
HRM 3422 B: Industrial Relations

Course Outline, Winter 2025

Class Day, Time, Location Tuesday, 19:00, SLH F

Instructor Hannah Johnston

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Office Hours After class or by appointment

Course Description:

This course examines the history of unions, the nature of the industrial relations systems including the legal framework, the social psychological climate, contract negotiation and administration.

This course will explore:

- The concept of collective bargaining and debates concerning its functions
- Outcomes for workers and society, including how collective bargaining can be used to meet 'future of work' challenges
- How environments, legislative frameworks, bargaining structures, and power relations influence labour negotiations
- Negotiation processes, strategies, and modes of dispute resolution
- The practice of collective bargaining through an applied bargaining simulation

Ideologies and trends are discussed.

Prerequisites/Co-requisites:

None

Students are responsible to ensure that they have these required prerequisites. Students who do not have these prerequisites are at risk of being dropped from the course at any time during the term. The School of HRM will not be responsible for refunds resulting from students being dropped from a course due to a lack of appropriate prerequisites.

Course Materials:

Doorey, D. (2020). The Law of Work, 2nd Edition. Toronto: Emond Publishing

-or-

Doorey, D., Braley-Rattai, A. (2020). Canadian Labour Relations: Law, Policy, and Practice, 2nd Edition. Toronto: Emond Publishing.

(Both are available in hard copy or electronically; Law of Work is also required for the HRM course on Employment Law. The third section of "Law of Work" contains the same content as "Canadian Labour

Relations: Law, Policy, and Practice". You may use either book for this course. Corresponding chapters are detailed in the reading list below.)

Additional readings are available via the library.

Course Website:

<https://eclass.yorku.ca/course/view.php?id=123463>

Course Learning Objectives:

Upon successful completion of this course, students will have:

- Developed an understanding of collective bargaining as a tool for the regulation of work, and the implications this has on society
- An understanding of the legal, economic, and political contexts that influence collective bargaining in Canada
- A critical understanding of trends, strategies, and processes of collective bargaining and the implications that this has for bargaining outcomes
- A demonstrated ability to navigate collective agreements for the purpose of implementation, and practice drafting, negotiating, and analyzing collective agreement language
- An ability to analyze bargaining environments, processes, structures, and strategies in a range of contexts

Preparation for Class:

The course will be held in person.

Except for the first week, any assigned readings should be completed prior to the day that they are listed on the syllabus (if this is not possible for you the first week of class, that is okay). This will enhance classroom exchange. Reading materials will either be available via the library or your textbook or will be posted at least one week in advance. Course slides will not be posted until after the lecture.

There will be one group assignment. Some in class time will be dedicated to this assignment but to complete the assignment successfully, students should also expect to devote time outside of class to preparation.

Classroom Conduct and Accessible Education:

As a student in this class and a student at York University, it is expected that you will conduct yourself in a manner that is consistent with the [Code of Student Rights and Responsibilities](#). Equity, trust, and respect are of paramount importance and there is no tolerance for academic dishonesty.

I want to foster a learning environment that is as inclusive as possible. If you have a nickname, have changed your name, have preferred pronouns, need to bring your child to class, need an accommodation, or have any other requests, please let me know.

The university has various resources to support students including a [student accessibility office](#), [student counseling, health, and well-being services](#), and a [food support centre](#). If these or any other resources will

help you to succeed, use them. More information on available services is offered at the end of the syllabus.

Personal data and AI technologies

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Students are also not permitted to upload any course materials to the internet, including negotiation exercises, assignment descriptions, or this syllabus. Uploads and improper use will be treated as a violation of the academic integrity policy (and may also constitute copyright infringement).

Email Policy:

Students who wish to correspond with me directly via email are requested to send messages that originate from their official York University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

I will make every effort to respond to student emails in a timely manner and typically within three business days. All questions are welcome; however, emailing about questions that are clearly answered by reading assignment descriptions or the course outline may negatively impact the engagement portion of your grade.

Please include HRM 3422 and your name in the subject line of your email to ensure that I see it.

Course Evaluation:

Evaluation Criteria	Weight (%)
Engagement	5%, 10% or 15% – default 10% (attendance and preparation, discussion board, general engagement)
Midterm	20%, 25%, or 30% – default 25%
Bargaining exercise	35% – distributed as indicated below
- Bargaining book	15 % (10% individual, 5% team)
- Simulation	12.5 %
- Reflection	7.5%
Final exam	25%, 30% or 35% – default 30%
Total	100%

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

An exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>.

Assignment Weight:

ASSIGNMENT WEIGHT

Students will have an opportunity to review assignment descriptions and to submit a request to adjust the weight of the course assignments within the range provided above for the purpose of calculating their final grade for the course. You may not adjust the weight of the bargaining exercise. The sum of the weights for all assignments must equal 100.

Anyone who does not indicate a preference will be assigned the default assignment weights. If a student makes a request but requested weight calculation does not equal 100, the student will be assigned the default assignment weights. If the instructor has a question about an assignment weight request and the student does not respond within 24 hours, the student will be assigned the default assignment weight amounts. In the event of a conflict or disagreement about assignment weights where neither the student nor the instructor has sufficient records to provide clarity, or there are conflicting records, the student's grade will be calculated based on the default assignment weight amounts.

How to adjust weights of assignments:

- A template for your assignment weight request is available on eClass. Use this for your request.
- You will have one opportunity to adjust the weights of your assignments, and any adjustments to the weights of assignments **MUST** be finalized promptly.
- Requests should be uploaded to eClass by January 16th at 11:59 EST.
- The instructor will review requests and you will receive written confirmation of your selection via eClass by the following class period. You should keep this confirmation for your records.
- Important: if you made a request and did not receive confirmation by class on January 21st, please follow up immediately.
- After January 21st you will be unable to change the weights of assignments. This applies to students who are late additions to the class.

Description of Assignments/Projects:

ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED AS .DOC FILES.

Please use a boring and easily legible font in size 12.

ENGAGEMENT

Class engagement has three components: (1) course attendance; (2) online discussion boards; and (3) in class participation and engagement

- Course attendance and preparation – You are expected to attend class. You are also expected to arrive on time, prepared and ready to participate. Late arrivals, and particularly disruptive late arrivals, will negatively impact your mark. Sometimes we may have brief pop quizzes. There are only used for attendance and participation purposes.

- Online discussion boards - Each member of the class will be assigned one week when they will be responsible for taking on the role of 'Conversation Starters' on the eClass discussion boards. Posts will be visible to the entire class. During these weeks 'conversation starters' will engage with and post recent news and social media related to the course objectives. Stories should be from reputable sources. As part of their post, students are expected to offer a brief (200-250 word) interpretation, analysis, or critique for each post that links the article to course material. Do not simply summarize the article. If you are looking for inspiration for your post, consider the following questions:

Why is this content relevant to the course?

What legal considerations are important?

Who are the actors and what are their concerns?

What points of leverage do the various actors have?

What role does collective bargaining play in this story?

- A schedule will be created during the third week of the course and will be available on eClass. We will often start class with a quick recap of current relevant news that draws on your discussion board posts. You should be able and prepared to summarize your posts at the start of class for your colleagues.
- *If you enroll in the class on or after January 21st and your last name begins between A and M; you must complete your post on or before February 11th. If your last name begins with anything between N and Z, you must complete your post between February 18th and March 4th.*
- Participation and engagement in class – We will do a series of in class activities and there will be numerous opportunities to contribute. General engagement will be evaluated based on your collegial participation in class exercises and discussion.

BARGAINING SIMULATION

The course will include a collective bargaining simulation. The goal of the simulation is to negotiate a series of articles for a new collective agreement. Students will work in groups and will be assigned a side (either Union or Management). They will receive a mandate containing instructions for the negotiation by email. Groups should not discuss their mandate with anyone who is not in their group – especially not those sitting on the other side of the 'table'!

There are various steps to this assignment. They are as follows:

Reading week – Assignment information will be distributed during reading week; teams (employer or union - assigned by me) may be assigned earlier in the semester and mandates may be distributed for the purpose of using the material for examples.

(1) Groups and teams will be assigned by me. Each team's mandate outlines the bargaining priorities for the party you will represent. This is confidential information, and you should only discuss the issues with your team members. I encourage you to reach out to your team members ASAP.

(2) You should review all material posted on eClass related to the assignment BEFORE class on February 25th. We will spend significant time reviewing the assignment on this date and it is very important that you attend class. Ultimately, each member of the team will be responsible for drafting contract language to address a single issue raised in the mandate. An individual member's contribution should (ideally) be limited to one article. Materials will include a template for your bargaining proposals. The template will ask you to provide the original contract language, the proposed contract language, and

the rationale for the change. External sources are not required. This information will later be included in your bargaining book.

(3) On or before February 25th you should decide who on your team will address which issue. By March 4th you should have begun developing your proposal according to the template that will be provided on eClass. At minimum, come to class with your proposed language. Don't procrastinate!

If you have more issues than you have team members, you may not address all issues on your mandate. This is okay!

February 25th – In class review of the assignment. We will discuss the group activity in depth. You will be allotted some class time to work on the assignment. PLEASE DO NOT MISS CLASS!

March 6th – Your bargaining book is due by 7pm. This should be submitted via eClass.

The bargaining book includes:

(1) The proposal you will make at the table to your bargaining counterpart. While all members of your team will have contributed language that you can consider for inclusion in your proposal, you will be asked choose a limited number of proposals (TBD). You should work as a team to identify priority items and to select items that could be used to complement each other at the table. Your bargaining counterpart will only see your bargaining proposal (see Appendix C in your textbook).

(2) For each proposal that is selected to be presented at the bargaining table, you should additionally provide write up of your strategy and your justification for your decisions. This should include information on your opening position, preferred outcome, and bottom line; the anticipated response of your counterpart; your strategy to obtain your desired outcome; and any cost implications (see Appendix B in your textbook). In answering these questions, you should examine your bargaining position, the power dynamics and bargaining positions of both union and management sides, what considerations your team is taking into account, and how you prioritized your demands. This is the responsibility of all team members.

(3) For each proposal not selected, you should provide a brief explanation as to why. This is the responsibility of all team members.

A template will be provided on e-Class.

March 11th – The instructor will provide basic feedback on proposals to ensure success of the exercise during or before class. There will be time allocated in class to review feedback and ask questions.

I will assign a preliminary grade to your bargaining book based on your March 6th submission; however, you will only be provided with *qualitative feedback*. You may make updates to the bargaining book submitted on March 6th to incorporate this feedback; however, all changes to the bargaining book must be highlighted in yellow. Your grade will not be finalized until after the simulation exercise.

March 18th – Bargaining simulation exercise. The simulation is worth 12.5% of the course grade. Bargaining will take place during class time; you will be expected to record your negotiation session and provide a .mp4 video recording. 24 hours later, you will be required to submit (upload to eClass), as a group, your Memorandum of Agreement (Appendix D) and a final costing report. If anyone on your team has made changes to your bargaining book (including Appendix C) following your March 6th submission, you should resubmit your bargaining book at this time. Please highlight any changes that were made to your book using either track changes or the highlight function in word.

March 25th - The third part of this assignment is a reflection. At the conclusion of the negotiations, you will be asked to submit a brief reflection and a self and peer review. I will provide you with a page of short reflective questions and a review form. This will, among other things, ask you to analyze how effective your approach was, and contrast it with that of your counterpart. Did you face any constraints? You should conclude with a general reflection about the overall strengths and limitations of the process and its implications for workers, employers, and society.

Examinations:

Midterm:

The midterm will be held during class, in person, on February 11th. Question types will include multiple choice, short answer, or essay style questions. It will also include an applied section, where you will be asked to read and interpret contract language, and to respond to the relevant questions.

The midterm will last approximately 110 minutes.

Final:

A final will be a cumulative exam on the course content. Question types will include multiple choice, short answer, or essay style questions. It will likely also include an individual simulation exercise. The exam will take place during the exam period, will be in person, on a day and in a location determined by the University.

Course Policies:

Late Assignments:

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments received later than the due date will be penalized by five points each day the assignment is late. This policy will be enforced out of fairness to your colleagues and classmates who have completed their work in a timely manner. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the instructor but will require supporting documentation (e.g., a doctor's letter). If you anticipate that you will need an extension, please review the email policy and contact the instructor accordingly.

Missed Midterms:

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. In most cases the weight of the missed midterm will be transferred to the final exam.

Course Schedule:

*Readings are subject to change. Changes will be discussed in class and will be reflected on eClass.

Week	Topic	Required Reading
<p>Week 1 January 7</p>	<p>Collective bargaining: What is it and where have we come from?</p>	<p>Law of Work – Chapters 28 & 29</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). Canadian Labour Relations: Law, Policy, and Practice, 2nd Edition. Toronto: Emond Publishing. (Chapter 5 & 6)</p> <p>AND</p> <p>ILO. (1944) Declaration of Philadelphia. https://www.ilo.org/legacy/english/inwork/cb-policy-guide/declarationofPhiladelphia1944.pdf</p> <p>ILO Conventions 87 and 98</p>
<p>Week 2 January 14</p>	<p>Perspectives and Frameworks</p>	<p>Law of Work – Chapters 2 & 4</p> <p>Doorey, D., Braley-Rattai, A. (2020). Canadian Labour Relations: Law, Policy, and Practice, 2nd Edition. Toronto: Emond Publishing. (Chapters 2 & 4)</p> <p>AND</p> <p>Schmalz, S., Ludwig, C., & Webster, E. (2018). The power resources approach: Developments and challenges. <i>Global Labour Journal</i>, 9(2).</p>
<p>Week 3 January 21</p>	<p>Union formation</p>	<p>Law of Work – Chapters 31 & 32</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). Canadian Labour Relations: Law, Policy, and Practice, 2nd Edition. Toronto: Emond Publishing. (Chapters 8 & 9)</p>
<p>Week 4 January 28</p>		<p>Law of Work – Chapter 33</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). Canadian Labour Relations: Law, Policy, and Practice, 2nd Edition. Toronto: Emond Publishing. (Chapter 10)</p> <p>AND</p> <p>Slinn, S. J. (2020). Broader-Based and Sectoral Bargaining in Collective-</p>

Week	Topic	Required Reading
	Bargaining structures and strategies	<p>Bargaining Law Reform: A Historical Review. <i>Labour: Journal of Canadian Labour Studies/Le Travail: revue d'Études Ouvrières Canadiennes</i>, 85, 13-51.</p> <p>Laroche, M., Lauzon Duguay, F., & Jalette, P. (2019). When collective bargaining leads to inequality: Determinants of two-tier provisions in Canadian collective agreements. <i>ILR Review</i>, 72(4), 871-896.</p> <p>→ Read through page 871-879 and Conclusion</p>
<p>Week 5 February 4</p>	Industrial conflict	<p>Law of Work – Chapters 30 & 34</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). <i>Canadian Labour Relations: Law, Policy, and Practice</i>, 2nd Edition. Toronto: Emond Publishing. (Chapters 7 & 11)</p>
<p>Week 6 February 11</p>	MIDTERM	MIDTERM
<p>READING WEEK February 18</p>	READING WEEK – No Class	READING WEEK – No Class
<p>Week 7 February 25th</p>	Contract administration and grievances	<p>Law of Work – Chapters 35 & 36</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). <i>Canadian Labour Relations: Law, Policy, and Practice</i>, 2nd Edition. Toronto: Emond Publishing. (Chapters 12 & 13)</p>
<p>Week 8 March 4th</p>	<p>The Canadian Charter and Collective Bargaining</p> <p>*DRAFT OF YOUR BARGAINING BOOK IS DUE ON MARCH 6th*</p>	<p>Law of Work – Chapter 39</p> <p>OR</p> <p>Doorey, D., Braley-Rattai, A. (2020). <i>Canadian Labour Relations: Law, Policy, and Practice</i>, 2nd Edition. Toronto: Emond Publishing. (Chapters 16)</p>

Week	Topic	Required Reading
		<p>AND</p> <p>Doorey, D. (2020). Back to the Future of Canadian Labour Law. <i>Relations industrielles/Industrial Relations</i>, 75(2), 195-208.</p>
<p>Week 9 March 11th</p>	<p>Collective bargaining for equity: Decolonizing the workplace</p>	<p>Mills, S. E., & Clarke, L. (2009). "We will go side-by-side with you." Labour union engagement with Aboriginal peoples in Canada. <i>Geoforum</i>, 40(6), 991-1001.</p> <p>CUPE. (2022). Truth and Reconciliation: CUPE taking action through collective bargaining. https://cupe.ca/sites/cupe/files/truth_and_reconciliation_indigenous_bargaining_guide_en_0.pdf</p> <p>The Global Deal (2020). The Contribution of Social Dialogue to Gender Equity. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_679957.pdf</p>
<p>Week 10 March 18th</p>	<p>Collective Bargaining Simulation *final bargaining book submissions due*</p>	
<p>Week 11 March 25th</p>	<p>Collective bargaining and the digitized workplace</p> <p>BARGAINING REFLECTION DUE</p>	<p>Aleks, R., Maffie, M., and Saksida, T. (2020). "The Role of Collective Bargaining in the Digitized Workplace Reimagining the Governance of Work and Employment." (ed. Pohler, D.). LERA 2020 Research Volume.</p> <p>Today Explained. (2021). "The Gig is Up". Podcast Available at: https://podcasts.apple.com/tt/podcast/the-future-of-work-the-gig-is-up/id1346207297?i=1000541648063</p>

Week	Topic	Required Reading
		OR Mojtehedzadeh, Sara. (2020). "Hustled: When Your Boss is an App". Podcast available at: https://www.thestar.com/podcasts/hustled.html
Week 12 April 1st	Bargaining for the common good and the future of industrial relations Final exam review	McCartin, J. A., Sneiderman, M., & BP-weeks, M. (2020). Combustible convergence: Bargaining for the common good and the# RedforEd uprisings of 2018. <i>Labor Studies Journal</i> , 45(1), 97-113. Milkman, R. (2013). Back to the future? US labour in the new gilded age. <i>British Journal of Industrial Relations</i> , 51(4), 645-665.

Grades and Grading Schemes

Grade	Grade Point	Per Cent Range (%)	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(Marginally below 50%)	Marginally Failing
F	0	(Below 50%)	Failing

General Academic Policies

Important Dates:

The “Important Dates” pages listed below contain important information relevant to each term; in them, you will find classes and exams start/end dates, co-curricular days and reading week, add/drop deadlines, holidays, University closings and more: <https://registrar.yorku.ca/enrol/dates>.

Academic Honesty:

Academic Integrity refers to a set of conventions that scholars follow in their work, and which generate credibility, trust, and respect within the academic community. As a student, earning a university degree in a fair and ethical way also involves following these conventions.

Violations of academic integrity can lead to disciplinary actions under [York University’s Senate Policy on Academic Honesty](#). Effective time management and study skills can help students avoid feeling desperate and engaging in actions which violate academic integrity. See the [Time Management](#) module.

Note: *This course has a zero-tolerance policy for plagiarism, dissemination of information without permission, and abuse of confidentiality. This includes the use of generative AI.*

Students may also wish to review the interactive Academic Honesty module which can be accessed here: [SPARK Academic Integrity Module](#).

Deferred Exams:

If a student is unable to attend an exam due to an illness, a personal/family emergency, or religious observance they may submit a request for deferred standing. **Within 7 calendar days** of a missed final exam, students seeking to defer a final HRM exam must:

1. Submit a request online using the HRM Deferred Standing system: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>.
2. Submit the Deferred Standing Agreement (DSA) form along with **supporting documentation** (ex. Attending Physician’s Statement) to the School of Human Resource Management. Students will be notified via email about the status of their request once their forms have been processed by the Undergraduate Program Director.

Religious Observance Accommodation:

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. For further information on accommodation procedures required due to religious commitment, and the schedule of dates visit: <https://registrar.yorku.ca/enrol/dates/religious-accommodation-guidelines-2020-2021>.

Alternate Exam/Testing Scheduling Centre:

York’s Student Accessibility Services and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. Please alert the Course Director as soon as possible should you require special accommodations. You can review the alternate exam and test policies and procedures here: <http://altexams.students.yorku.ca/>.

York Senate Policy on Academic Accommodation for Students with Disabilities: <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>

York University’s policy on accommodations includes the following language: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students

with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

Student Accessibility Services: <https://accessibility.students.yorku.ca/>

Grade Reappraisals:

For grade reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>.

Grade Scheme and Feedback (Policy):

<http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Code of Student Rights & Responsibilities:

<http://oscr.students.uit.yorku.ca/student-conduct>

Student Counselling, Health & Well-being:

<https://counselling.students.yorku.ca/>