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By Appointment

Global Industrial Relations  
Human Resources and Employment Relations  
Loyola University Chicago  
Thursday’s 6:00 p.m.–9:00 p.m.  
Corboy Law Center Room 423  
2/20/14-5/10/14

Catalog Description

This course introduces students to different employment relations systems in advanced industrial economies in North America, Europe, and Asia and to formats for resolving new types of labor problems that have merged in a global economy.

Learning Outcomes

Students will be able to identify critical differentiating aspects of employment relations systems in the developed world and common pro and con arguments regarding proposed solutions to substandard working conditions in the developing world.

Course Overview

- To introduce students to a comparative analysis of employment relations systems throughout the world today.
- To examine how globalization has impacted employee relations systems over the last decades.
- To gain insight into labor relations and regulations in a global economy.
  - International Labour Organization (ILO)
  - Core labor conventions
  - Incorporation of labor standards into trade agreements
  - The European Union (EU)
  - Labor rights
  - Human rights
• To gain a sensitivity for the complexity and urgency of ethical issues in global employment
• To understand the culture of the country and its effects on employee relations
• To consider special topics at the forefront of global ER, such as effects of NAFTA and the European Union, global ethics, sweatshop labor, and critiques of globalization.

Course Objectives and Learning Outcomes

1. Global employee relations
2. Country specific HR and ER concerns
3. Culture
4. Labor Relations and the Government
5. Ethics of ER and Labor Relations in the Global Environment

Required Materials

Required Readings
3. Handouts: Readings and Notes

Suggested Supplementary Resources

Additional Resources:
1. Internet search engines (Google & Google Scholar, Ask, Yahoo, Dogpile, Alltheweb)
5. Human Resources International – www.hri.com

Course Requirements and Grading Criteria

Participation
The best part of this class is what we can learn from each other’s diverse work and life experiences. The participation component of your course requirements is taking an active part in class discussions including preparing cases, carefully reading the assigned readings for each class, and sharing your own professional, cultural, and intellectual experiences.
Class Policies
The course is designed to be fully interactive. To get the most out of this course, you need to participate actively in class discussions. Participation requires preparation before class, attendance in class, and presentation of your ideas to the class.

- Please check Sakai for announcements and possible handouts before each class.
- Please bring your textbook and assigned readings to each class when necessary.
- If you have to miss a class, please be aware that exams cover material discussed in class in addition to assigned readings and handouts. It is your responsibility to get notes and information from your classmates that you may have missed.
- This syllabus and the topics assigned to each day/week are subject to change.

Class Format
The format of the class will be a combination of presentations, textbook readings, discussions, class lectures and assignments, debates, dialogues, case studies and videos. Attendance and active participation of all students is critical to success in this course. We will use Sakai as an interactive way to communicate. Please make a habit of checking Sakai to ensure you have all the readings and course materials.

Tests
The take-home midterm exam will consist of short essay questions. The exam will cover material from assigned readings, lectures, and classroom discussions and activities. The in-class final exam will be comprehensive and will consist of essays and/or cases to analyze, broadly covering major themes from the entire course.

Grading criteria for the exams include
- Knowledge of the subject matter
- Linkage to assigned texts and class activities
- Answering every part of the question

Team Project: Examination of Industrial / Employee Relations in Country
Teams will be formed around a country. During the first class session, you will be asked to form teams of two or three. Your country will be randomly drawn for each team. To enhance your learning experience, please do NOT choose a case that focuses on your own country or culture of origin.

Each team will have 45 minutes to lead the class in a presentation/discussion of material related to the assigned country. The team presentation will provide background and context for the case, including current cultural, political, economic, and other information that brings the case “up to date” in our rapidly changing global reality. The class discussion of the case will be led by the team after the presentation.

Each case will cover a specific country and should focus on the following topics all relating to Industrial/Employee Relations:

1. Present additional country background information, including: brief country profile, culture,
business practices and values, etc. Do not spend a great deal of time reading encyclopedic “facts” about the country – the emphasis should be on facts and issues relevant to employee relations practices within the country, additionally, organizational, business, social, and cultural issues.

2. Power point is recommended. Optionally, pass out relevant supplementary material(s) – e.g., news clipping, Web article, etc. This should only be included if the supplementary reading adds value to the students’ country analysis. Videos, company brochures, reports of interviews with people from that country, etc. are great too! Creative touches are always enjoyed by the class (and prof. too).

3. Finally, one week following the presentation, each team member will submit their own paper (double-spaced, 10-12 pages of text, not including references). The paper will summarize and discuss the material you presented the previous week. Include a section summarizing and commenting on the class discussion of the country. End the paper with a Reference List, in which you list every source (book, journal article, website, etc.) used in the preparation of the presentation and paper. Remember to use APA style in writing and references.

4. In most cases, each member of the team will receive the same grade for the presentation assignment. The professor reserves the right to make exceptions in very rare cases in which a member contributes substantially above or below the norms and requirements of the team. This has occurred very seldom, but it is important that you understand the importance of each member contributing to the teamwork. Each member will also complete a team member evaluation form and submit to the professor.

Each member of the team should be involved in preparing both the class presentation and paper – however, it is not expected that each will be involved equally on both. All members must be present and participate in the class presentation.

**Grading**

Coursework will consist of two exams, a team presentation and summary paper, and participation in class discussions and activities. Assignment of grades will be based on the following:

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<tr>
<th>Coursework</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>35%</td>
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<tr>
<td>Final exam</td>
<td>35%</td>
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<tr>
<td>Team project</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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Assignment of letter grades will be as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A (A+) *</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.
**Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.


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**Class by Class/Week by Week Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Content</th>
<th>Reading Due</th>
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| 1 / February 20, 2014 | Introduction to the Course /Syllabus Review  
Group Assignments  
Introduction to Employment Relations in a Changing World  
Film: Globalization and Human Rights  
Film Discussion | Tsongas – Introduction and Chapter 1  
Bamber – Chapter 1 |
| 2 / February 27, 2014  | Labor in the US  
Labor in Canada  
Labor Standards in the Bilateral Trade Agreements: Case of the US  
NAFTA | Tsongas – Chapter 5 & 9  
Bamber – Chapter 3 & 4  
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings/Articles</th>
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<tbody>
<tr>
<td>3 / March 6, 2014</td>
<td>Group Project Work</td>
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| 4 / March 13, 2014| Culture, Codes of Conduct, Arguments For and Against Labor Standards in Trade, Article Discussion | Tsongas – Chapter 2 & 3 Article – “Corporate codes of ethics: necessary but not sufficient”  
“In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE”  
“Global Labor and Worksite Standards” |
| 5 / March 20, 2014| Labor in Britain / UK, Group Presentation, Article Discussion | Bamber – Chapter 2 Article – TBD                                                  |
| 6 / March 27, 2014| Labor in Germany, Labor Standards in the Bilateral Trade Relationship, Labor Standards in Regional Trade Agreements, Group Presentation, Take Home Mid-Term / Due Week 7 (4/3/13). | Tsongas – Chapter 6 & 8 Bamber – Chapter 8 Article – “The German model of employee relations on trial: negotiated and unilaterally imposed change in multi-national companies” |
“Toyota Production Systems” |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Article</th>
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<tr>
<td>8 / April 10, 2014</td>
<td>Labor in China</td>
<td>Bamber – Chapter 12 Article – “Establishing trade unions within foreign companies in China” “Between the state and market Multiple roles of the Chinese trade unions from the perspectives of shop stewards”</td>
</tr>
<tr>
<td>9 / April 17, 2014</td>
<td>NO CLASS - EASTER</td>
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<tr>
<td>10/ April 24, 2014</td>
<td>Labor in India</td>
<td>Tsongas – Chapter 4 Bamber – Chapter 13 Article – “Child Slavery: India’s Self-Perpetuating Dilemma” “India’s Progress in Reducing Child Labor”</td>
</tr>
<tr>
<td>11 / May 1, 2014</td>
<td>The Dark Side of Business Film: Illicit, The Drug Trade</td>
<td>Tsongas – Chapter 10 Article – “The Dark Side of International Business”</td>
</tr>
<tr>
<td>12 / May 8, 2014</td>
<td>FINAL EXAM</td>
<td></td>
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</tbody>
</table>

**Please note:** This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.