



PA 897F
Seminar in Public Administration
Labor Relations in the Public Sector
E-term 5 (May 23 – July 15, 2022) • Online

About the Course

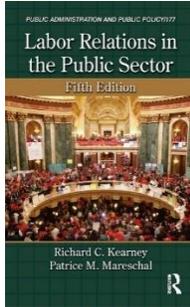
The purpose of this course is to introduce students to the development, theory, and practice of labor relations and collective bargaining, with emphasis on the public sector. Students will become familiar with the development of collective bargaining in the private and public sectors, public sector collective bargaining statutes and legal procedures, and the interplay of public employee collective bargaining with politics, public policy, budgets, and civil service rules.

Course Objectives

After completing this course, you should be able to:

- Explain the history and evolution of labor-management relations generally, and in the public sector specifically
- Analyze statutory/legal requirements and apply them to workplace issues
- Summarize the collective bargaining process, particularly in the public sector
- Explain collective bargaining impasse procedures
- Assess differing viewpoints on public sector work stoppages (strikes)
- Evaluate the effects that collective representation has on public policy, budgets, and the workplace
- Formulate approaches to managing a unionized workforce under the provisions of a collective bargaining agreement
- Determine appropriate courses of action when encountering different types of labor relations problems
- Identify current challenges in public sector labor relations, explain the central controversies, and make recommendations about new directions

Required Text and Other Reading Materials



There is one required text for the course:

Kearney, Richard C. and Patrice Mareschal. (2014). *Labor Relations in the Public Sector*, 5th Edition. Routledge.

I am pleased to note that the textbook is available online via the UNH Library website. I will provide a link to the textbook and any other assigned readings within each course module on MyCourses. Some of the assigned reading materials will be labeled as “skim” items. Please review and be able to discuss these – however, you will not be quizzed or tested on their contents.

Your Instructor



Don Taylor

Professor, University of Wisconsin-Madison
Adjunct Professor, Carsey School of Public Policy

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Office Hours: Please feel free to email me any time, and I am available to meet by phone or online by appointment.

I have worked and taught in the field of labor relations for more than twenty-five years, and I have been teaching online courses since 2005. I live and work in Madison, Wisconsin, where I am a professor of labor education at the University of Wisconsin-Madison. Originally from New Hampshire, I earned both my B.A. (History) and M.A. (Political Science) from UNH. I am currently writing a book about a Converse sneaker factory that once existed in my home town of Berlin.

Student Success in an Online Course

Perhaps the greatest key to student success in an online course is the ability to keep your work organized. You must be diligent and carefully manage your work and your time – because in an online course, you have much greater individual responsibility to plan and pace yourself in order to keep up. Use this syllabus as a guide. All of the course modules will be open from the very start of the course, enabling you to access course content, reading, and assignments early if you wish – although participation in topic-specific discussions will be limited to the module in which they are scheduled. The need for effective time management and self-discipline is magnified by the fact that this course compresses the work of a full-semester course into just eight weeks.

Course Format

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This online course will be completely “asynchronous” – this means there are no times at which you are required to log on and “meet” with me or other students; within each scheduled module, you will work on the course material and assignments at whatever times work best for you. While asynchronous learning does create some limits on interaction, it has the benefit of maximum flexibility for students. To help create some “live” interaction for those who would benefit from it, I have scheduled a number of *optional* Zoom sessions (details below).

The MyCourses website (<https://mycourses.unh.edu>) will serve as the primary platform for the course. This is where all class materials, readings, discussions, and assignments are posted. I have organized the course by dividing it into seven (7) modules. Everything you need in a particular module can be found on the “Modules” tab on the course page. Please see the Course Outline in this syllabus for specific start/end dates for each module.

Course Navigation on MyCourses

Course Navigation	Description
Home Page	Landing page for the course.
Syllabus	The syllabus is readable online or downloadable as a PDF file.
Modules	This area contains the sections of the course. The course content, assignments, and participation are located here.
Discussions	This area contains our asynchronous threaded discussions. You will also be able to access them through the modules.
Assignments	This area will contain all assignments for the course. You will also be able to access them through the modules.
Quizzes	This area contains the quizzes for each module. You will also be able to access them through the modules.

Zoom Sessions (Optional)

I will be holding a few **optional live Zoom sessions** to provide students with an opportunity to ask questions and have discussions beyond those that occur in the asynchronous discussion threads. These Zoom sessions **are not required**. To try to accommodate the schedules of those who wish to participate, the Zoom sessions will occur at varying days and times:

- Tuesday, June 7 • 12:00-1:30 pm (Eastern)
- Wednesday, June 8 • 6:00-7:30 pm (Eastern)
- Tuesday, June 28 • 6:00-7:30 pm (Eastern)
- Wednesday, June 29 • 12:00-1:30 pm (Eastern)

Instructor Content

Each module contains “instructor content” – material that would constitute our in-class “lecture” if we were meeting in person. In this online course, most of this content takes the form of videos I have developed. However, rather than making you sit through long, recorded lectures, I have broken the content into shorter, digestible, topic-based videos that range from a few minutes in length up to about a half hour in some cases. I supplement these videos with others found on YouTube, Vimeo, and other sources. The total video-watching time in each module varies; the smallest amount is about 30 minutes in Module 4, while the largest amount is 2 hours, 54 minutes in Module 6. The per-module average is 1 hour, 56 minutes, and the total video watching time for instructor content over the entire course is 13 hours, 34 minutes. I provide this video time information so you can plan your weekly workload for this course and any others you may be taking. I wouldn’t consider this an excessive amount of time; if this were an in-person class, we would be meeting for three hours per week for eight weeks, totaling 24 hours.

To help you study and retain information, each of my videos is accompanied by a transcript that you can read and/or download, as well as a PDF copy of the slides.

Course Assignments

1. Asynchronous Discussions

Our primary method of interaction and participation in the course will be through asynchronous discussions. These will come in several different types:

- a) **Introductions.** The very first discussion in the course will consist of student introductions. Replying to others’ posts will not be required (although welcome).
- b) **Course Reflection.** The very last discussion will consist of your reflections on the course. Replies to others’ posts will not be required (although welcome).
- c) **Specific-Topic Discussions.** There will be seven (7) specific-topic discussions (one per module) in which I will pose a discussion question about the course material. Students will be required to respond to the question with an initial substantive post (see rubric below for details) by a specified deadline partway through the module (these dates can be found in the Course Outline below). After making an initial substantive post in reply to the question, students will be expected to make at least one additional substantive post in reply to someone else by 11:59 PM ET on the last day of the module. Once you have made these required two substantive posts, feel free to make any number of additional posts of any length, continuing dialogue with others or introducing new points. Additional posts beyond the two required posts, although optional, deepen the conversation and enrich the educational experience, so I encourage them! These discussions will be scored according to the rubric below.

Rubric for Scoring of Specific-Topic Discussions					
	Excellent	Good	Fair	Poor	Totals
Initial post quality and length	21-25 points Logical narrative; clear display of critical thinking; shows command of subject matter; points substantiated with specific examples and citations to the course material; exceeds 250 words	14-20 points Some critical thinking is displayed; post is relevant, but narrative is less logical; exceeds 225 words	7-13 points Rudimentary critical thinking is displayed; narrative is unclear; only partially connects with the subject matter; length is only 200-225 words	0-6 points Needs work developing critical thinking; off topic; narrative is unclear; points are not substantiated with adequate examples and citations to the course material; shorter than 200 words	/25
Timing of initial post	10 points Initial post made by specified deadline	5 points Initial post made 1 day late	1 point Initial post made 2 days late	0 points Initial post more than 2 days late	/10
Responses to others	11-15 points Responses to others are clearly written, thoughtful, and analytical; at least one response encourages ongoing dialogue and meets or exceeds 200 words	6-10 points Responses to others relate to course content but none encourage further discussion	1-5 points None of your responses explicitly connect to course content or encourage dialogue; all responses are less than 200 words	0 points No replies/interactions; responses to others are only confirmatory (e.g. "I agree with you"), or otherwise unproductive	/15
Total					/50

d) Open Discussion. There will be one asynchronous discussion thread called the "Open Discussion" that will run for the entire course, where we can discuss anything we want, related to any of the course material. I will post things to which you can reply if you choose. Or, you may choose to post comments, reactions to the course material, or questions to trigger discussion. Students will be expected to make at least five substantive posts to the Open Discussion during the course. Each of these posts will be scored according to the rubric below:

Rubric for Scoring of Posts in the "Open Discussion"				
Excellent	Good	Fair	Poor	Total
18-20 points Logical narrative; clear display of critical thinking; shows command of subject matter; points substantiated with specific examples and citations to the course material; exceeds 250 words	15-17 points Some critical thinking is displayed; post is relevant, but narrative is less logical; exceeds 225 words	12-14 points Rudimentary critical thinking is displayed; narrative is unclear; only partially connects with the subject matter; length is only 200-225 words	0-11 points Needs work developing critical thinking; off topic; narrative is unclear; points are not substantiated with adequate examples and citations to the course material; shorter than 200 words	/20

2. Quizzes

Each module contains a brief, low-stakes quiz, primarily intended as a reinforcement of learning. Each quiz will consist of ten (10) multiple choice and true/false questions drawn from the course content for that module.

3. Worksheet on RSA 273-A

In Module 2, there will be a worksheet that will help you map out the components of RSA 273-A, New Hampshire's public sector collective bargaining statute.

4. Case Study Response

In Module 5, you will read a short case study in public sector collective bargaining and write a 3-5 page response to the questions provided.

5. Final Essay Project

Instead of a final exam, the course will end with an open-book essay-based project. This will have three parts. Part I will consist of a few short answer "identification" essays; Part II will be a longer essay; and Part III will consist of short "policy memo," in which you will write a memo trying to persuade policymakers of a particular argument or position. The estimated length of the entire completed final essay project will be 8-12 pages.

Because this final project will be "open book," I hope to see well-structured, well-written, and well-argued pieces of writing. The final will be made available at the beginning of Module 6 on June 27, and it will cover the *entire course*, including Module 7.

The final instructional module (Module 7) will end on July 15, and the Final Essay Project will be due via Assignments by **11:59 PM on July 20**.

Course Grading

The total number of points in the course is 1,000. The point values for each assignment are:

Activity	Points
"Introductions" Discussion at start of course	20
"Course Reflection" Discussion at end of course	20
Open (Course-Long) Discussion (minimum 5 posts)	100
Topic-Specific Discussions (7) – 50 points each	350
Worksheet on RSA 273-A	40
Case Study Response	100
Quizzes (7) – 10 points each	70
Final Essay Project	300
TOTAL	1,000

The points you accumulate will translate to letter grades as follows:

Point Range	Letter
910-1000	A
900-909	A-
890-899	B+
810-889	B
800-809	B-
790-799	C+
710-789	C
700-709	C-
690-699	D+
610-689	D
600-609	D-
0-599	F

MODULE 1 • May 23-29

The Development of Collective Bargaining in the U.S. Public Sector

Module 1 Reading

Kearney and Mareschal: Chapters 1 & 2
Glossary of Public Sector Labor Relations Terms
Public Sector Unions in New Hampshire

Module 1 Assignments

Discussion: Introductions.

Discussion 1.1. Please make your first substantial post by 12:00 noon on May 26.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 1 Quiz. Please complete by 11:59 pm on May 29.

MODULE 2 • May 30 - June 5

The Legal Environment for Public Sector Labor Relations

Module 2 Reading

Kearney and Mareschal: Chapter 3
New Hampshire RSA 273-A

Module 2 Assignments

Discussion 2.1. Please make your first substantial post by 12:00 noon on June 2.

Worksheet: RSA 273-A. Please complete by 11:59 pm on June 5.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 2 Quiz. Please complete by 11:59 pm on June 5.

Collective Bargaining: Process

Module 3 Reading

Kearney and Mareschal: Chapters 4 & 5

Skim:

- Collective Bargaining Agreement: Epping Education Association
- Collective Bargaining Agreement: Merrimack County Nursing Home
- Collective Bargaining Agreement: Plaistow Police Association
- Collective Bargaining Agreement: State Employees' Association of N.H.

Optional Skim:

- Master Agreement Between the U.S. Department of Veterans Affairs and the American Federation of Government Employees (AFGE)

Module 3 Assignments

Discussion 3.1. Please make your first substantial post by 12:00 noon on June 9.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 3 Quiz. Please complete by 11:59 pm on June 12.

Impacts of Public Employee Collective Bargaining

Module 4 Reading

Kearney and Mareschal: Chapters 6 & 7

Module 4 Assignments

Discussion 4.1. Please make your first substantial post by 12:00 noon on June 16.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 4 Quiz. Please complete by 11:59 pm on June 19.

Collective Bargaining: Impasse and Public Employee Strikes

Module 5 Reading

Kearney and Mareschal: Chapters 8 & 9

Skim:

- Fact-Finder Report: State Employees Association and State of New Hampshire (Department of Transportation), October 15, 2021.
- Interest Arbitration Award: Island County (WA) and Island County Deputy Sheriffs Guild, Corrections Division, January 28, 2022.
- Smith, Robert J. Jr. "A Review of Selected 2020 Public Sector Interest Arbitration Awards from Midwestern States."

Module 5 Assignments

Discussion 5.1. Please make your first substantial post by 12:00 noon on June 23.

Case Study: Taking the Firefighters' Heat. Please complete by 11:59 pm on June 26.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 5 Quiz. Please complete by 11:59 pm on June 26.

Contract Administration

Module 6 Reading

Kearney and Mareschal: Chapter 10

Skim:

- Grievance arbitration decision: Lincoln County (Wisconsin) Courthouse Employees Local 33-A, AFSCME, AFL-CIO, and Lincoln County, July 1, 2008.
- Grievance arbitration decision: Oshkosh (Wisconsin) Public Library Employees, Local 796-A, American Federation of State, County, and Municipal Employees, AFL-CIO, and Oshkosh Public Library, March 24, 2008.

Module 6 Assignments

Discussion 6.1. Please make your first substantial post by 12:00 noon on June 30.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 6 Quiz. Please complete by 11:59 pm on July 6.

Public Sector Labor Relations Today and Into the Future

Module 7 Reading

Kearney and Mareschal: Chapter 11

Module 7 Assignments

Discussion 7.1. Please make your first substantial post by 12:00 noon on July 11.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Discussion: Course Reflection. Please post by noon on July 11 to give others an opportunity read and reply (if they choose).

Module 7 Quiz. Please complete by 11:59 pm on July 15.

Final Essay Project is due by 11:59 pm on July 20.

Academic Integrity

The University of New Hampshire identifies honesty as one of its core values, as described in its [Academic Honesty policy](#).

For further guidance, the College of Liberal Arts has developed a helpful [tutorial on plagiarism](#).

Please let me know if you have questions about how this policy applies to your work in this course.

Disability Accommodation

I have endeavored to make this course accessible to all students. All non-decorative images are accompanied by alt text and/or a descriptive PDF document. All videos are accompanied by captions as well as a PDF transcript.

UNH is committed to equity and access in education. According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow up with me as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to <https://www.unh.edu/studentaccessibility> or contact SAS at 603.862.2607, 7-1-1 (Relay NH) or sas.office@unh.edu.

Emotional or Mental Health Distress

Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact Psychological and Counseling Services (<https://www.unh.edu/pacs/>), which provides counseling appointments and other mental health services.