

GBUS 844: Labour Relations and Collective Bargaining

Fall 2026 (October 29, 30, 31, November 6,7)

***** This is a draft syllabus. A final version will be made available early September. The basic structure and expectations shall remain the same. *****

ADMINISTRATION

Instructor	
Email	
Office location	
Office hours	
Office phone	
Class times	
Location	
Zoom	

COURSE INFORMATION

Course objectives	GBUS 844 is about facilitating a graduate-level examination of the practices, theories, concepts, and historical accounts of labour-management relations in Canada. By the end of the course students will possess an understanding of: 1. Labour relations legislation, specifically the <i>Saskatchewan Employment Act</i> 2. Current political, legal, and social developments in labour-management relations 3. Role of technology and innovation in shaping work and labour relations 4. How labour-management relations function in the public and private sectors 5. Methods used by unions and management in resolving rights and interest disputes 6. The union certification process 7. Collective bargaining and negotiations 8. Grievance and arbitration processes 9. Implication of court decisions for workers, employers, and unions
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RESOURCES

Readings	(LAW) David J. Doorey (2024) <i>The Law of Work: Third Edition (Complete)</i>: Emond Press. The text was selected because of its comprehensiveness, depth, and relevance. The first edition will suffice if you can buy it cheaper. LAW will provide a foundation for the concepts and theories we discuss in lecture. Hold on to the book after the class is done – it's worth keeping on your shelf. (UT) Emily Eaton, Andrew Stevens, Sean Tucker (eds.) (2024) <i>Unjust Transition: The Future for Fossil Fuel Workers</i>. Winnipeg: Fernwood Publishing. This book was written with classroom learning in mind. It addressed fundamental aspects of the themes discussed in GBUS 844. All royalties go to the Unemployed Workers Help Centre here in Regina. (SEA) <i>Saskatchewan Employment Act</i>. Available on UR Courses. You are welcome to explore region-specific labour codes, but for the sake of examples we'll focus on Saskatchewan. I
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encourage students to find comparable language in their respective provincial or federal labour codes. We can discuss the differences in class.

(UR) Additional readings will be assigned for the course and posted UR Courses **(UR)**. A detailed list can be found below. Our class discussions will be based primarily on these readings.

All readings must be completed before classes begin in October.

Content

In addition to conventional lectures and discussion, the course will include documentary film(s) and guest lectures by labour-management relation professionals who represent the side of unions/employees and management. The purpose of guest lectures is to introduce students to policy makers and professionals working in the field.

UR Courses

UR Courses will be used to post additional course readings and information, such as lecture slides, when available.

COURSE REQUIREMENTS & DESCRIPTION

Overview

Class contribution	15%
Final research project (due December 5)	30%
Collective bargaining exercise: Strategy report (November 7)	15%
Collective bargaining exercise: Memorandum of agreement (November 7)	10%
Collective bargaining exercise: Negotiation process (November 7)	15%
Pre-course assignment (October 15)	15%

Class contribution

At the graduate level class contribution is a must. Think of it as an assignment that requires you to demonstrate an understanding of the material. **Just showing up doesn't earn you contribution marks, so it's possible to receive a zero.** 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:

- 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

Collective bargaining exercise

The collective bargaining exercise is a centerpiece of GBUS 844. Students will be divided into Management and Union teams. Your job is to get the best deal you can in the upcoming negotiations given your mandate. You will use the concepts from this course to prepare for bargaining and to negotiate with the other side. Collective bargaining cases will be distributed on the first day of class.

Final research project & presentation

Students are required to prepare a research-based presentation and written submission based on topic broadly related to the field of labour relations. ***Topics should be cleared with the instructor, and you are encouraged to consult with the instructor at any point before course start date. Further information can be found on UR Courses.***

Pre-course assignment

This assignment requires students to analyze a labour relations related issue using material from the LAW textbook. The point isn't to demonstrate expertise – only that you show you can think critically about a topic related to the course and use assigned material to dissect it. This is meant to help students prepare for when we meet in person/remotely. ***Details can be found on UR Courses.***

CLASS PROTOCOL

Academic integrity & AI	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. It is <i>your responsibility</i> 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. <i>That includes the use of artificial intelligence (AI).</i> 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> <u>Short version: do the work and don't take credit for ideas and material that isn't yours.</u> University of Regina integrity policies can be found on-line: https://academic-integrity.uregina.ca/ University of Regina integrity policies related to AI: https://library.uregina.ca/ai/AIai
Class preparation	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.
Personal technology	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.
Grades and grading	I am happy to answer any questions about grading and your assignments, but please note that grades <i>are not negotiable – they are earned.</i> 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. <i>You should consider that grades could go down upon review.</i> 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.
Centre for Student Accessibility	If students have any special needs that could impact their performance, the instructor must be made aware of this <i>at the beginning of term.</i> Students are encouraged to consult with the Centre for Student Accessibility for information regarding relevant policies and assistance programs (https://www.uregina.ca/student/accessibility/).

TEACHING PHILOSOPHY & EXPECTATIONS

Professionalism	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
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Teaching philosophy & expectations

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>).

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.

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. Never shy away from your beliefs and biases. 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*.

Discussion number & topic	Readings
Introduction to industrial & labour relations	LAW Chapter 1, Chapter 3, Chapter 28 Stevens, Andrew and Angele Poirier (2023) <i>Saskatchewan labour rights report</i>. University of Regina. Stevens, Andrew and Angele Poirier (2025) <i>Alberta's union advantage: Wages, equity, and the power of collective bargaining</i>. Edmonton: Parkland Institute. (read carefully the "Executive Summary" and "State of Unions in Alberta", review the rest for details) <u>Supplemental resources:</u> <i>Saskatchewan Employment Act</i>, Part VI, Division 1 (page 142-143)
1. Current events & topical debates	LAW Chapter 4 UT Chapter 1 and 9 Slinn, Sara (2020) "Broader-based and sectoral bargaining in collective-bargaining law reform: A historical review." <i>Labour/Le travail</i>, 85, 13-52. Stevens, Andrew and Catherine E. Connelly (2026) 'Why don't you get a job?' The role of discrimination against Indigenous workers in explaining job outcomes. <i>Equity, Diversity, & Inclusion</i>. Forthcoming. Morrisey, Robert (2024) <i>Implications of artificial intelligence technologies for the Canadian labour force</i>. Report of the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. 44th Parliament, 1st Session.
2. The history of labour & industrial relations in Canada	LAW Chapter 29 UT Chapter 8 NFB film, "As Friend and Foe" <i>Saskatchewan Employment Act</i>, Part VI, Division 2 (page 146-147)

3. Labour legislation and the courts	LAW Chapter 4, Chapter 39 UT Chapter 4 CIRB (2024) Canadian Pacific Railway Company, Teamsters Canada Rail Conference (File: 037943-C) Stevens, Andrew and Charles Smith (2026) The right to strike is constitutionally protected – a new Senate report is looking for a workaround. <i>The Conversation</i>, June 28. <i>Saskatchewan Federation of Labour v. Saskatchewan</i>, 2015, SCC 4. (page 5-16 in the PDF)
4. Collective bargaining & negotiations	LAW Chapter 33, Chapter 35 UT Chapter 2 <i>Saskatchewan Employment Act</i>, Part VI, Division 6-7 (page 155-158)
5. Union certification & union impacts	LAW Chapters 30, 31, 32 UR Regulating the union organizing process (prepare to discuss these exercises in-class. This requires students to review appropriate sections of the <i>SEA</i>) Chun, Jennifer Jihye (2016) "Organizing across divides: Union challenges to precarious work in Vancouver's privatized health care sector", <i>Progress in Development Studies</i>, 16:2, 173-188. Gray, Paul Christopher (2022) 'The same tools work everywhere'. Organizing gig workers with Foodsters United. <i>Labour/Le travail</i> 90: 41-84. <i>Saskatchewan Employment Act</i>, Part VI, Division 3-5; Division 9, Subdivision 2; Division 10 (page 147-155; 164-166; 174-176)
6. The politics of unionization	<i>TRC Constructors v Construction Union Local 870</i> (in-class discussion. Please see the readings referenced in the case)
7. Strike & lockouts	LAW Chapter 34 UT Chapter 1 The Guardian (2023) Why is Hollywood on strike? (And why <i>Succession</i>'s Brian Cox is joining them) CTV News (2024) Here's a complete timeline of the Saskatchewan teacher's labour dispute. <i>Saskatchewan Employment Act</i>, Part VI, Division 8 (page 158-162)
8. Grievance & arbitration	LAW Chapter 23, Chapter 36, Chapter 37 <i>Saskatchewan Employment Act</i>, Part VI, Division 9, Subdivision 2 (page 166-171)
9. Grievance & arbitration	LAW Chapter 36 Stevens, Andrew and Daniel Clark (2026) <i>Protecting everyone and no one: Harassment at the Grandperth Parks and Recreation Department</i>. Ivey Publishing (Case #W48154).

Class schedule and discussion topics

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

Time	Thursday October 29	Friday October 30	Saturday October 31	Friday, November 6	Saturday, November 7
8:30 – 10:15	Introduction	Discussion 4: Collective bargaining	Discussion 5: Union certification & union impacts	Guest speaker(s): Grievances and conflict resolution	Preparation for collective bargaining
10:15 – 10:30	Break	Break	Break	Break	Break
10:30 – 11:45	Discussion 1: Current events & topical debates	In-class film	Discussion 6: <i>TRC Constructors</i> : The politics of union certification	Discussion 8: Grievance & arbitration	Collective bargaining exercise
11:45 – 1:00	Lunch	Lunch	Lunch	Lunch	
1:00 – 2:15	Discussion 2: Labour history & its relevance today	Guest speaker(s): collective bargaining	Discussion 7: Strikes & lockouts	Discussion 9: Grievance & arbitration (in class exercise)	
2:15 – 2:30	Break	Break	Break	Break	Break
2:30 – 4:30	Discussion 3: Labour legislation & the courts / Preparation for collective bargaining	Preparation for collective bargaining	Initial Union- Management meeting / Preparation for collective bargaining	Preparation for collective bargaining	Collective bargaining/debrief & course wrap up