

# ECON 5120-001 Spring 2018 Labor Law/Col Barg

## Peter Philips, Professor of Economics

**Labor Law and Collective Bargaining Econ 5120**[Links to an external site.](#)

As we get started, please fill out your personal information in Canvas. In particular, please indicate your major and also which if any economics courses you have taken. It would also be helpful to know whether you have familiarity with excel or similar spreadsheet. A head-shot picture would also be helpful if you are comfortable providing it.

Course Introduction

### **About the Instructor**

Peter Philips (that is--me) is a Professor of Economics at the University of Utah and has been teaching at the U since 1978 (see here for his University webpage):

<http://econ.utah.edu/profile.php?unid=u0035312> (Links to an external site.)[Links to an external site.](#)

This is a short bio-video introducing you to me and a bit of my history:

In the summertime, Peter along with his wife Jean is a volunteer backcountry ranger in the Grand Teton National Park (see here):

<https://www.facebook.com/GrandTetonNPS/photos/a.134442479903690.25354.130250293656242/1379485815399344/?type=3> (Links to an external site.)Links to an external site.

And this 7 minute video is about encountering bears in the back country:

<https://vimeo.com/229284093> (Links to an external site.)Links to an external site.

## Weekly Assignments

Weekly assignments will consist of videos, readings and quizzes.

**IMPORTANT!** *This course is designed for weekly work assignments that are completed that week. Assignments will close at the end of the week and references to the readings and videos for that assignment will also close. To do well (or even pass) this course, you must stay up with the material on a weekly basis. Illnesses, business trips, family issues, work demands that have the potential to interrupt your weekly assignments are serious challenges. Make up assignments and other late work will not be permitted or accepted in this course.*

## Midterm and Final Exam

The midterm and final exam are essay exams. You will be given thought questions in advance of the midterm and final along with videos helping you prepare for these essay exams. The exam essays will be drawn from these thought questions.

## Grades

4 minute video on grades: <https://vimeo.com/229317290> (Links to an external site.)Links to an external site.

50% of your course grade will come from your weekly assignments which may include quizzes, discussion participation and/or homework; 25% from your midterm essay and 25% from your final exam essay. Late quizzes and exams will not be permitted/accepted. Missed quizzes/exams/assignments are graded as zeros which can significantly lower your grade. So in this course it is very important to submit your assignments (that is, take the quiz or exam) by the deadline. It is good practice to do your assignments and submit them a day before the deadline just to avoid any technical problem in uploading your submission. Loss of internet or electricity or other unanticipated factors can lead to missing a deadline and hurting your grade. So staying ahead is a good idea.

Historically, the average grade in this course has been a B- or C+.

***Undergraduate Research Opportunities Program (UROP)** provides undergraduate students and mentors the opportunity to work together on research or creative projects.*

*UROP provides assistantships up to \$1,200 for students who assist with a faculty member's research or creative project, or who carryout a project of their own under the supervision of a faculty member. Students may apply for an assistantship any semester and may be eligible for a one-semester renewal. UROP awardees are hired by the Office of Undergraduate Research and are paid \$10.00 per hour for up to 120 hours of work during the semester.*

*I have supervised several UROP students who have gone on to graduate work at Cornell, Columbia, Georgetown, the University of Michigan, Yale and elsewhere. UROP helps good students get better, test the waters of academic research and build resumes for top programs.*

*I minute video on UROP: <https://vimeo.com/229331232> (Links to an external site.)Links to an external site.*

These are my UROP students with whom I worked from 2014 to 2016. All are now in Ph.D. programs. From left to right: Tao--Yale, Computer Science; Dave, Cornell, Industrial Relations; Guowang, Southern Methodist University, Economics; Elird, University of Michigan, Economics.

Each was an A student. Each did very well on their GREs. Each took a lot of math. What UROP gave them was that extra something which allowed them to learn whether research was for them and allowed me to write extensive and detailed letters of recommendation. UROP is not for most students. **But for some, it is just the right additional aspect of their undergraduate education to prepare them for top graduate programs.**


## Course Syllabus

[Jump to Today](#)

The general pattern of this course is weekly reading and video or podcast assignments with a weekly written or powerpoint upload that prepare you for discussing the material assigned for that week.

Specific assignments may be found on the assignments page. The course syllabus describes the overall course content, grading and other course and University policies. There are special sections on accommodating student issues, class attendance, class participation, plagiarism, and other issues of importance. Please review this syllabus.

**The course syllabus in pdf format is here:**

[Syllabus Econ 5129 Labor Law and Collective Bargaining.pdf](#) 

**This repeats the syllabus information:**

**Econ 5120-001 Labor Law and Collective Bargaining**

[Spring] Semester 2017

M / 6:00 PM - 8:30 PM [BLDG 72 \(Links to an external site.\)](#)[Links to an external site.](#)117

**Instructor:** Peter Philips

**Email:** philips@economics.utah.edu

**Phone Number:** 801-599-2374 (cell)

**Office Hours:** via hangout or phone and appointment

**Hangout procedure:** have computer with camera; request hangout link

**MIDTERM FEBRUARY 27, 2016**

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

**Students are encouraged to bring laptop computers to class to take notes. Cell phones should be turned off during class time. In order to encourage a free exchange of ideas, recording class lectures and discussion is prohibited without the expressed permission of**

**the instructor and other students. However, there are good reasons why a student may wish to record some of the lectures or discussion. If you have received permission to record class lectures and/or discussion, you must also publicly announce at the beginning that you are recording and also at the end when you stop recording. This is just to help students feel comfortable participating in class and help everyone feel free to express their questions, views and understandings.**

**If you are using a computer in class, please do no email, surf the web or use your computer in other ways that are not related to the class, lecture and discussion. You may surf the web if it is related to the class at that time--for instance, you may wish to look up a source, or view wikipedia on a particular topic or refer to the course canvas webpages. But please do not let you computer distract you from the material at hand. !;^)**

#### Semester Length Classes

<b>Event</b>	<b>Date</b>
Classes begin	Monday, January 8
Last day to add without a permission code	Friday, January 12
Last day to wait list	Friday, January 12
Last day to add, drop (delete), elect CR/NC, or audit classes	Friday, January 19
Last day to withdraw from classes	Friday, March 2
Last day to reverse CR/NC option	Friday, April 20
Classes end	Tuesday, April 24
Reading Day	Wednesday, April 25
<a href="#">Final exam period (Links to an external site.)Links to an external site.</a>	Thurs-Wed, April 26-May 2

Holidays

Martin Luther King Jr. Day holiday Monday, January 15

Presidents' Day holiday Monday, February 19

Spring break Sun-Sun, March 18-25

## **Required Materials**

All materials will be provided via canvas in pdf or weblink form

## **Course Description**

This course will cover labor market regulations, labor law and collective bargaining from both an historical and current policy perspective.

## **Course Outcomes**

[Learning outcomes should be phrased with active terminology. Ensure these learning outcomes map to course assessments, so you can measure student success in attaining these.]

By the end of this course, you will be able to:

- describe the evolution of US labor law
- describe the history and structure of US labor unions
- identify and analyze the key US labor market regulations
- identify and assess the current politics and economics of regulatory initiatives associated with wage mandates, union participation and other current legislative issues

## **Teaching and Learning Methods**

Class time will be divided between instructor lectures and student presentations.

## **Tolerance for Political and Economic Viewpoints**

This course addresses historical and current issues. At times, these can be controversial subjects and students (and the instructor) may hold strong views on some issues. This course tolerates

and encourages the expression of strong and potentially contrasting opinions and conclusions regarding these topics. Students are asked to respectfully listen to, consider, critically evaluate and respond to the views of others including the instructor's in this course.

This course challenges you to be able to accurately and fairly summarize opposing views, compare and contrast those perspectives and critically evaluate contending arguments.

We seek in this course to balance a sense of individual and group comfort and safety with that of argument, disagreement and controversy. The University's position on these matters is summarized as follows:

The values held most strongly by the University of Utah community are those of academic freedom and integrity as they are expressed collectively by the colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the University community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the University recognizes that with all rights come responsibilities. The University works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings. <http://regulations.utah.edu/academics/6-100.php> ([Links to an external site.](#))[Links to an external site.](#)

Our hope is that all students in this class will feel comfortable and indeed drawn to expressing their views and conclusions both in class discussion, presentations and exams. If any student has a concern regarding these issues, please consult with me at your earliest convenience.

### **University Policies and Resources**

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in

an alternative format with prior notification to the Center for Disability Services.

2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support

and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

3. ***Students should be aware of their rights and responsibilities found here:***

400. Student Code: <http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)[Links to an external site.](#)

401. Please notice this:

1. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
2. Basically the key here is to cite your source or sources that you rely on when you write or present something, (In powerpoints just put the website or other citation at the bottom of the slide.)

402. **Accommodation Policy** (see Section Q):

<http://regulations.utah.edu/academics/6-100.php> (Links to an external site.)[Links to an external site.](#)

1. Please notice: The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.
2. Because this is a weekly class, attendance is very important. Students' grades will be reduced one level for each class missed after the first class missed. So if the student otherwise would have received an A, if the student missed two classes, the student would receive an A- and three missed classes would result in a B+ and so on.
3. However, in cases of serious illness or other family, personal, business or other emergencies (including weather and transportation problems), the instructor reserves the right to waive part or all of this attendance requirement. Please consult with the instructor before or after missing a class if you wish to receive an accommodation for your absence. Basically we are just trying to get most people to come to class almost all of the time, but for serious issues, we also want to help you through reasonable accommodation.

403. ***Wellness Statement.***

1. I recognize that your university education takes place within the broader world of your life including issues of wellness considered broadly to entail a wide range of issues. Please see me as your friend and ready to listen and hopefully help or accommodate you in integrating this course into your broader life activities. See this link for University resources as well:
2. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) (Links to an external site.)[Links to an external site.](#) or 801-581-7776.
3. <http://wellness.utah.edu/> (Links to an external site.)[Links to an external site.](#)

404. ***Veterans Center.***



1. Coming from the military to the university can sometimes be challenging. The University provides resources that can be found at this link below. I have personally worked with many veterans as my students over the years, and I am pleased to work with you on any issues you may have as a returning vet (and more generally all students are invited to consult with me on their specific issues.)
  2. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/> (Links to an external site.)Links to an external site. . Please also let me know if you need any additional support in this class for any reason.
405. ***LGBT Resource Center.***
1. It is my hope and goal in this course and in all my teaching to provide a safe and welcoming environment to all my students.
  2. The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: <http://lgbt.utah.edu/lgbtrc-programs/trainings.php> (Links to an external site.)Links to an external site. . If you plan to indicate that your classroom is a safe zone, please attend one of these trainings. Also see:
  3. <http://lgbt.utah.edu/> (Links to an external site.)Links to an external site.
406. ***Learners of English as an Additional/Second Language.***
1. This course is US focused and English language intensive both in written and verbal English. I recognize that this creates a special challenge for those whose native language is not English. I will do my best to work with you to help you effectively express yourself in this course.
  2. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center <http://writingcenter.utah.edu/> (Links to an external site.)Links to an external site. ; the Writing Program <http://writing-program.utah.edu/> (Links to an external site.)Links to an external site. ; the English Language Institute <http://continue.utah.edu/eli/> (Links to an external site.)Links to an external site. . Please let me know if there is any additional support you would like to discuss for this class. Also see:
  3. <https://continue.utah.edu/eli> (Links to an external site.)Links to an external site. and (Links to an external site.)Links to an external site. <http://linguistics.utah.edu/eas-program/>

### **Academic Code of Conduct**

Students can find the full Student Code for the University of Utah at:

<http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)Links to an external site.

## **Course Policies**

This is just a repeat of what was said above regarding attendance:

1. Because lectures and class discussion are a vital part of the learning that takes place in this course, attendance is very important.
2. However, in cases of serious illness or other family, personal, business or other emergencies (including weather and transportation problems), the instructor reserves the right to waive part or all of this attendance requirement. Please consult with the instructor before or after missing a class if you wish to receive an accommodation for your absence. Basically we are just trying to get most people to come to class almost all of the time, but for serious issues, we also want to help you through reasonable accommodation.

**Punctuality:** Please come to class on time. If you must consistently be late to class due to work schedules or other personal constraints, please consult with the instructor. I will try to gear the early part of the class presentation to minimize the loss of content lateness entails.

### **Participation:**

Participation is a very important part of this course. You may be required to present powerpoints, critique the presentation of the instructor or other students, and/or actively engage in class discussions. If you find participation in groups uncomfortable for any reason, please consult with the instructor so that I may be able to work with you and hopefully accommodate your concerns.

### **Food & Drink:**

You are welcome to bring food or drink to class. !;^)

### **Electronic Devices in Class:**

You are welcome to bring cell phones, laptops or other electronic devices to class. Please do not record class lectures or discussions without the advance permission of the instructor. Sometimes searching the web while in class makes good sense providing up to date information on the topics at hand. Sometimes searching the web, reading email, etc. is not relevant to the class discussion, lecture or presentation. Please limit your web use in class to activities that relate to the class. !;^)

### **Canvas:**

This course is on canvas and all the materials can be got there.

## **Assignments**

Assignments will be found on canvas.

### **Grading Policy (Evaluation Methods & Criteria)**

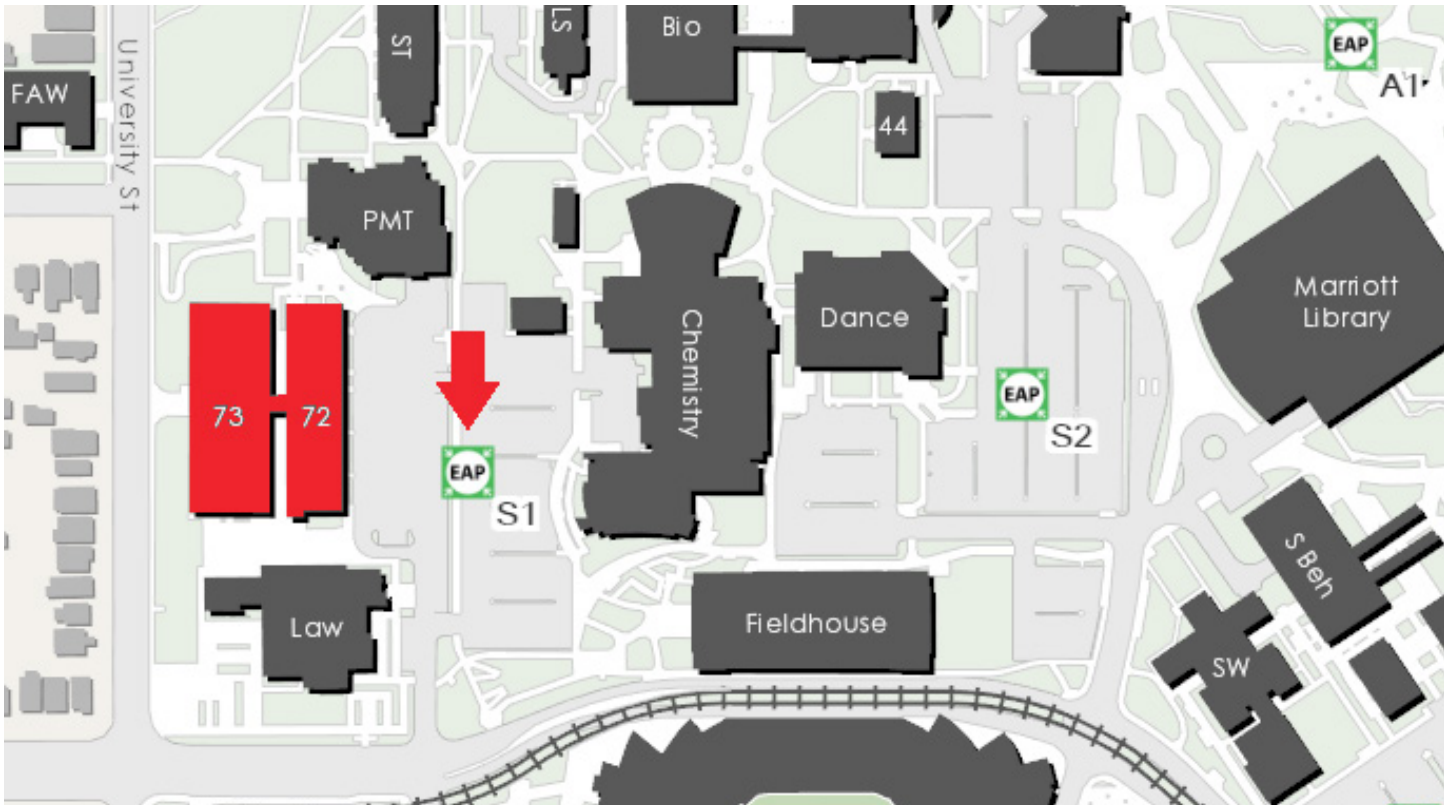
You will be given letter grades for a midterm, final exam and class presentations/participation. The midterm, final and presentations (taken as a group) will each be worth one-third of your grade. Your grade may be discounted based on absences. (See above).

### **Course Summary:**

<b>Date</b>	<b>Details</b>
Mon Jan 8, 2018	<a href="#">Week 1: Course Introduction and Overview</a> due by 11:59pm
Mon Jan 15, 2018	<a href="#">Week 1 Quiz: Between the Civil War and the Great Depression</a> due by 11:59pm
	<a href="#">Week 1: Post Civil War US Labor History (2 hours of videos)</a> due by 11:59pm
	<a href="#">Week 1: Course and Instructor Introduction plus Provide a bio to your people webpage</a> due by 11:59pm
Mon Jan 22, 2018	<a href="#">Week 2: Early US labor history from a union perspective (video intensive 4 hours--no class)</a> due by 11:59pm
Mon Jan 29, 2018	<a href="#">Week 3: National Labor Relations Act &amp; Social Security</a> due by 11:59pm
Mon Feb 5, 2018	<a href="#">Week 4: Regulations from Populists to the New Deal (reading intensive)</a> due by 11:59pm
Mon Feb 12, 2018	<a href="#">Week 5: Post-War to Deregulation</a> due by 11:59pm
Mon Feb 19, 2018	<a href="#">Week 6: Immigration history (reading intensive)</a> due by 11:59pm
Mon Feb 26, 2018	<a href="#">Week 7: Immigration Popular Debate Today (video intensive: 4 hours--no class)</a> due by 11:59pm
Mon Mar 5, 2018	<a href="#">Week 8: Minimum Wage Law (video intensive 3+ hours)</a> due by 11:59pm

Date	Details
Mon Mar 12, 2018	<a href="#">Week 10: Midterm Essay</a> due by 11:59pm <a href="#">Week 9: Midterm Preparation</a> due by 11:59pm
Sun Mar 25, 2018	<a href="#">Week 11: Spring Break March 17 to March 25</a> due by 11:59pm
Mon Apr 2, 2018	<a href="#">Week 12: Right to Work Laws</a> due by 11:59pm
Mon Apr 9, 2018	<a href="#">Week 13: Prevailing Wage Laws</a> due by 11:59pm
Mon Apr 16, 2018	<a href="#">Week 14: Project Labor Agreements</a> due by 11:59pm
Mon Apr 23, 2018	<a href="#">Week 15: Public Sector Unions</a> due by 11:59pm
Mon Apr 30, 2018	<a href="#">Week 16 Final Exam Due by Monday April 30th at Midnight</a> due by 11:59pm <a href="#">Week 16: Final exam instructions</a> due by 11:59pm <a href="#">Weekly Thought Questions for the Midterm and Final</a>

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.