

Center for Human Resources and Labor Studies  
Carlson School of Management  
UNIVERSITY OF MINNESOTA

## Labor Relations and Collective Bargaining

HRIR 6701 (3 credits)  
Spring 2024  
9:55-11:35 am, Mondays and Wednesdays  
January 17-April 3 and April 24  
2-213 Carlson School

Professor John W. Budd (he/him)  
3-300T Carlson School of Management  
[jbudd@umn.edu](mailto:jbudd@umn.edu)  
Office Hours: Wednesdays 12:00–12:45 p.m.,  
anytime office door is open, and by appointment

*The inequality of bargaining power between employees who do not possess full freedom of association or actual liberty of contract, and employers who are organized in the corporate or other forms of ownership association substantially burdens and affects the flow of commerce, and tends to aggravate recurrent business depressions, by depressing wage rates and the purchasing power of wage earners in industry and by preventing the stabilization of competitive wage rates and working conditions within and between industries (The Wagner Act (1935), Section 1).*

Labor relations considers the dynamics between employees and employers, especially in the context of employees acting collectively and with a recognition that the legitimate interests of employees and their employers do not always align. So unlike other areas of human resources that focus on managing employees, labor relations is about processes for managing rights and conflicts in ways that provide employee voice. This course starts with a framework for understanding alternative perspectives on the key issues in labor relations, and then an in-depth consideration of the legal foundations of the U.S. approach. This is followed an extensive examination of the three major processes: **union organizing** (how labor unions are formed), **bargaining** (how union contracts are produced), and **dispute resolution** (how bargaining disputes and grievances are resolved). International comparisons and current challenges are also introduced. The focus of the course is private sector labor relations, but public sector comparisons are highlighted where appropriate.

Course Goals: By the end of this course, you should be able to:

- **Explain** why employees, employers, and society may or may not desire unions (past, present, and future), and **justify** the underlying importance of fundamental assumptions about markets and employment relationship conflict.
- **Manage** the major labor relations processes (union organizing, bargaining, and dispute resolution) by being able to **understand** their features, **interpret** legal standards and rulings, **evaluate** key influences, and **support** specific strategies.
- **Assess** the effect of worker representation on the operation of the workplace, firm, economy, and society, and **diagnose** the key contextual influences.
- **Identify** current challenges in labor relations, **debate** the central controversies, and **recommend** new directions.

## COURSE MODALITY

This course is scheduled as an in-person course. Zoom office hours will be available.

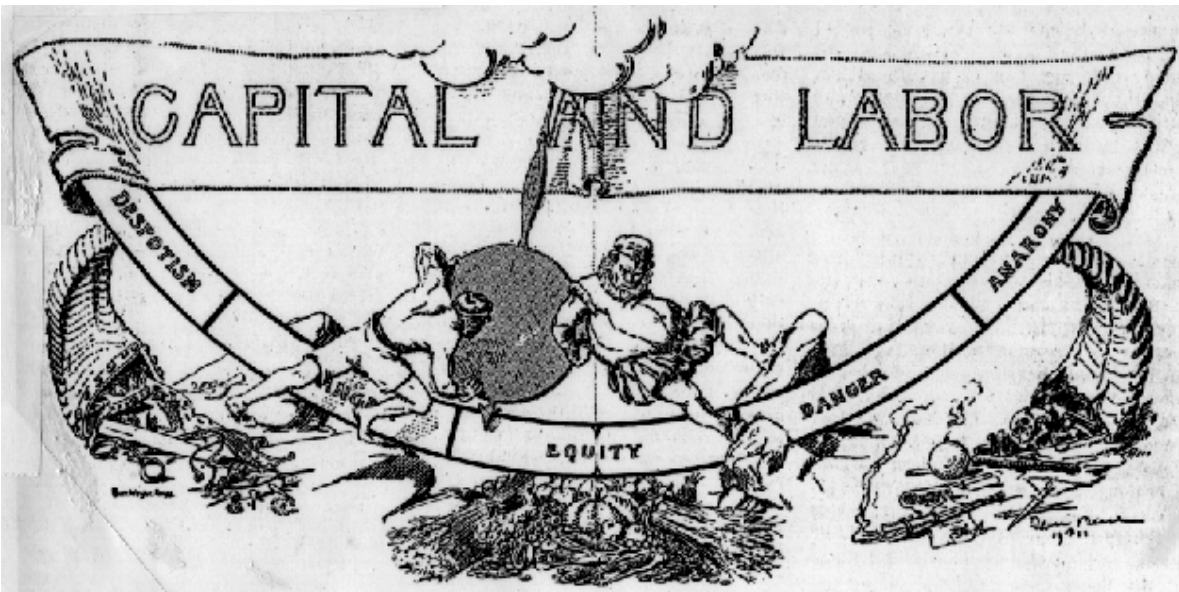
## COURSE MATERIALS

Required Textbook: This course relies heavily on the labor relations textbook authored by Professor Budd based on his teaching of this course:

**John W. Budd (2021) *Labor Relations: Striking a Balance*, 6th ed. (New York: McGraw-Hill Education).**

Any format of the textbook is acceptable (e.g., printed, ebook). The 6th edition is preferred but the 5th edition will be acceptable for most of the course. There are copies available for use in the Herman Library.

Online Exploration: Students are encouraged to supplement their reading with an exploration of relevant online information sources. The AFL-CIO, Industrial Workers of the World, numerous individual unions and worker movements, SHRM, and other professional associations have Twitter feeds and informative websites. Workday Magazine (produced by our own Labor Education Service) and LabourStart are two of many Twitter accounts and websites providing labor news. National Labor Relations Board (NLRB) decisions and documents can be accessed from its website.



Source: *Survey* (February 7, 1914, front cover)

## ASSIGNMENTS AND GRADING

### Assignment Due Dates and Weights

Participation: Class Discussion .....	continuous .....	10%
In-Class Debate .....	varies .....	25%
Midterm Exam.....	February 19, 2024 .....	15%
NLRB Decision Posting.....	March 1, 2024 .....	20%
The Zinnia Bargaining Simulation.....	multiple deadlines .....	30%
Glossary of Key Terms (optional).....	April 24, 2024 .....	extra credit

### Assignments Summary

(refer to the assignment pages in Canvas for details and updates)

**Participation/Class Discussion:** Constructive and respectful contributions to class discussions, online forums, and other venues, and consistent class attendance without excessive, unexcused absences.

**In-Class Debate:** An in-class debate between two teams on a specific issue. For each debate, one team will be assigned to argue the affirmative case and one side will argue the negative.

**Midterm Exam:** A closed-book, in-class exam covering the material from weeks 1-5 of the course.

**NLRB Decision Posting:** A brief summarizing the facts of an assigned National Labor Relations Board (NLRB) decision, its important points of law, and its legal and practical significance. Each brief will be written by a group and posted to an online discussion area. All class members are expected to read all of the postings and add at least one question.

**The Zinnia Bargaining Simulation:** A collective bargaining simulation in which pairs of small groups, acting as union and management teams, negotiate terms for a new collective bargaining agreement covering workers at the fictitious hotel, The Zinnia.

**Glossary of Key Terms (optional):** An individually-constructed glossary of brief definitions of key terms from designated chapters of the textbook.

Note: For all group assignments, when there are concerns with disrespectful behavior, free riding, and/or other detrimental conduct, Professor Budd reserves the right to use peer evaluation to inform adjustments in individual grades or group composition. This can result in a lower individual grade, including a failing grade, or the requirement to complete an assignment individually.

## LEARNING COMMUNITY EXPECTATIONS

*Respect and Inclusion.* We all have an ongoing responsibility to ensure that everyone feels welcome and included, to not be offensive to each other, and to not participate in or condone harassment or discrimination of any kind. Use specific, accurate, and respectful language to describe identities and address each other. Ask questions and contribute to class discussions in a positive, inclusive, and respectful manner. Consider perspectives other than our own, listen to understand, and respond to dissenting views with respect. Be respectful and empathetic with your classmates and your group members. Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. You can report concerns to Professor Budd, Stacy Doepner-Hove, the University's [Bias Response and Referral Network \(BRRN\)](#), or any other trusted individuals.

*Honesty.* Do your own work. Plagiarizing from other students, books and journals, the internet, and other sources is a serious offense and is not acceptable. Be sure to fully cite your work. Make honest contributions to any group projects (do not be a free rider). It is also dishonest to share class notes and any other course materials such as slides, assignments and videos, beyond the classroom community. You must not share any of these materials with other University of Minnesota students not in the same section of this course, and must not distribute, upload, or share them in any other manner inside and outside of the university. This violates the instructor's interests in their intellectual work product while also allowing others to cheat.

*Preparation.* Come to class prepared to listen, learn, and participate. Attend group meetings prepared to make full contributions and to help other group members make valuable contributions. Ask questions when you are confused!

*Attentiveness.* Electronic devices are allowed in class only to support learning. You must ensure that they do not serve as a distraction to you or those around you. Focus on the tasks at hand during group meetings.

*Timeliness.* Complete assignments on time. Be on time for group meetings and for class. Unforeseen events occur and students have multiple demands on their time. Please communicate proactively with group members if your availability changes. If you must arrive late or leave early from class, do so without walking in front of any speakers. Provide advance notice to the instructors whenever possible. Reserve the seats by the door for those who must arrive late or leave early.

*Caring and Empathy.* Please care for each other and demonstrate understanding, empathy, and grace. Please be mindful of your mental health. If you are struggling academically, physically, mentally, or emotionally, do not wait to seek assistance. Counseling and other services are available.

*Artificial Intelligence (AI) Language Models.* You are not allowed to use ChatGPT or other AI language models to directly answer any assignment or question (so, for example, do not ask ChatGPT any of the assignment questions, and do not cut and paste). However, you are allowed to use AI language models for idea generation and other complementary knowledge that help YOU answer a question or develop an argument. In other words, you can use AI language models just as you can use material from lecture and from non-AI sources—to help stimulate your thinking but not to directly answer any prompt or question. You are responsible for fact checking and critically evaluating statements composed by AI language models (and those from other sources, too). You must cite ideas and information gathered from AI language models just as you must cite ideas and information from other sources. Tips on citing AI information can be found [in this citation guide](#).

## (Tentative) Course Outline

(always refer to the course site in Canvas for more details and updates)

### **1. Introduction: The Objectives, Practices, and Challenges of Labor Relations**

Week 1 (January 17)

John W. Budd (2021) *Labor Relations: Striking a Balance*, 6th ed. (New York: McGraw-Hill Education), chapter 1.

### **2. Intellectual Foundations: The Labor Problem and Labor Unions**

Week 2 (January 22 and 24)

*Labor Relations: Striking a Balance*, chapter 2 and pp. 176-186 (5<sup>th</sup> edition: pp. 179-188).

### **3. The Evolution of the American Labor Relations System**

Week 3 (January 29 and 31)

*Labor Relations: Striking a Balance*, chapter 3.

*Exercise: The Rise of National Union Organizations in the United States, 1865–1920.*

### **4. U.S. Labor Law**

Weeks 4-5a (February 5 - 12)

*Labor Relations: Striking a Balance*, chapter 4.

*Debate 1 (February 7):* Resolved that U.S. soldiers should have the protections of the NLRA.

*Debate 2 (February 12):* Resolved that the federal government should pass a nationally-binding right-to-work law.

*Labor Law Case Discussion:*

Let's Do Lunch: Insubordination or Protected Activity? (p. 144)

Fired for Poor Driving, or Talking with a Union Organizer? (p. 145)

Is Body Language Protected Activity? (pp. 146-147)

## **5. Union Structures and Strategies**

Week 5b (February 12)

*Labor Relations: Striking a Balance*, chapter 5.

*Debate 3 (February 14)*: Resolved that the AFL-CIO should expel police unions.

**\*\* MIDTERM EXAM February 19 \*\***

## **6. Bargaining and Impasse**

Weeks 6-7 (February 19 - 28)

*Labor Relations: Striking a Balance*, chapters 7-8.

## **7. Union Organizing**

Week 8 (March 11 and 13)

*Labor Relations: Striking a Balance*, chapter 6.

*Debate 4 (March 13)*: Resolved that the U.S. should require mandatory arbitration of first contracts after unions win NLRB certification elections if the parties fail to reach voluntary agreement within 6 months.

*Labor Law Case Discussion*:

Does a Meeting with a Supervisor Interfere with Employee Free Choice? (p. 228)

Does Community Activity Interfere with Laboratory Conditions? (p. 229)

## **8. Contract Administration**

Weeks 9-10a (March 18-25)

*Labor Relations: Striking a Balance*, chapter 9.

*Debate 5 (March 20)*: Resolved that the United States should require companies to have mandatory arbitration systems to resolve all employee discrimination lawsuits in nonunion workplaces.

## **9. Comparative Industrial Relations**

Week 10b (March 27)

*Labor Relations: Striking a Balance*, chapter 12.

*Debate 6 (March 27)*: Resolved that sector bargaining between labor unions and employers' associations should be adopted in the United States, with the terms extended to all establishments in that sector.

## **10. Looking Back, Looking Ahead**

Week 11 (April 1)

*Labor Relations: Striking a Balance*, chapter 13.

*Debate 7 (April 1)*: Resolved that the current Starbucks' organizing campaigns represent a significant watershed moment in U.S. labor history.

## **11. Zinnia Debriefing**

Week 14 (April 24)

### *Tennessee Warning Notice Pursuant to MN Department of Administration's Data Practices*

At the sole discretion of Professor Budd, class lectures and discussions may be recorded. Since your audio/video may be part of those recordings, you are being informed. If any recordings with student identifiers are shared, this will be only with the students enrolled in the class during this semester and any members of the instructional team (e.g., TAs), in accordance with FERPA regulations. De-identified lectures maybe shared by the instructor with parties not enrolled in this class this semester.

## **CARLSON AND UNIVERSITY POLICIES AND RESOURCES**

### **ACADEMIC INTEGRITY, MISCONDUCT, AND SCHOLASTIC DISHONESTY**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action.

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

### **EXPECTED BEHAVIORAL NORMS**

The Carlson school expects all members of the community to treat fellow students, faculty, staff, and guests of the Carlson School with courtesy and respect. In fact, that is clearly laid out in the [Carlson Honor Code](#). We expect classroom behavior to be respectful towards peers, teaching assistants and the professor. Be aware that sometimes you might end up offending someone even though that might not have been your intent. Please consider how your behavior is received. In addition, all students are required to comply with the [University of Minnesota's Student Conduct Code](#).

### **STUDENT WRITING SUPPORT**

As a student, you may experience challenges in your writing. The University of Minnesota has a [student writing support resource](#) to help with your writing.

### **WELLNESS COUNSELOR**

At times, we all can feel stressed out, anxious, depressed overwhelmed. Sometimes these problems go away or their own, and there are times when these issues don't resolve or they get in the way of our ability to do our best in school and in life. When this occurs it may be time to seek professional help.

The Carlson School has a [dedicated wellness counselor](#) for Carlson students. The wellness counselor is available to meet with any Carlson enrolled undergraduate who might find themselves struggling with issues that interfere with school or life. The wellness counselor office is located in the Academic Advising suite, HMH 2-190. Any Carlson undergraduate is welcome to schedule an appointment by calling 612-624-3323. All services by the Carlson Wellness Counselor, who is a member of the student counseling services group, are free and completely confidential.



University of Minnesota services are also available for all students to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential [mental health services](#) available on campus.

## **DISABILITY ACCOMODATIONS**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructors early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your access consultant/disability specialist.

Additional information is available on the [Disability Resource Center website](#).

## **TITLE IX**

[Title IX](#) prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

## **ADDITIONAL UNIVERSITY POLICIES**

1. Grade definitions from the Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](#).
2. Scholastic Dishonesty (see Board of Regents Policy: [Student Conduct Code](#) and the Administrative Policy: [Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester](#)).
3. Administrative Policy: [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#)
4. Board of Regents Policy: [Student Conduct Code](#); Administrative Policy: [Teaching and Learning: Student Responsibilities \(Twin Cities, Crookston, Morris, Rochester\)](#)
5. Board of Regents Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#)
6. Board of Regents Policy: [Equity, Diversity, Equal Employment Opportunity, and Affirmative Action](#)
7. Board of Regents Policy: [Disability Services](#)
8. Statement about the availability of mental health and stress management services.
9. Board of Regents Policy: [Academic Freedom and Responsibility](#).