

**GBUS 846AG: Global Perspectives on Labour Relations
Winter 2022**

DRAFT – The readings will remain the same but the schedule might change slightly.

ADMINISTRATION	
Instructor	Dr. Andrew Stevens, PhD
Email	andrew.stevens@uregina.ca
Office location	ED 512.9
Office hours	By appointment (...or whenever you see me around the office. Drop-ins are fine.)
Office phone	306-585-4711
Class times	8:30 AM – 4:30 PM (January 27-29; February 4-5)
Location	ED 514
COURSE INFORMATION	
Course objectives	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	
Readings	<p>(GLS) Marcus Taylor and Sebastien Rioux. 2016. <i>Global labour studies</i>. London: Polity.</p> <p>(CER) Carola Frege and John Kelly. 2013. <i>Comparative employment relations in the global economy</i>. New York: Routledge.</p> <p>(AUT) 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 (UR). A detailed list can be found below.</p>
Content	In addition to conventional lectures and discussion, the course will include documentary film(s) and guest lectures.
UR Courses	UR Courses will be used to post additional course readings and information, such as lecture slides and cases, when available.

COURSE REQUIREMENTS & DESCRIPTION											
Overview	<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 (January 14)</td> <td>20%</td> </tr> <tr> <td>Final research paper (5% is dedicated to the abstract) (February 25)</td> <td>30%</td> </tr> </table>	Class contribution	20%	Presentation	20%	Presentation written submission	10%	Short essay (January 14)	20%	Final research paper (5% is dedicated to the abstract) (February 25)	30%
Class contribution	20%										
Presentation	20%										
Presentation written submission	10%										
Short essay (January 14)	20%										
Final research paper (5% is dedicated to the abstract) (February 25)	30%										
Class contribution	<p>At the graduate level class contribution is a must, especially in this course. My goal is to run the class like a seminar. This does not mean you need to have an answer or comment for every issue we discuss, but you need to be ready to talk. 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"> • Citing relevant personal examples • Debating and disagreement with the instructor and peers in a professional and collegial manner • Working with others in and outside of the classroom • Listening with an open mind and responding to what others have to say 										
Final research essay	<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 approximately 12 pages in length. <i>An abstract and overview of reading materials must be submitted in advance.</i></p>										
Short essay	<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 pages in length. You are free to use the assignment as a preparation for your class presentation and discussion.</p>										
Presentation	<p>Each student must lead the class in at least one, 30 minutes seminar-style presentation during. Presentations must draw on at least three readings (book chapters, reports, peer-reviewed article, etc.), in addition to relevant assigned material. Very brief video clips are permitted, but this kind of media should be limited. Presentation dates shall be booked before the class commences. 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											
Academic integrity	<p>The core principles of academic integrity – 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 your responsibility 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. <i>Cases of academic misconduct will be forwarded to the Associate Dean (Graduate Studies) without exception.</i></p>										

	<p>University of Regina policies can be found on-line: http://www.uregina.ca/presoff/secretary/disciplinecommittee.shtml</p>
Class preparation	<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>
Personal technology	<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>
Grades and grading	<p>I am happy to answer any questions about grading and your assignments, but please note that grades are not negotiable. 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. You should consider that grades could go down upon review.</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>
Centre for Student Accessibility	<p>If students have any special needs that could impact their performance, the instructor must be made aware of this at the beginning of term. Students are encouraged to consult with the Centre for Student Accessibility for information regarding relevant policies and assistance programs (http://www.uregina.ca/studserv/disability/servicesavailable.shtml).</p>

TEACHING PHILOSOPHY & EXPECTATIONS

Professionalism	<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 (http://www.shrc.gov.sk.ca) or visit the University of Regina's Human Resources page to find out more about the Respectful University policy (https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html).</p>
Teaching philosophy & expectations	<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 as practitioners and scholars.</p>

Discussion number & topic	Readings & Discussion Questions
<p>An introduction to global labour relations</p>	<p> CES – Chapters 1, 2, & 6 GLS – Chapters 1, 2 & 3 AUT – Chapter 1 </p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is a comparative analysis of labour relations?
<p>1. Starting at home: Canada’s labour relations framework</p>	<p> AUT – Chapter 2, 4 UR - “Origins of Canada’s Wagner Model of industrial relations”, Wells UR - “The architecture of modern anti-unionism in Canada”, Smith and Stevens </p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is the foundation of Canada’s industrial and labour relations system? • What is anti-unionism and what does it contribute to our understanding of labour relations in Canada today? • What does Zhang say about industrial development in China and how does this compare with Canada and the U.S.?
<p>2. Global organizing & internationalism</p>	<p> AUT – Chapter 6 CER – Chapter 20, 23 GLS – Chapter 12 UR “From employment relations to consumption relations”, Donaghey et al UR “Working class militancy in the global south”, Ness UR “Global Call to Action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable and resilient” – International Labour Organization </p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is global unionism and labour relations? • How can we understand the effects of COVID-19 from a global labour and industrial relations perspective? • What is labour market dualism and what does it tell us about the contemporary world of work? • What is the value in bridging consumption and employment relations?

<p>3. Global migration and unfree labour</p>	<p>GLS – Chapters 7, 8, 9 UR - <i>Safe passage: Migrant rights in Saskatchewan</i>, Stevens UR - “Compact for migration”, United Nations</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is the Compact for Migration and what connection might we draw with work, employment, and labour relations? • What role does migration and migrant labour play in regional economic development? • How do we understand migration from a labour rights perspective? • Are there connections between migrant and forced labour?
<p>4. Global logistics, technology, and the new economy</p>	<p>GLS – Chapter 5 & 6 CER – Chapter 20 UR – “How Amazon crushes unions”, <i>New York Times</i> UR – “A geography of logistics”, Cowen UR - “Good gig, bad gig”</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • Is the “gig” economy new and is there anything particularly novel about this system? • What connection can we draw between globalization and labour relations issues? • Why should we be concerned about the future of formal work and employment relations?
<p>5. Corporate Social Responsibility</p>	<p>GLS – Chapter 11 CER – Chapter 6 UR “The social responsibility of business is to increase its profits”, Friedman UR - “Corporate social responsibility and the management of labour in two Australian mining industry companies”, Jones, Marshall, and Mitchell UR – “Companies operating at sea must embrace conservation and sustainability – and not wait to be forced into it”, Grant Wilson</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is corporate social responsibility? • CSR: sham public relations stunt or meaningful change to corporate practices? • What is the duty of a private sector business – profit or social responsibility? • Is self-regulation effective or do we need laws and regulations to meaningfully change corporate behaviour?

<p>6. United States</p>	<p>CER – Chapter 9 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</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is unique about the American industrial relations system when compared to Canada? • What does the job quality index tell us about the world of work and employment today? • How did California attempt to regulate “gig” work?
<p>7. China & North East Asia</p>	<p>CER – Chapters 14, 18 AUT – Chapters 2 & 3 UR – “The labour movement in South Korea”, Minns UR – “China’s new labour insurgency”, Friedman</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What does Zhang say about the state of China’s industrialization strategy and labour relations regime from a political economy and worker perspective? • How do reconcile China’s nominal status as a communist country with the growth of worker dissent and a “new labour insurgency”? • How do we define the state of labour relations, work, employment, and economic development in the region?
<p>8. The United Kingdom</p>	<p>CER – Chapter 10 UR – “The liquidity trap”, Glover, Lasko-Skinner, Berry</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is unique about the British industrial relations system when compared to Canada and other Wagner Act model regimes? • What is the liquid workforce and what implications are there associated with the growth of this kind of employment? • What are the origins of Britain’s labour relations regime?
<p>9. European varieties</p>	<p>CER – Chapters 11, 12, 13, 22 UR – “The codetermination difference”, Tyler</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is unique about the European varieties of industrial relations when compared to Canada and other Wagner Act model regimes? • What is codetermination and how does it differ from labour relations systems you are familiar with? • How might codetermination models of labour relations and corporate governance improve decision making and efficiency?

<p>10. BRICS</p>	<p>CER – Chapters 15, 16, 17, 19 UR – “Doing dignity work”, Noronha, Chakraborty, and D’Cruz UR – “Rebuilding a workers’ movement”, Lockett, Munshi</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is the origin of the term “BRICS” • What is important about the countries that make up BRICS? • What kind of labour relations regimes define the BRICS countries? • What is dignity work and what is important about this frame of analysis?
<p>11. Just transition</p>	<p>UR – “Just transition in action”, Just Transition Centre UR – “The political economy of the just transition”, Newell and Mulvaney UR – “A just and fair transition”, Government of Canada (page numbers) UR – “A trade union guide to a just transition for workers”, IndustriALL</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is the “just transition”? • How does the “just transition” integrate political economy, environmentalism, economic development, and labour? • Build a “just transition” strategy and be prepared to discuss this in class.

Class schedule and discussion topics

* The following schedule is tentative and might change slightly throughout the week.

Time	Thursday, January 27	Friday, January 28	Saturday, January 29	Friday, February 4	Saturday, February 5
8:30 – 10:15	Introduction	Film: “Amazon Empire”	Film: “American Factory”	Discussion 8: The United Kingdom	Preparation (Details TBD)
10:15 – 10:30	Break	Break	Break	Break	Break
10:30 – 11:45	Discussion 1: Starting at home: Canada’s labour relations framework	Discussion 4: Global logistics, technology, and the new economy	Discussion 6: The United States	Discussion 9: European Varieties	Student presentations
11:45 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:15	Discussion 2: Global organizing & internationalism	Discussion 5: Corporate Social Responsibility	Discussion 7 China & North East Asia	Discussion 10: BRICS (minus China)	Student presentations
2:15 – 2:30	Break	Break	Break	Break	Break
2:30 – 4:30	Discussion 3: Global migration and unfree labour Film “Migrant Dreams”	Preparation (Details TBD)	Preparation (Details TBD)	Discussion 11: Just transition and the (global) labour- environmental question	Student presentations/Course Debrief