



**SCHOOL OF HUMAN RESOURCE MANAGEMENT  
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES**

**INDUSTRIAL RELATIONS  
AP/HRM HRM3422 M Winter 2023**

**Instructor Information**

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**Course format**

Asynchronous

**Course Description and Objectives**

The course begins with a brief overview of the nature of the employment relations in Canada. This includes an examination of the fundamental economic determinants of wages and working conditions as well as the common law of employment. Following the overview of nonunion employment, the course examines reasons why some employees want to join unions and the way that unions are certified under the Ontario Labour Relations Act. The impacts of collective bargaining are also studied, including the causes and consequences of strikes and lockouts. Bargaining under various public sector statutes is examined as well. Finally, alternatives to the traditional adversarial bargaining method are studied, including third party dispute resolution.

This course aims to teach students:

- What motivates employees to join a union;
- The process by which unions become certified and what employer practices are prohibited during the process;
- The process of collective bargaining and alternatives to the traditional adversarial approach through interest-based bargaining;
- Determinants of the incidence and duration of strikes and the consequences of strikes for the organization and the economy;
- The way in which arbitration is used to resolve grievances in cases of employee discipline or discharge;
- How bargaining in the public sector differs from that in the private sector and the range of alternatives to the strike used to resolve disputes in the public sector.

**Required Text**

Hebdon, Brown, and Walsworth, Industrial Relations in Canada, 4th Edition, Toronto: Nelson Series in HRM, 2021

Mitchell, C. Michael & John C. Murray (2017), Changing Workplaces Review Summary Report, Toronto: Ontario Ministry of Labour. The 56-page Summary Report may be downloaded from <https://www.labour.gov.on.ca/english/about/workplace/>

**Course Website:** I will use the eClass to teach this course and facilitate communication among students and myself. Note that eClass will be the **only** venue to download lecture slides, find up-to-date notices about the course, and retrieve your course grades. Please check the site, as well as your *yorku* email regularly. You can log on to the course through <https://eclass.yorku.ca/>

**Email Policy and Communication**

My preferred method of contact is by e-mail at **jingwan@yorku.ca**. Please email me directly to this address not through eClass. When you email me, please use your full real name and write down the course **number and section** in the subject line. I will answer your email within 24 hours during weekdays. On weekend and holidays, please expect 36 to 48 hours. I will also post all messages on the course website under **Announcement** regarding such things as exam locations, exam format, and discussion queries etc. The announcement will also go to your email address that you register with course website. Please make sure you register an email that you check often.

**Marking Allocations**

Participation	30%
Midterm	30%
Final Exam	40%
	100%

**Weekly Participation:**

Regular and active participation is an essential, unmistakably important aspect of this online course. It is critical that you read all the lecture and assignment materials as well as all the public discussion materials. Your full participation **ON A WEEKLY BASIS** is not only a requirement, but also an essential aspect of the online course process.

Each week you are to post **ONE answer** to the weekly discussion question and at least **TWO comments** to your classmates' answers. Postings should show insight into the topic. Note: Once the week has passed (i.e., Saturday midnight) you have lost the opportunity to participate and postings do not count. At the end of the term, you will be assigned a grade out of **30 for participation**.

The **quality** of your response is important. Responses should be well written and clearly address the issues being discussed. Please limit your postings to **250 words**.

I understand emergency and sickness may happen, so I will only use **9 out of the 11** discussion assignments to calculate your participation mark. I will **NOT** grade late posts **no matter what**.

### **Exams:**

There will be **TWO** closed-book exams: a midterm and a final. Both exams will be held **online**.

#### **Midterm – February 18<sup>th</sup>**

The mid-term exam will cover course content from Week 1 to Week 5 and will be closed book. The format will be multiple choice questions and short answer questions. There will be no other alternative dates to write the mid-term so please be diligent about writing the mid-term on the assigned date.

Students missing the midterm due to legitimate reasons who have proper documentation (i.e., a medical note) will be allowed to transfer the weight of midterm to the final exam.

#### **Final — The final exam is scheduled to be written during university final exam period. The date is to be announced.**

The final exam will be non-cumulative and cover course content from Week 8 to Week 13. It is also a closed book exam. The format for the final exam will be multiple choice questions and short answer questions. In accordance with the University Policy, medical documentation will be required when an examination is missed. Students who miss the final exam may petition to write a deferred exam.

SHRM policy on deferred exams: The deferred Exam (i.e. deferred final exam) will be closed book, **cumulative** and will include all subjects/topics of the textbook. Deferred exams are not necessarily in the same format as the exam written by your section of the course. The format for deferred exams is not released in advance. Access to a course website will not be given. Please save your lecture notes/presentation slides.

Special accommodation: For students with disabilities requiring special accommodation for writing of examinations, please make the necessary arrangements well in advance of the examination dates so that the paperwork can be signed.

#### **Note about the Course Outline:**

The course outline serves as a guide to give you a general idea of what to expect in the sessions. Occasionally, other material may be introduced that is not on the outline. These items will help to further illustrate the topics under study and will be of benefit to you. The point is that the outline is not carved in stone. Variations will be evident during the term dependent on your needs as well as the professor's discretion.

#### **Notes about Online Courses**

Successful online students are active learners, who are willing to take responsibility for their own learning and able to communicate effectively in both a synchronous and asynchronous environment using a variety of technologies (Burd and Buchanan, 2004, p 407)

It is vital that you visit the site regularly and frequently so that you do not miss the opportunity to participate and post comments and questions from your study of the

materials and your own experiences. In order to get the most out of this course, you will need to dedicate in the region of 8-12 hours per week to first read the textbook, PowerPoint slides and view any associated videos and web-links and then follow up with further directed reading of the related text chapter, test your memory and understanding by taking the self-tests associated with each module and also completing any discussions or additional assignment.

While an online course can be flexible to meet your needs of when and where you can take part on-line rather than having set classroom times, it still means that the course can be quite demanding. You may want to visit the websites below and try out their on-line self assessments to check out your expectations and needs from an on-line course.

Reid, J. E. (2004) What every Student Should Know about On-line Learning  
Available at <http://www.ion.uillinois.edu/resources/tutorials/overview/reid.html>

University of Illinois (n.d.) On-line Learning; self evaluation  
Available at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfeval.asp>

The content of the course is divided into 11 weeks which are to be studied in ascending order (i.e., all work relating to Week 1 must be completed before attempting Week 2 and so on).

How you manage your time is your responsibility but remember to give yourself enough time during the week to read materials both online and the text book/other readings. You will also need to plan time to take part in discussions and online weekly tasks.

As well as working independently, you are encouraged to make contact with your fellow online students through participation in online conferences, responding to your classmates' postings and questions.

### **Technical Support for Moodle**

York University Computer Technical Support is maintained through UIT Learning Technology Services. Help Desk.

Phone: 416.736.2100 x55800

Email: [esohelp@yorku.ca](mailto:esohelp@yorku.ca); [ithelp@yorku.ca](mailto:ithelp@yorku.ca)

### **Internet Connection**

Internet connection support is managed by your Internet Service Provider, such as Bell or Rogers.

### **Your Computer**

Computer technical support is managed by the computer store or company from which you bought your computer.

### **Academic Honesty (Senate Policy):**

Atkinson as a Faculty considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

### **Other Important York Policies :**

**Reappraisals:** For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/services/policies/grade.htm>

### **Senate Religious Observance Policy (Senate Policy):**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents (Senate 032). For further information on accommodation procedures required due to religious commitment, and the schedule of dates, please visit: <http://calendars.registrar.yorku.ca/lectureschedules/fw03/dates/religious.htm>

### **Students with Special Needs (Senate Policy):**

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. Please alert the Course Director as soon as possible should you require special accommodations. For Atkinson specific resources, please visit the Atkinson Counselling Centre at:

<http://bloodstone.atkinson.yorku.ca/domino/html/counselc.ns>

**Some important links:**

1. Religious Observance: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
2. Student Rights and Responsibilities: <http://oscr.students.uit.yorku.ca/student-conduct>
3. Academic Accommodation for Students with Disabilities: <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
4. Academic Honesty: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

5. Deferred Standing Request for HRM courses: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>
6. Counselling & Disability Services: <http://cds.info.yorku.ca/>
7. Alternate Exam/Testing Scheduling Centre: <http://altexams.students.yorku.ca/>

### Course Schedule

Date	Topic	Readings and Activities
<b>Week 1</b> Jan. 9~14	Introduction	Welcome! Read text - Chapter 1 Lecture - View PPT for Week 1 Discussion Assignment
<b>Week 2</b> Jan. 15~21	The Economic Environment	Read text - Chapter 3 & Mitchell and Murray (2017) pages 3-9 Lecture - View PPT for Week 2 Discussion Assignment
<b>Week 3</b> Jan. 22~28	The Legal Environment	Read text - Chapter 4 pages 111-116 & Mitchell and Murray (2017) pages 11-21 Lecture - View PPT for Week 3 Discussion Assignment
<b>Week 4</b> Jan. 29~ Feb. 4	Union Certification	Read text - Chapter 2 & Chapter 4 pages 92-110 & Mitchell and Murray (2017) pages 23-26 Lecture - View PPT for Week 4 Discussion Assignment
<b>Week 5</b> Feb. 5~11	Bargaining Under the OLRA & the Roles of Union and Management	Read text - Chapter 5 & 6 Lecture - View PPT for Week 5 Discussion Assignment
<b>Week 6</b> <b>Feb. 12~18</b>	<b>Midterm</b>	<b>Content from Week 1 to Week 5</b>
<b>Week 7</b> Feb. 19~25	Reading Week	No class
<b>Week 8</b> Feb. 26 ~ Mar. 4	Collective Bargaining	Read text - Chapter 7 Lecture - View PPT for Week 8 Discussion Assignment
<b>Week 9</b> Mar. 5~ 11	Grievance Resolution	Read text - Chapter 8 & Chapter 9 pages 292-302 Lecture - View PPT for Week 9 Discussion Assignment
<b>Week 10</b> Mar. 12~ 18	Strike	Read text - Chapter 9 pages 272-291 Lecture - View PPT for Week 10 Discussion Assignment
<b>Week 11</b> Mar. 19~ 25	Union Impact	Read text - Chapter 11 Lecture - View PPT for Week 11 Discussion Assignment

<b>Week 12</b> Mar. 26~ Apr.1	Public Sectors	Read text – Chapter 12 Lecture - View PPT for Week 12 Discussion Assignment
<b>Week 13</b> Apr.2 ~8	Third Party Dispute Resolution Procedures	Read text –Chapter 10 Lecture - View PPT for Week 13 Discussion Assignment
<b>Final exam</b> Apr.12~27	To be scheduled by the registrar’s office	

**Note:**

- (1) This syllabus and schedule are subject to changes. **It is the responsibility of the student** to keep informed of changes, new materials, and missed content.
- (2) Last date to drop course without receiving a grade: **March 17th**