COURSE OBJECTIVE—INDUSTRIAL RELATIONS COMPONENT

The first six-weeks of this seminar course is on industrial relations. The course provides an exposure to empirical research on core readings and emerging issues in industrial relations. Focus is on the discipline-specific and interdisciplinary topics in industrial relations. The objective of this course is to assist students in applying dominant and emerging theories and methods in examining fundamental questions and emerging issues in industrial relations. Critical review and in-depth analysis of current studies in industrial relations will enable students to develop knowledge on the application of fundamental topics and emerging research issues in the field, giving a foundation understanding on selected research issues in the field.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Isik U. Zeytinoglu
DSB 405, Tel: (905) 525-9140 x 23957
zeytino@mcmaster.ca

Seminar Location: DSB 321

Seminar meeting dates and location:
Mondays, January 5 – February 9, 1:00 pm – 4:00 pm

COURSE DESCRIPTION

This seminar focuses on current research issues in human resources (HR) and industrial relations (IR). It will require students to apply the knowledge gained in the HR/IR Field Survey seminar in examining the emerging research issues in the field. Students will perform in-depth and critical analyses of relevant journal articles and book chapters, and develop their ability to assess research design, methodology, interpretation, and overall contributions to the field. The objective of this seminar is to enable students to gain a rich and deep understanding of the pressing issues and topics that pre-dominate the current HR and IR literatures from which they might build their own program of research. Prerequisite: *B792

COURSE FORMAT

This course is designed in a seminar format. Each meeting will have a specified focus for discussion and will require a selected student to take the responsibility for leading the discussion. The selected student will specify the issues for discussion based on a thorough review of the assigned readings and will keep the discussion focused on the selected topic.

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## PERFORMANCE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class presentation and participation</td>
<td>40%</td>
</tr>
<tr>
<td>Integrative review</td>
<td>10%</td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
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</tbody>
</table>

**Class presentation and participation:** Students are expected to read the required material on time and be prepared to discuss with minimum facilitation. A Master’s level industrial relations knowledge is expected of students. Contributions to class discussions will be assessed on the basis of the student’s ability to comprehend, analyze, synthesize and evaluate the assigned readings.

**Integrative review:** Choose a topic and prepare a brief but thorough integrative review of assigned readings (4 pages maximum, to be handed in class). The integrative review should include the following: 1) overall aim, purposes and objectives generated as a whole from the readings on the topic, 2) theories and models used, and questions or hypotheses discussed in the readings, 3) variables used and the associations between them discussed/understood from the readings, operationalization of the variables, the limitations of the study or data, (you should be able to list the type of analysis used in the papers, and based on your knowledge of methods to date you are expected to discuss whether those methods are the most appropriate for the particular research), 4) major findings of the readings and contributions to the field, 5) research issues emerging from the readings, and 6) implications on various stakeholders.

**Exam:** There will be a take home exam on research issues in industrial relations. Due to time constraints for submitting the answer, primarily relying on the readings including recommended readings is acceptable. I will give the exam question(s) on February 9, 2015 in class. You will submit your answers by February 17, 2015, 9 am. The answer to the exam will be maximum 10 pages, typed, double-spaced, 1-inch margins all around, Times New Roman 12pt font. Up to 2 additional pages can be used for models, figures, tables or any other visual explanation. References are excluded from the page limit.

### Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
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<tr>
<td>B+</td>
<td>75 - 79</td>
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<tr>
<td>B</td>
<td>70 - 74</td>
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<tr>
<td>B-</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>00 - 59</td>
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</tbody>
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### ACADEMIC DISHONESTY

It is the student’s responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:


This policy describes the responsibilities, procedures, and guidelines for students and faculty should a...
A case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

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http://www.copyright.mcmaster.ca/Access_Copyright_Agreement

**MISSED ACADEMIC WORK**

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

**POTENTIAL MODIFICATIONS TO THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

**STUDENT ACCESSIBILITY SERVICES**

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

www.degroote.mcmaster.ca
## COURSE SCHEDULE

### READING LIST

<table>
<thead>
<tr>
<th>Session and Topic</th>
<th>Articles</th>
</tr>
</thead>
</table>
| **Week 1:** Unions and employee representation issues January 5 | Overview:  
Empirical research:  
Suggested background readings for this section:  

[www.degroote.mcmaster.ca](http://www.degroote.mcmaster.ca)
<table>
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<tr>
<th>Week 2: Collective bargaining and conflict resolution in private and public sectors January 12</th>
</tr>
</thead>
</table>

www.degroote.mcmaster.ca
| Week 3: Equality and equity at work | Overview & Theory: |

**Empirical research:**


Suggested background and additional readings for this section:

**Week 4:**

**Working time, work-life balance and job quality issues**

**January 26**

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**Overview & theory:**


**Empirical research:**


| Week 5: Non-standard work, vulnerable workers and flexibility issues | Overview & Theory:  
Empirical research:  
|---|---|
Suggested background and additional readings for this section:  
|---|

Suggested background and additional readings for this section:

**Week 6:**
**High Performance Work Systems**

**February 9**

|---|

**Empirical research:**


Suggested background and additional readings for this section:


