

Victoria Management School

HRIR 402 INDUSTRIAL RELATIONS

2nd Trimester 2005

COURSE OUTLINE

School Website: www.vuw.ac.nz/vms

Contact Details

COURSE COORDINATOR

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CLASS TIMES & ROOM NUMBERS

Mondays 9.30 – 12.20 RLWY 127
Weeks 1,3,5,7,9 & 11 only.

COURSE OBJECTIVES

The class meets from 9.30am to 12.20pm on Mondays during trimester 2 in RLWY 127. **The class will meet in weeks 1, 3, 5, 7, 9 and 11.** There are no tutorials associated with this course. The course will be based on discussion and debate arising from the required course text: Harry C. Katz, Wonduck Lee and Joohee Lee (eds.) (2004) *The New Structure of Labor Relations: Tripartism and Decentralization*, Ithaca and London: ILR Press. The course is designed to assist students to develop their own independent research skills.

COURSE CONTENT

This course examines industrial relations in selected industrially developed economies with specific emphasis on the interrelationships between theory, research, and practice. Topics covered include the role of political institutions, national governments and international organisations in establishing employment policies; the organisation, structures and strategies of governments, unions and employer organisations; comparative analysis of industrial relations; and the impact of globalisation on industrial relations practices.

REQUIRED TEXT

Harry C. Katz, Wonduck Lee and Joohee Lee (eds.) (2004) *The New Structure of Labor Relations: Tripartism and Decentralization*, Ithaca and London: ILR Press.

ASSESSMENT REQUIREMENTS

Assessment for this course is as follows:

Essay Presentations	20%
Essay 1 Due Friday 12 August	40%
Essay 2 Due Friday 7 October	40%

Regular attendance is required and all items must be completed to pass the course.

Essay 1: The 1st essay is to take the form of an examination of the industrial relations experiences of a specific country, drawing on a chapter from the course text. Students will construct a question in consultation with the course co-ordinator. The essay should be approximately 3,500 words in length (give or take 10%). The essay must focus on the current (i.e. 2005) industrial relations situation within the specific country – for example, with respect to Australia, the industrial relations reforms being instituted by the Howard government. You will also provide a presentation of this paper during weeks 5 and 7. The presentation will be assessed out of 10.

Essay 2: In the second essay (approximately 3,500 words in length), you should focus on the current (2005) New Zealand situation, using comparative examples. Again, you should construct a question in consultation with the course co-ordinator. You will also provide a presentation of this paper during weeks 9 and 11. The presentation will be assessed out of 10.

MANDATORY COURSE REQUIREMENTS (TERMS):

Terms will be granted to students who submit acceptable work by the due date and who attend classes regularly. Extensions for assignments will only be granted in exceptional circumstances.

Guide to Assignment Preparation

Assessment of Grades

Pass:

A+ 85% or over

A 80 – 84%

A- 75 – 79%

B+ 70 - 74%

B 65 – 69%

B- 60 – 64%

C+ 55 – 60%

C 50 – 54%

P Overall Pass

Failure:

D 40 – 49%

E Below 40%

Q Failed to satisfying minimum course requirements

F Overall Fail

Workloads

Students are expected to spend on average 12 hours per week preparing for class meetings, participating in class and working on the course assignments. A large proportion of this time will be spent reading and researching in the library or on the Internet.

Brief Guide to Writing Essays

An essay is the writer's opportunity to focus his/her thinking, make sense of the course readings and discussions, and develop his/her own argument or way of thinking about a particular issue or a general theme.

The essay assigned herein is a formal paper. As such,

- the essay should begin with an introduction that articulates clearly a thesis or organising question/position. The reader should know by the end of the first paragraph what the overall scope and main point of the essay will be;
- the body of the essay needs to develop that thesis with about three or four main points. The reader will look for points that are focused, directly stated, and supported with ideas or information from readings, course lectures, and the author's own experience; and
- as the student reaches the end of the essay, (s)he should ask him/herself—"So what?" In other words, of what use is information reported throughout the body of the essay? The student should ask, "What is the final thing that I want to say to my readers?" The concluding paragraph(s) might be a call for a specific action, a final question or concern, an appeal for attitude change, a rhetorical question, etc.

How to Write A Persuasive Paper: Reasoned Argument v. Assertion of Opinion

An essay should present a reasoned argument that persuades the reader that the thesis advanced in the paper is a valid one.

On first glance, it may seem that the questions are asking for an opinion, since there may be no single "correct" way to answer them. Students should avoid falling into this trap! Essay assignments call for the student to answer the question with a reasoned argument. Some arguments are better than others; and assertions of opinion are the worst of all. So, if a student is to earn a

passing grade in this writing-intensive course, it is crucial for him/her to understand the difference between a reasoned argument and an assertion of opinion.

An assertion is a statement that is not supported by logic or evidence. It is simply presented in the form of a declaration: “X is true.” Examples of assertions include statements such as the following:

“Agreement on labour standards is an essential component of free trade.”

“International labour standards place developing countries at a disadvantage.”

Upon reading or hearing a statement such as these, the reader is typically left wondering what reasons there are for believing that such a statement could be true. In other words, why would that be?

Why are international labour standards essential to free trade?

Why are developing countries hurt by international labour standards?

The reader may wonder what the explanation of such an effect could be. In other words, how might this work? How do international labour standards create benefits? How do international labour standards harm developing countries?

The reader may also wonder what evidence there is to indicate that the statement is in fact true. In other words, is that really correct?

Are there historical cases or current examples of the beneficial effects of international labour standards?

Are there historical cases or current examples of the harmful effects of international labour standards?

Because they are presented as simple declarations without supporting reasons, explanations, or evidence, assertions of opinion are the least persuasive kind of statement. Assertions may express the opinion of the person making the statement—e.g., “I feel that X is true”—but they cannot explain why another person should accept the statement. When seeking to persuade someone else, an assertion is the weakest way to do so because the other person is not forced to confront your reasons, explanations, or evidence with their own.

If a person simply asserts “X is true,” another person can respond with an equally simple counter-assertion, “No, X is not true.” In the absence of reasons or evidence on either side, there is no way to evaluate these two assertions or to choose one over the other: it is simply your word against theirs. This is why it is typical for children to fall into infinitely repeating a cycle of assertions (“is so!”) and counter-assertions (“is not!”). Without the skills to develop and evaluate reasoned arguments, there is no way for those lacking these skills to settle such disagreements.

A reasoned argument differs from an assertion of opinion in that the former provides reasons, explanation, and evidence which can be used to evaluate a particular statement and can be presented to others in order to try and persuade them that the first person’s evaluation of the statement is valid. So, after reviewing the reasons, explanation, and evidence in support of a particular statement, one might (or might not) say:

“There are persuasive reasons why X could be true.”

“There is a plausible explanation of how X could occur.”

“There is evidence which suggests that X is in fact true.”

The strongest kind of argument would combine reasons, explanation, and evidence so that we could say “There are logical reasons to believe that X could be true, AND we have a plausible explanation of how X might happen, AND the evidence suggests that X is in fact true.” This is infinitely more persuasive than simply asserting “I feel X is true,” which has neither logic nor evidence to back it up.

Of course, even if the author is able to support his/her position with reasons, explanation, and evidence, this does not guarantee that the author is correct nor insure others will accept the author’s reasoned argument as a persuasive one. A reader may very well have logical reasons for believing otherwise and evidence to support his/her own position. By insisting on reasoned argument, however, the author makes it possible to evaluate differing positions in terms of the logic and evidence instead of falling into a vicious circle of assertion and counter-assertion such as: “Is so!”; “Is not!”.

General Guidelines Used for Evaluating Essays

➤ Structure:

1. Is the essay relevant to the topic?;
2. Does the essay answer the question?;
3. Is the topic covered in depth or in a superficial way?;
4. Does this essay have a thoughtful thesis or position?;
5. Does this essay support that thesis or position by developing several main points?; and
6. Does the essay have a clear structure?

➤ Argument:

7. Does the essay as a whole develop a coherent argument?;
8. Is the argument presented logically or does it ramble and lack continuity?;
9. Does this essay have a conclusion which ties together the main arguments made throughout the essay?;
10. Is the approach sufficiently analytical or too descriptive?;
11. Is the evidence presented accurately?; and
12. Are conclusions clearly stated?

➤ Understanding:

13. Does the essay demonstrate a thorough understanding of the topic and its context?;
14. Does this essay effectively use course material?; and
15. Has the author gone outside the course material?

➤ Style and Presentation:

16. Is the essay over the word limit?;
17. Are sources adequately acknowledged and correctly cited?; and
18. Has this essay been edited for surface errors, such as errors in spelling and punctuation?

Writing Style and Referencing Format

For all written assignments, margins should be no less than 2.5cm on both sides and 2.5cm top and bottom. Written submissions completed outside of class are to be typed and double-spaced. Any written assignment produced on a word processor should be done in a 12-point font. In addition, students are requested to include a word count on either the cover sheet or the 1st page of all written assignments.

With regard to writing style, there are many handbooks which provide principles of good English language usage. One of the best known is *Elements of Style* by William Strunk Jr. and E.B. White, which was first published by the Macmillan Company in 1959. The 3rd edition of this book—© 1979—is available at most bookshops. The book is a modified version of a student handbook written by Professor Strunk at Cornell University in 1918. There is an on-line copy of the original 1918 version of *Elements of Style* by William Strunk Jr. at <http://www.cc.columbia.edu/acis/bartleby/strunk/>. (Believe it or not, not much has changed in terms of proper writing style in the last 80+ years!)

When to Use Footnotes, Endnotes or Parenthetical References

In any kind of writing, but especially in scholarly work, it is important that the reader be able to distinguish between what are the writer's original ideas and what ideas are those of others. Nonetheless, it is equally important that the writer make intelligent use of ideas he or she gathers from books and articles. Whenever a writer quotes passages from a published work, (s)he must indicate the exact source. Whenever a writer summarises or paraphrases ideas from a published work, (s)he must likewise give the exact source. Paraphrase consists of a re-statement in substantially different language of the ideas in a fairly limited passage or series of passages; summary is much like paraphrase, only it deals more generally with the ideas. The mere alteration of a few words in a passage does not constitute paraphrase or summary.

One of the most important rules in writing is that references and bibliographic sources should be properly cited in all written work. That is, the sources of quotations or paraphrased or summarised ideas should normally be given in the form of a footnote, endnote, or parenthetical reference. While there is no specific referencing format required for written assignments in this paper, students are asked to (a) provide all information necessary for the reader to easily access any material or information cited and (b) be consistent with regard to the format used.

Again, the student must provide a complete footnote, endnote, or parenthetical reference whenever (s)he:

- paraphrases another author by re-phrasing his/her ideas or information into the student's own words; or
- quotes another author by using his/her exact words. All passages quoted must appear in quotation marks, for shorter quotes; or, in the case of a longer quotation, it should be set off from the text as a "block quote," indented and single spaced. Every quotation should have its own footnote, endnote, or parenthetical reference telling the reader exactly where the student found that quote.

A complete footnote or endnote includes the following:

- the work's author;
- the work's title;

- the publisher of the work;
- place and date of publication; and
- the number of the page where the relevant passage was found. (This last requirement applies only to quotations and not to paraphrase or summary.)

In a parenthetical reference, the author, date, and page number appear in parentheses immediately after the quotation or paraphrase—e.g., (Anderson 1999: 22-23). A bibliography should be attached at the end of the essay which lists—alphabetically by author—all works referred to in the essay. Each bibliographic entry should include all of the information which a complete endnote or footnote would include, with the exception of specific page numbers.

There are many guides to how to cite sources when making a bibliography, and some disciplines have a distinct preference for one or another style. As noted above, however, there is no specific referencing format required for written assignments in this paper. Several of the most commonly used authorities can be found in the reference collection of most libraries. These include the following:

- Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Edition. Chicago: University of Chicago Press, 1996.
- University of Chicago Press. *The Chicago Manual of Style*, 14th Edition. Chicago: University of Chicago Press, 1993.
- American Psychological Association. *Publication Manual of the American Psychological Association*, 4th Edition. Washington, D.C.: APA, 1994.
- Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*, 4th Edition. New York: Modern Language Association, 1995.

Note: Older editions of these books are also useful. (Again, not much in this regard has changed in the last 80+ years!) So, if you find an older edition on sale or at a used book shop, and you don't already own one of these references, you are well advised to purchase it!

A frequently asked question by students pertains to the referencing of information obtained from the Internet or WWW. In this regard, there is no absolutely correct answer to how to cite a WWW or other electronic source. However, the following reference books are generally regarded as the most authoritative guides:

- Xia Li and Nancy Crane. *Electronic Styles: A Handbook for Citing Electronic Information*. Medford, NJ: Information Today, Inc., 1996.
- Janice R. Walker and Todd Taylor. *The Columbia Guide to Online Style*. New York: Columbia University Press, 1998.

The following web sites may also prove useful in this regard:

- *The Chicago Manual of Style* FAQ (and not so FAQ):
<http://www.press.uchicago.edu/Misc/Chicago/cmofaq.html>.
- Guidelines on Modern Language Association (MLA) Style:
http://www.mla.org/main_stl.htm.
- University of Illinois "Bibliography Styles Handbook":
<http://www.english.uiuc.edu/cws/wworkshop/bibliostyles.htm>.

- Bill Borst's "APA Writing Style Guide": <http://www.ldr.net/~bill/apatwo.htm>.
- Webster University's "Citation Guides for Doing Papers and Bibliographies": <http://library.websteruniv.edu/citation.html>.
- *The Columbia Guide to Online Style*: http://www.columbia.edu/cu/cup/cgos/idx_basic.html.
- Curtin University of Technology, "Harvard Referencing" Handout: <http://www.curtin.edu.au/curtin/library/findinfo/handouts/harvard.html>
- University of Wollongong Library, "Citing Electronic Resources": <http://www-library.uow.edu.au/InfoServ/USE/Citing.htm>
- Leeds Metropolitan University, "Harvard Citation and Referencing Guide": <http://www.lmu.ac.uk/lss/lis/docs/harvfron.htm>
- Deakin University Library, Citation Page: <http://www.deakin.edu.au/library/citation.html>
- Monash University Library, "Harvard Style Examples": <http://www.lib.monash.edu.au/vl/cite/harvex.htm>

Students who find they are having difficulty meeting the requirements of university essay writing are directed to WRIT 101, which is specifically designed to assist those with difficulty in this regard. Although WRIT 101 does not ignore grammar and punctuation, etc., its main emphasis is on teaching students how to produce well organised texts and clear arguments.

Additional help with essay writing can be found at the following sites on the Internet:

- Rudolf Flesch's "How to Write Plain English": <http://www.mang.canterbury.ac.nz/courseinfo/AcademicWriting/Flesch.htm>.
- William Safire's "Rules for Writers": <http://www.mang.canterbury.ac.nz/courseinfo/AcademicWriting/Safire.htm>.
- School of Government, University of Tasmania, "Essay and Tutorial Guide." http://info.utas.edu.au/docs/humsoc/political_science/polsci/essay.html
- Department of History, Monash University, "Essay Writing Guide." <http://www.arts.monash.edu.au/history/essaywri/essaywri.htm>

In addition, VUW's Library offers a regular instructional programme designed to enhance students' information retrieval skills. Students who feel they need to enhance their information retrieval skills when using VUWCAT, Library databases, New Zealand sources, the Library website or searching the web are directed to the programme outline at <http://www.vuw.ac.nz/library/services/instruction2001.html>.

Industrial Relations Bibliography

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FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

STUDENT SUPPORT

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

MAORI AND PACIFIC MENTORING PROGRAMME (MANAAKI PIHIPIHINGA)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz