issues, debates, legislation, or rulings related to labour-management relations that are addressed in the course. Please consult the “Writing Assignment Guide” on UR Courses for further instructions. Papers must be 12-15 pages in length. <b><i>Topics must be cleared with the instructor.</i></b></p>										
<b>Short essay</b>	<p>The short essay can cover one of the assigned readings, course concepts, theories, or any number of issues we cover in class, in accordance with the “Writing Assignment Guide” instructions. Papers should be 4-5 pages in length.</p>										
<b>Presentation</b>	<p>Each student is expected to lead the class in at least one, 30 minutes seminar-style presentation during the term. Presentations must draw on at least two readings (book chapters, reports, peer-reviewed article, etc.), in addition to relevant assigned material. Presentation dates shall be booked by the end of the first week of class. A one-page overview of the presentation, as well as an annotated bibliography, is to be submitted to the class and the instructor the day of the seminar. Short clips and Power Point slides are permitted but not required.</p>										
CLASS PROTOCOL											
<b>Academic integrity</b>	<p>The core principles of <b>academic integrity</b> – honesty, trust, fairness, respect and responsibility – should be at the forefront for all of the activities you do as a student and as a professional.</p> <p>It is <b>your responsibility</b> to understand the university’s policies on academic integrity and misconduct. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course to dismissal from the university. Academic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. A breach of academic integrity will be dealt with in a manner consistent with the policies of the University of Regina. <b><i>Cases of academic misconduct will be forwarded to the Associate Dean (Graduate Studies) without exception.</i></b></p>										

<p><b>Class preparation</b></p>	<p>University of Regina policies can be found on-line: <a href="http://www.uregina.ca/presoff/secretary/disciplinecommittee.shtml">http://www.uregina.ca/presoff/secretary/disciplinecommittee.shtml</a></p> <p>This course involves discussion, class exercises, and guest lecturers. Every class requires your active participation. It is expected that you will have completed the assigned readings prior to class.</p>
<p><b>Personal technology</b></p>	<p>I understand that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Using cell phones, smartphones, etc., in class for personal reasons is rude, and you'll be asked to put these devices away. Do I text when you are speaking? No.</p>
<p><b>Grades and grading</b></p>	<p>I am happy to answer any questions about grading and your assignments, but please note that grades <b>are not negotiable</b>. If you feel that an assignment has received an unfair grade, you are expected to make a case for why it should be re-assessed. This involves a short written submission (a paragraph or two) and taking the time to meet with the instructor to talk about the assignment. <b>You should consider that grades could go down upon review.</b></p> <p>Medical notes are required for students who fail to hand in assignments on-time and/or are unable to write exams during the scheduled time and date. You will automatically be assigned a zero on missed exams and assignments without proper documentation and reason.</p>
<p><b>Centre for Student Accessibility</b></p>	<p>If students have any special needs that could impact their performance, the instructor must be made aware of this <b>at the beginning of term</b>. Students are encouraged to consult with the Centre for Student Accessibility for information regarding relevant policies and assistance programs (<a href="http://www.uregina.ca/studserv/disability/servicesavailable.shtml">http://www.uregina.ca/studserv/disability/servicesavailable.shtml</a>).</p>

**TEACHING PHILOSOPHY & EXPECTATIONS**

<p><b>Professionalism</b></p>	<p>Students and instructors both come to class with ideas about topic issues and expectations of appropriate conduct. Regardless of your point of view on the subjects addressed in class, it is important to be mindful of the need to ask questions and to make comments in a manner that respects everyone – fellow students, instructors, and guests. There is no reason to interrupt others when they are speaking or to make personal remarks. Talking out of turn or interrupting the class with private conversations is equally inappropriate. It is also important to acknowledge the right of everyone to be in an environment free from discrimination and harassment. If you are unsure about what constitutes discrimination or harassment, please see the Saskatchewan Human Rights Commission website (<a href="http://www.shrc.gov.sk.ca">http://www.shrc.gov.sk.ca</a>) or visit the University of Regina's Human Resources page to find out more about the Respectful University policy (<a href="https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html">https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html</a>).</p>
<p><b>Teaching philosophy &amp; expectations</b></p>	<p>I have developed my teaching around three guiding philosophies: (1) the importance of drawing from theories, concepts, grounded research, and practices in the classroom; (2) including multiple political and academic perspectives in developing lectures and facilitating class discussion; (3) actively engaging with course material to provoke reflection and the development of original insights.</p> <p>In my view the classroom is a place to facilitate student participation and discussion, as well as a lecture platform. We all have our own political and academic viewpoints, which are to be respected as well as open to debate. I take what you say seriously. Because this is a university course, you will be expected to think through the theories, concepts, policies, and practices <b>as practitioners and scholars</b>.</p>

Week & Dates	Readings
<b>Week 1 – January 7</b>	<p><b><i>Global labour relations</i></b></p> <p><b>CES</b> – Chapters 1 &amp; 2  <b>GLS</b> – Chapters 1, 2 &amp; 3  <b>AUT</b> – Chapter 1</p>
<b>Week 2 – January 14</b>	<p><b><i>Starting at home: Canada’s labour relations framework</i></b></p> <p><b>AUT</b> – Chapter 2, 4  <b>UR</b> - “Labour Pains: Do unions still matter?”, CBC  <b>UR</b> - “Origins of Canada’s Wagner Model of industrial relations”, Wells,  <b>UR</b> - “The architecture of modern anti-unionism in Canada”, Smith and Stevens</p>
<b>Week 3 – January 21</b>	<p><b><i>Global organizing &amp; internationalism</i></b></p> <p><b>AUT</b> – Chapter 6  <b>CER</b> – Chapter 20, 23  <b>GLS</b> – Chapter 12  <b>UR</b> “From employment relations to consumption relations”, Donaghey et al  <b>UR</b> “Working class militancy in the global south”, Ness</p>
<b>Week 4 – January 28</b>	<p><b><i>Global migration and unfree labour</i></b></p> <p><b>GLS</b> – Chapters 7, 8, 9  <b>UR</b> - <i>Safe passage: Migrant rights in Saskatchewan</i>, Stevens  <b>UR</b> - “Compact for migration”, United Nations  <b>UR</b> - “Moving on up? Exploring the career journeys of skilled migrants in the professions”, Sarpong and Maclean</p>
<b>Week 5 – February 4</b>	<p><b><i>Global logistics, technology, and the new economy</i></b></p> <p><b>CLS</b> – Chapter 5 &amp; 6  <b>CER</b> – Chapter 20  <b>UR</b> - “We are not robots”  <b>UR</b> – “Organizing on-demand” Johnston and Land-Kazlauskaus  <b>UR</b> – “A geography of logistics”, Cowen  <b>UR</b> - “Good gig, bad gig”</p>
<b>Week 6 – February 11</b>	<p><b><i>The global corporation</i></b></p> <p><b>UR</b> – “A very fertile occupation”, Campbell  <b>UR</b> - “Corporate social responsibility and the management of labour in two Australian mining industry companies”, Jones, Marshall, and Mitchell  <b>UR</b> – “New investment funds, restructuring, and labour outcomes”, Gospel, Pendleton, Vitols, and Wilke  <b>UR</b> – “Internationalisation of Chinese banks and financial institutions”, Jack, Huang, Sub, and Guo</p>

<b>Week 7 – February 18</b>	Reading week – no class
<b>Week 8 – February 25</b>	<b><i>Corporate Social Responsibility</i></b>  GLS – Chapter 11 CER – Chapter 6 UR “The social responsibility of business is to increase its profits”, Friedman UR “Exploring HRM involvement in CSR”, Sarvaiya, Arrowsmith, Eweje
<b>Week 9 – March 3</b>	<b><i>United States</i></b>  CER – Chapter 9 UR – “Life and times of Jimmy Hoffa”, Wright UR – “California bill makes app-based companies treat workers as employees”, <i>New York Times</i> UR – “The U.S. private sector job quality index”, Cornell Law School
<b>Week 10 – March 10</b>	<b><i>The United Kingdom</i></b>  CER – Chapter 10 UR – “The liquidity trap”, Glover, Lasko-Skinner, Berry UR – “How the miners’ strike of 1984-85 changed Britain forever”, Macintyre
<b>Week 11 – March 17</b>	<b><i>European varieties</i></b>  CER – Chapters 11, 12, 13, 22 UR - More than 800,000 people march against Macron as strikes grip France UR – “The codetermination difference”, Tyler
<b>Week 12 – March 24</b>	<b><i>BRICS</i></b>  CER – chapters 15, 16, 17, 19 UR – “Doing dignity work”, Noronha, Chakraborty, and D,Cruz UR – “Rebuilding a workers’ movement”, Luckett, Munshi
<b>Week 13 – March 31</b>	<b><i>China &amp; North East Asia</i></b>  CER – Chapters 14, 18 AUT – Chapters 2 & 3 UR – “The labour movement in South Korea”, Minns UR – “China’s new labour insurgency”, Friedman UR – “Non-regular employment in Japan”, Keizer
<b>Week 14 – April 7</b>	<b><i>Cases in global labour and employee relations</i></b>  Cases to be assigned.