CLASS TIME, LOCATION, DATES:
M, 1:00 – 3:50 PM, Public Affairs 2238
8 Mondays: 1/8, (no class week 2, 1/15), 1/22, 1/29, 2/5, 2/12, (no class week 7, 2/19), 2/26, 3/5, 3/12

INSTRUCTOR INFORMATION:
Tia Koonse, J.D./M.A., Legal and Policy Researcher Manager, UCLA Labor Center
tia.koonse@ucla.edu
(213) 238-2949 (Google Voice)
Office Hours: Bunche Hall 9246, Mondays 10:00 – 12:00 PM (before class) and by appointment

COURSE DESCRIPTION: Using a combination of cases, statutes, news articles, films, and oral history, Labor & Employment Law will introduce students to the history of organized labor, current debates and trends, and the basic structure of laws, regulations and cases that govern organizing to improve workplace conditions. The course covers the primary federal acts and court cases that govern strikes, picketing, boycotts, and union elections as well as state laws governing wages and hours, and the right to work free from discrimination. The course also examines challenges to organized labor from inside and outside the labor movement, including right-to-work legislation, dismantling of public sector unions, and racism, sexism and anti-immigrant sentiment in the labor movement. The course emphasizes case studies and concludes with new trends in labor organizing. **Expect a mix of guest speakers, oral history, case excerpts, scholarly articles, news articles and blogs, videos, small group work, and community engagement. Plan to read approximately 20 pages of reading material per week, in addition to news articles and other class assignments.**

LEARNING OUTCOMES: At the end of the semester, students will be able to:

1. Identify major laws related to unions and union organizing, including collective bargaining, collective actions, lockouts, strikes, picketing, boycotts, and unfair labor practices, as well as major state protections.
2. Identify major trends in labor history and contemporary labor politics, including the rise and decline of unions, combatting racism, sexism and anti-immigrant sentiment in union culture, and the rise of worker centers, with a particular emphasis on Los Angeles.
3. Read and analyze statutes, cases, scholarly articles, blogs and news articles relating to workplace issues.
4. Speak publicly in formal and informal settings, presenting information that is well-organized, accurate, and instructive.
5. Discriminate among and evaluate the relevance and accuracy of sources.

REQUIRED READINGS: Students will find all required readings on Moodle labeled by week. In addition, students must sign up to receive a daily email that compiles labor and workplace news articles assembled by the Labor Research Action Network (LRAN) (go to [https://actionnetwork.org/forms/sign-up-for-todays-headlines](https://actionnetwork.org/forms/sign-up-for-todays-headlines) to be added to the listserv).

COURSE REQUIREMENTS:

1. **10% Weekly Quizzes:** Students will demonstrate that they have a basic understanding of the week’s readings during short weekly quizzes.
2. **25% Oral History Interview and Class Presentation:** In small groups, students will interview one of three categories of interview subjects: (1) someone currently organizing in any capacity to improve their own workplace conditions; (2) someone who does not currently work but wants to (“unemployed”), or who currently
works but wants to work more ("underemployed"); or (3) someone active or formerly active in a labor union.

Following guidelines to be provided, relevant portions of interviews should be transcribed or recorded and students will present these interviews and their own analyses to the class.

a. Due: Students will sign up to present their interviews during 15-minute time slots available during Weeks 9 and 10, which take place on 3/5 and 3/12.

3. 25% Written Discussion of Labor in the News: Students will be required to join the Labor Research Action Network’s (LRAN) “Today’s Headlines” listserv, which emails a daily digest of labor and workplace news articles. Students will write and turn in a one-paragraph discussion of three articles per week (one article per paragraph, all in the same document). This will facilitate a discussion of each week’s breaking labor news.

a. Due: At the beginning of each class.

4. 20% Final Research Paper: Students will be required to write one 5 to 7-page research paper about one of three topics: (1) Trump Administration’s NLRB decision not to hold fast food parent corporations liable for union votes at individual restaurants (start here: https://www.eater.com/2017/12/15/16780404/joint-employer-nlrb-trump); (2) Pending Supreme Court Case Janus v. AFSCME that will determine whether public employees have to pay union dues; or (3) California’s new “Immigrant Worker Protection Act” (AB 450) that requires notice to workers before immigration audits.

a. Due: Midnight, Saturday, 2/24 (Week 8).

5. 20% Attendance and Participation: Three late arrivals will constitute one absence. Each absence will result in an automatic deduction of 5% of the class grade. Grades may be increased by 10% for outstanding participation.

Grading Policy: A 100 to 93.4; A- 90-93.3; B+ 86.7-89.9; B 83.4-86.6; B- 80-83.3; C+ 76.7-79.9; C 73.4-76.6; C- 70-73.3; D 65-69.9; F 64.9 and below.

Attendance, Participation, Make-Up Policy, and Extra Credit: For all the obvious reasons (everyone has a wealth of experience with the workplace and will benefit from each other’s perspectives, this class is short, it lasts for 3 hours on a Monday afternoon, and the instructor is currently a practicing attorney during the work week, among others), attendance and participation will affect your classroom experience and your grade a great deal. Students are expected to attend every class and to do so having read the assigned materials and prepared the assigned work. There are no excused absences and students must arrive to class on time. Three late arrivals will constitute one absence. Each absence will result in an automatic deduction of 5% of the class grade. I value your time and have designed each class to be useful and informative for its entire duration and will treat early departures like tardiness.

Students can earn extra credit throughout the course by attending specified community events. In addition, your grade may be marked up by up to 10% based upon outstanding class participation.

Late papers will be accepted for up to half of full credit, no matter what the reason, and no late papers will be accepted after the term ends. Students may receive an incomplete in case of emergency.

I expect you to do your own research and critical thinking. Plagiarism will not be tolerated. You will submit your term papers to me using the course website, which contains a feature that rejects papers that have plagiarized. I know that sometimes it’s difficult to say novel things or cite sources appropriately and occasionally plagiarism occurs without intent; for this reason, you will have one opportunity to correct your paper to remedy any plagiarism. You can find more information about our plagiarism policy at the end of this syllabus.
DISABLED STUDENT SERVICES: If you have a disability that means you require, for example, additional time for tests or different access, please inform your instructor and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu

GRAMMAR, SYNTAX, AND PUNCTUATION GUIDES:

APA style http://owl.english.purdue.edu/owl/resource/560/01
MLA http://owl.english.purdue.edu/owl/resource/557/01/
Grammar, Punctuation, and Spelling http://owl.english.purdue.edu/handouts/grammar/

CLASS SCHEDULE

Week 1, 1/8: Introduction to Labor Law & Overview of the Class

1. Prepare/Expect:
   a. Read “Week 1” reading and turn in summary of 3 news articles related to labor and workplace. You can use the labor and workplace news articles assembled by the Labor Research Action Network (LRAN) (go to https://actionnetwork.org/forms/sign-up-for-todays-headlines to be added to the listserv).
   b. Sign up for Oral History Presentations

2. Topics:
   a. What laws govern work? Who enforces them?
      i. Labor Law: The Acts, the NLRA and the NLRB
      ii. Federal Employment Law: Title VII, the DOL the EEOC
      iii. California Employment Law: the IWC, FEHA and the DIR and DFEH
   b. The Employment Relationship and Union Protections
      i. Employment At Will
      ii. Working Under Contract
      iii. Union Jobs: Collective Bargaining Agreements
   c. Our Class’ Narrative Arch
      i. The Dark Ages: Before Organized Labor
      ii. The “Golden Age” of the American Labor Movement
      iii. Challenges to Organized Labor from Inside and Outside
      iv. New Solutions in Labor: Why Los Angeles Leads the Way

3. Introduction to Course Materials
   a. How to Read Cases
   b. Statutes, Regulations, and Bills
   c. News about the Workplace
   d. Movies, Books and Radio about the Workplace

4. Videos (if time): Slavery by Another Name and Triangle Fire

Week 2, 1/15: No class in honor of Dr. King Day

Week 3, 1/22: The NLRB and an Introduction to Strikes, Pickets and Boycotts
Labor Law Winter 2018 (LBRWS174-1)
UCLA Course Syllabus (4 units)

1. Prepare/Expect:
   a. Read “Week 3” readings posted, study for quizzes, turn in summaries of 3 news articles.
   b. Prepare and turn in list of potential oral history interview subjects and questions.
   c. Prepare and turn in research paper topic and list of questions.

2. Topics:
   a. Key Labor Laws Then and Now (Norria LaGuardia, NLRA, Taft Hartley, Landrum Griffin)
   b. Concerted Activities
   c. Duty of Fair Representation
   d. Unfair Labor Practices
   e. Economic Weapons: Strikes, Pickets, Boycotts, and Lockouts

3. Video: Norma Rae

Week 4, 1/29: Union Organizing Drives and Collective Bargaining

1. Prepare/Expect:
   a. Read “Week 4” readings posted, study for quiz, turn in summaries of 3 news articles.

2. Topic: Union Elections
   a. Access to Employees: Excelsior Underwear, Inc.
   c. What Unions Do: Recognition Cards, Election Propaganda, Discrimination based on Union Activity
   d. What Employers Do: Restrictions on Solicitation and Distribution Interference, Restraint or Coercion,
      Interrogation of Employees, Polling of Employees
   e. Election Propaganda, Incentives to Employees

Week 5, 2/5: Collective Bargaining

1. Prepare/Expect:
   a. Read “Week 5” readings posted to Blackboard, study for Quiz 3, turn in summary of 3 news articles

2. Topics:
   a. The Duty to Bargain in Good Faith: NLRB v. A-1 King Size Sandwiches
   b. Mandatory v. Permissive Subjects of Bargaining

3. Video: Lockout

Week 6, 2/12: Role and Relevancy of Organized Labor in Today’s Economy

1. Prepare/Expect:
   a. No reading; term papers due
   b. Third set of Oral History Presentations

2. Potential new topics based on time and interest:
   a. What’s a Union Do for Me? Grievance and Arbitration
   b. The Decline of Union Density, Deindustrialization and the Rise of the Service Sector Economy
      i. Union Drives in the Service Sector: Case Studies
         1. Los Angeles Homecare Workers
         2. UNITE HERE Organizing in Los Angeles Hotels
3. Our Wal-Mart
   c. Public Sector Unions, “Right-to-Work” Laws, and Public Employee Pension Funds
      i. Chicago Teacher’s Union Strike Case Study
      ii. Detroit Public Employee Pension Case Study
      iii. Supreme Court Cases:
           2. Current Supreme Court cases: Harris v. Quinn (2014)

3. Class Exercise: Grievance and Arbitration, Collective Bargaining
4. Video: Lockout

Week 7, 2/19: No class in honor of Presidents’ Day

Week 8, 2/26: Wages and Working Conditions for Young Workers

1. Prepare/Expect:
   a. Reading and quiz. Reading available here: http://www.labor.ucla.edu/publication/i-am-a-youngworker
   b. No news articles due
2. Topics:
   a. Industries and occupations of young workers in LA County
   b. Working conditions that young workers face
3. Class Exercise: I am a #YOUNGWORKER
4. Video: Eyes on the Fries

Week 9, 3/5: Race, Gender, and Xenophobia in Organized Labor

1. Prepare/Expect:
   a. Read weekly readings posted, study for quiz, turn in summary of 3 news articles
   b. First set of Oral History Presentations
2. Topics:
   a. Black Trade Unionism
   b. Immigrant Workers and the Transformation of the Los Angeles Labor and Worker Center Movements
   c. Women Labor Leaders
3. Video may be one of: Matewan, Struggles in Steel, Salt of the Earth

Weeks 10, 3/12: New Models in Organizing

1. Prepare/Expect:
   a. Read weekly readings posted, study for quizzes, turn in summaries of 3 news articles
   b. Final Oral History Presentations
2. Topics:
   a. Worker Centers
   b. Organizing Low-Wage Workers against Wage Theft:
      i. Wage Theft and Workplace Violations in Los Angeles
      ii. The Los Angeles Coalition Against Wage Theft and the LA Wage Theft Ordinance
   c. Litigation as Strategy:
CLEAN Carwash Campaign Lawsuit Case Study

d. Legislative Reform as Strategy:
   i. Domestic Workers’ Bill of Rights
   ii. Holding Accountable the Real Bad Actors in Subtracting: Labor Code Section 2810
   iii. California Fair Paycheck Coalition & SB 588

COURSE POLICIES:

1. Come to class prepared. The best ways to ensure preparation are to read the assigned materials by the date required; underline, notate, and highlight your readings; take careful notes during class; make a list of questions you need answered and ask them; keep a study journal regularly.

2. Written work is always due on the dates indicated on your syllabus; late papers will be worth up to half of the assignment after they are late. Contact me immediately if special circumstances apply.

3. Please note that there are important sources of assistance for writing; these include the UCLA Writing Center. To make an appointment or drop-in hours, please refer to their website: http://wp.ucla.edu/wc/

4. Plagiarism is considered a gross violation of the University’s academic and disciplinary standards. Plagiarism includes the following: copying of one person’s work by another and claiming it as his or her own...or the presentation of someone else’s language, ideas, or works without giving that person due credit. (University Catalog.) Plagiarism is cause for formal university discipline and, at the discretion of the instructor and in consultation with the department chair, may result in:
   1. the individual paper that contains plagiarized material receiving an F,
   2. the plagiarizing student receiving a lower grade or a failing grade in the course,
   3. the instructor reporting the incident of plagiarism to the Department Chair,
   4. the student with repeat offenses being referred to Student Affairs for disciplinary action,
   5. the student being suspended or expelled.

In addition, once a student plagiarizes, said student will not be allowed to drop the class but must accept the grade earned.

***This syllabus will likely evolve based on the needs of the classroom. I reserve the right to make changes based on my discretion with advance notice to you.***