

**York University**  
**Faculty of Liberal Arts and Professional Studies**  
**School of Human Resource Management**

**HRM 3422A Industrial Relations**  
**Summer 2021**

<b>Instructor</b>	Dr. Kelly Pike	<b>Office Hours</b>	By appointment
<b>Office</b>	Atkinson 150M	<b>Class Time</b>	n/a <sup>1</sup>
<b>Email</b>	<a href="mailto:kpik@yorku.ca">kpik@yorku.ca</a>	<b>Location</b>	Online

### **Course Description**

In this course we are going to be examining industrial relations in Canada, beginning with a look at systems for analyzing industrial relations, and different perspectives on industrial relations, as well as what it means to be an ‘employee’ (which either includes or excludes you from protective employment legislation!) This course should not be confused as being a course solely ‘about unions’. Though we learn about the logistics of union organizing and certification, and examine their benefits and the challenges they face, we also broadly consider the ways in which external factors affect work, and the ways in which humans have organized (through unions, social movements, radical resistance, etc.) in their pursuit of justice. We pause upfront to consider that the current system of industrial relations has not been experienced the same by all groups of workers, nor benefited all workers in the same way. We then look back on the history and development of industrial relations, including the process and outcomes of industrialization, early struggles, the establishment of post-war institutions and the current collective bargaining regime. Next we examine contemporary industrial relations institutions such as unions, collective bargaining, and dispute resolution, in both the private and public sector. Finally, we turn our focus to industrial relations in the global world of work, and what challenges face today’s managers and workers (including all of us).

### **Learning Objectives**

- Understand the relevance of industrial relations in your own life and broader society
- Understand that different people have experienced ‘work’ in vastly different ways (e.g. through displacement, systemic racism, legal protections, etc.)
- Critically engage with key debates and current issues in the field (e.g. COVID-19 and the world of work, labour’s response to Black Lives Matter, Indigenous radical resistance, \$15 and Fairness, union relevance, right to strike, etc.)
- Describe the three regimes of work law
- Differentiate between perspectives that shape the law of work
- Understand how early labour struggles shaped current work law subsystem
- Trace the unionization process, from organizing campaign through certification
- Understand the parties and processes involved in collective bargaining
- Differentiate between approaches to dispute resolution

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<sup>1</sup> This class is asynchronous – students work through the materials in a self-paced way. There are no recorded lectures. Rather, detailed powerpoint presentations with notes to guide you on important questions to consider and how to prepare for exams, as well as very active group discussion forums to keep you engaged regularly with your peers.

- Critically engage with key debates in the field – for example, the \$15 and fairness campaign, union relevance, the right to strike
- Demonstrate an appreciation for the synergies between IR and HR subfields

### **Course Format and Expectations**

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This course is conducted completely online. The coursework is composed of twelve online modules. We have one week for each online module, which begins every week on Monday and ends on Sunday. Participation in online modules is required. Our online modules are hosted by the York University eClass. To access the online modules, you need to log in with your passport York at <https://eClass.yorku.ca/> If you have never used York University eClass before, you might be asked to finish your user profile after logging in.

In the Course Information area of the online course, you will find the course outline and a course announcement area. Below the course information area, you will find 12 Weekly modules listed chronologically. Each weekly module is a self-contained module where you will access all materials and instructions, participate in activities, and submit assignments. Please kindly note that not all modules will be available at the beginning of the semester. For most of the modules, you should be able to navigate the module materials and activities in a self-paced fashion. However, in a couple of modules, the satisfactory completion of certain tasks is required before you can access other materials/activities.

### **Class Participation**

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This course aims at providing an active learning experience for students. In the online modules, you will be asked to access the course materials and interact with these materials and your peers and the instructor by completing activities such as online discussion forums. It is expected that you will invest **an average of 4 hours** for each online module. Each online module contains a group discussion topic. You are expected to respond to the instructor's questions, and to comment on and ask questions of your peers, or to summarize discussions. It is critical to post quality messages to ensure a meaningful discussion. It is expected that you will:

- Engage in the online discussion following the deadline and instructions.
- Plan ahead and do not wait for the last minute to post/reply to messages.
- Comment frequently in the discussion forum to engage with your peers. Your postings should be evenly distributed during the discussion period rather than concentrated on one day or at the beginning or end of the discussion time.
- Post messages that should be a minimum of one short paragraph and a maximum of two to three paragraphs.
- Avoid postings that are limited to "I agree" or "great idea", and similar other comments – provide rationales, examples, relate to your prior knowledge/experience, etc.
- Keep the discussion on topic.
- Use proper language, spelling, and grammar.

For full participation marks, participate in each weekly discussion forum at least five times. At least one of these must be an original post (i.e., you initiate a discussion within a topic) and the others can be responses to other discussions within your group (you will be in the same group of ~10 students throughout the semester).

Your active engagement and participation in online sessions are crucial to both your and your peer's learning. Everyone in this course is expected to treat each other with respect. In the online environment, without the visual cues and shared understanding of acceptable behaviour in face-to-face situations, it is all the more important to keep this in mind.

### **What it takes to succeed in the online modules**

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In the online modules, you are mostly engaged with the course asynchronously, i.e., at different times and locations. While the asynchronous nature of the online modules provides the flexibility of self-paced study, it does not translate into complete freedom from a schedule. Although you won't usually be required to participate in the module at a specific geographic location and time, you do need to be a presence in the course room regularly. In an online environment, you won't have the benefit of instructors' scheduled lectures in the classroom. It is therefore important to schedule 'class time' or study time every week in a similar way you would in face to face classes. Participating in online modules does not mean that it is ok to procrastinate or put off studying. It would be very difficult for most students learning in an online environment to successfully cram for exams and tasks online. Online learning requires students to make a commitment and set up a schedule to:

- Be familiar with the syllabus and the course structure completely and know how to contact the instructor. Don't wait until the last minute to ask questions.
- Log on to the course regularly, preferable everyday (at least every two to three days).
- Stay organized. Bookmark the course website and other important website that may become relevant during the course.
- Get to know your peers and interact with them. Students who interact and collaborate with their peers tend to be more successful (and end up enjoying the class a lot more).
- Read the instructions for each learning task thoroughly and carefully.
- Do not procrastinate. Note all due dates, including those for the group discussion forums and plan your work accordingly.
- Read and reflect on the materials before participating in the course activities such as posting responses and contributing to the online discussions.
- Plan to complete online tasks several hours before the due time to allow the internet processing time, and avoid potential problems due to technological issues
- Schedule any required synchronous sessions around your other commitments.

### **Required Reading**

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- *Canadian Labour Relations: Law, Policy, and Practice (2<sup>nd</sup> edition)*, by David Doorey and Alison Braley-Rattai.
- Additional required readings will be posted on eClass.

Assessment Tasks	Weighting	Due Dates
Midterm Test	30%	Sunday, June 20 <sup>th</sup> at 7-10pm online
Final Test	60%	(TBD) Regular exam period Aug12-19 online
Participation	10%	Throughout term

## **Course Policies and Other Resources**

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### **Academic Integrity**

The core principles of academic integrity – honesty, trust, fairness, respect and responsibility – should be in the forefront for all you do as a student, employee, and/or manager. Please be reminded of York University's policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with policy. This policy can be found at:

<https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/#:~:text=Senate%20Policy%20on%20Academic%20Honesty&text=Academic%20honesty%20requires%20that%20persons,their%20own%20or%20through%20impersonation.>

### **Resources for Students**

<https://currentstudents.yorku.ca/resources>

Includes links to:

Student Counselling and Development

Student Accessibility Services

Office of Student Community Relations

Centre for Sexual Violence, Support & Education

Centre for Human Rights, Equity, and Inclusion

Security Services

## COURSE SCHEDULE

Wk	Date	Topic	Readings
1	May 10-16	<b>Introduction to Industrial Relations</b> <i>What is Industrial Relations? Is it relevant in your work/life?</i>	Chapter 1
2	May 17-23	<b>A framework for analyzing Industrial Relations</b> <i>What are the legal, economic, social, and political factors influencing Industrial Relations?</i>	Chapter 2
3	May 24-30	<b>Perspectives that shape Industrial Relations</b> <i>Does everyone look at Industrial Relations the same way and, if not, how does that affect outcomes?</i>	Chapter 3
4	May 31- June 6	<b>Who is an “employee” and why does it matter?</b> <i>Employee...worker...the same thing?</i>	Chapter 4
5	June 7-13	<b>An intro to the collective bargaining regime and the Canadian labour movement</b> <i>How did the law treat collective workers’ activities before and after CB legislation?</i>	Chapter 5
6	June 14-20	<b>A brief history of labour and the law</b> <i>How did our current labour law and CB regime come about? What role did workers play, and how did employers and government respond to workers’ early efforts to organize and establish regulation to protect them (us!) at work?</i>  <b>Midterm Exam (worth 30%)</b> <b>Sunday, June 20<sup>th</sup> at 7-10pm online</b> <b>(Chapters 1-6)</b>	Chapter 6
	June 21-27	<b>Summer Reading Week June 22-25</b>	

7	June 28- July 4	<b>Unions Part 1: Reasons to join, effects on business, and the unionization process</b>  <i>Should unions be revitalized? What have unions done, and what role do they continue to play in society? How are unions formed – from organizing campaign to certification (and decertification)?</i>	Chapters 7 & 8
8	July 5-11	<b>Unions Part 2: Unfair labour practices and the regulation of unions</b>  <i>What employees/employers can and cannot do along the way</i>	Chapters 9 & 14
9	July 12-18	<b>Collective bargaining and the collective agreement</b>  <i>Agreements are being collectively bargained all around you – York U, elementary schools, professional sports, international trade agreements, perhaps even in your workplace. Who are the parties to CB, and what happens before, during and after CB? What is a collective agreement, what is included in it, how is it administered, and what happens when it is violated?</i>	Chapters 10 & 12
10	July 19-25	<b>Strikes, lockouts, and dispute resolution</b>  <i>What happens when the parties in collective bargaining are unable to reach an agreement?</i>	Chapters 11 & 13
11	July 26- Aug 1	<b>Public sector labour relations</b>  <i>What would happen if workers in essential services (e.g., nurses, police, firefighters) went on strike for a week? How does one balance the need to protect the safety of communities and allowing workers to exercise their rights?</i>	Chapter 15
12	Aug 2-8	<b>Labour rights as human rights</b>  <i>How does the Canadian Charter of Rights and Freedoms influence the work law subsystem? How do we balance the competing interests of participating in global trade without weakening domestic laws (i.e., negatively impacting workers)?</i>	Chapters 16 & 17
		<b>Final Exam (worth 60%)</b> <b>TBD Exam Period (Aug12-19) at 7-10pm online</b> <b>(Chapter 7-17)</b>	