3 year Labor Leadership Program credits toward SNL B.A. Program

The Core of the Labor Education Center is a three-year labor leadership course. The program consists of weekly seminars where leaders from a wide variety of Chicago-area unions and other labor focused organizations meet to expand their knowledge of relevant labor topics and discuss best practices from their own experiences and new strategies.

The courses are organized into three main sections: Labor Leadership I/II, Labor in Society I/II, and Unions at Work I/II. Students who complete the three-year Labor Education Program and want to enter the SNL B.A. program can automatically transfer these courses as indicated by the description of pre-approved competencies (see below). Thus in each class, students will gain one or more competencies towards their B.A. degree under the BAIFA system. Once students are officially admitted to the program and take Foundations of Adult Learning they will incorporate these competencies into their Learning Plan with the help of their faculty mentor and the Professional Advisor of the Work Studies Focus Area, Dr. Jessica Cook, the Director of the Labor Education Center.

*Updated June 1, 2017*
Description of Courses and Pre-approved Competencies

INTRODUCTION TO LABOR LEADERSHIP I

**Union Writing** (6 weeks)

FX: Can write clearly and creatively and design effective organizational material

Course components: Elements of writing; writing headlines and copy; writing a leaflet; introduction to research at the library; using the periodical index and doing a book search; creative writing; creating leaflets; review of writing skills & creative writing

Assignments/Activities:
- Creating a leaflet on a union topic, and a union newsletter.
- Library research on a labor leader or labor event, writing of paper on the subject.

Assessment criteria:
- Effective use of written communication
- Effective use of library resources
- Substantial knowledge about labor leader and/or event

**Grievance Education** (5 weeks)

FX or H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communications in the resolution of a problem.

Course components: Role of steward; the grievance procedure; applicable labor and employment law; writing a grievance; duty of fair representation; discipline and discharge; negotiating with management.

Assignments/Activities:
- Grievance role play.
- Analysis of two case studies for strategies used in resolving grievances.
- Writing and analysis of an existing grievance; charting the process of that grievance.
- Developing strategies for negotiating this grievance with management.
- Describing and analyzing the outcome of these strategies in a short paper.

Assessment criteria:
- A critical understanding of the case underlying a grievance procedure, including legal implications and requirements.
- Critical evaluation of the theoretical model underlying grievance procedures.
- Effective use of principles of fair representation and negotiating strategies.
- Clearly organized and substantiated paper.
LABOR LEADERSHIP II

**Public Speaking, Labor Law and Parliamentary Procedure** (11 weeks)

FX or H-1-D: Can explain a system of law that governs a society.
H-3-E: Can speak effectively in public settings.

**Course components:** Fundamentals of speech (four weeks); labor law—private sector; union administration, and public sector (four weeks); parliamentary procedure; how to run a union meeting (three weeks).

**Assignments/Activities:**
- Writing, presentation, and videotaping of speech from the perspective of a specific labor-related social problem.
- Research/writing of a paper analyzing a labor law case (selected from instructor's list).
- Practicing democratic decision-making processes through parliamentary procedure and union meeting role play; preparing for and participating in a mock union meeting.

**Assessment criteria:**
**H1D:**
- Clear understanding of labor law as a complex system of laws affecting society.
- Clear understanding and solid analysis of a labor law case.
- Effective participation in role play in terms of procedural integrity and effectiveness.

**H3E:**
- Understands the principles of effective public speaking.
- Engages in more than one type of public speaking (narrative, inspirational, instructional, and persuasive, etc.).
- Assesses effectiveness based on established criteria.
LABOR IN SOCIETY I

Skills for Organizing (7 weeks)
FX or H-2-X: Understands and can employ effective workplace organizing

Course components: The organizing model of unionism; contract servicing from an organizing model; one-on-one internal organizing; organizing the unorganized work place; why unions win organizing campaigns; why unions lose organizing campaigns; traditional organizing campaigns—what doesn't work; factors in successful organizing campaigns; factors in winning initial contracts; legal issues in organizing; coalition resources

Assignments/Activities:
• Design of a short survey on a workplace issue
• Application of survey at student’s work site.
• Analysis of the results and process of surveying workers at the work site.
• Development of an internal organizing campaign based on an analysis of the case study provided in class.
• Preparation of an external (unorganized workplace) organizing campaign based on the case study provided in class.
• Quiz based on class materials

Assessment criteria
• Evidence of clear understanding of assigned readings through discussion and quiz
• Effective application of theories and principles of organizing campaigns in survey, internal organizing, and external organizing campaign plan

Organizing Around Health and Safety: (4 weeks)
FX: Can explain how health and safety laws affect workers and apply organizing principles to health and safety at the work site.

Course components: Legal rights of Workers under OSHA; the right to refuse dangerous work; what is an MSDS Sheet and how to read it; OSHA 200 logs; labels and placards; health and safety through Collective Bargaining; what is a chemical exposure? Health and safety resources for workers; setting up an internal organizing structure around health and safety issues; monitoring health and safety through union committees;

Assignments/Activities:
• Design and presentation of an organizing campaign around an issue of health and safety that could be used at student’s work site.

Assessment criteria:
• Analysis of legal rights and organizing issues when evaluating job-related health and safety issues.
LABOR IN SOCIETY II

**Labor History** (6 weeks)

FX: Can describe the roles of individuals, groups, societies or states in labor history.

**Course components:** Labor in Colonial America; legal issues for unions; development of labor law; Organizing the unorganized; slavery and post-slavery; the Knights of Labor and the American Federation of Labor; the Haymarket incident; the Pullman Strike; Eugene V. Debs and the American Railway Union; warfare in the mine fields; the Textile Strikes of 1909 and 1910; the Triangle Shirtwaist fire; the Homestead Steel Strike; the Progressive Era; the I.W.W.; the Roaring 20's; A. Philip Randolph and the Sleeping Car Porters; agitation and unionization in the 1930's; the Great Depression; NIRA section 7 and the Wagner Act; the CIO; African Americans, women and minorities in the post-war labor movement; unions and the Civil Rights Movement

**Assignments:**
- Write short paper based on analysis of an article about Labor History (chosen from the instructor's list); presentation of analysis to class.
- Write paper based on an analysis of issues in a past strike or major event in labor history, and relating those issues to current events in labor or civil rights history.

**Assessment criteria:**
- Ability to explain why a particular event or series of events occurred, and an understanding of the conditions that prevailed in the past.
- Uses an informed historical approach to interpret events or roles of individuals, groups, or states.

**Economics for Unions** (5 weeks)

FX: Understands the changing nature of the U.S. welfare state in relation to the interdependence of political and economic institutions.

**Course components:** Economic analysis of the Great Depression; Keynesian economic theory; economic theories of the 1930's; FDR and the National Industrial Recovery Act; FDR and the social welfare safety net; labor and the social compact; de-industrialization and the breakdown of the social compact; inflation and unemployment; comparative methods of income distribution; unions in the economic landscape; globalization, the world trade organization and the world bank

**Assignments/Activities:**
- Writing of paper based on guiding questions, and an exam

**Assessment criteria:**
- Can analyze the impact of economic theories on monetary policies
- Can evaluate the impact of economic policies on society, and particularly on workers’ rights and benefits
**Collective Bargaining and Labor - Management Relations** (11 weeks)

**H4: Power and Justice:** Can analyze power relationships among racial, social, cultural or economic groups in the United States

**FX: Understands the history of management-labor relations**

**Course Components:** History, overview and introduction to collective bargaining within the context of power relationships between labor and management (employers), and of power as a tool to negotiate between different or opposing social and economic interests. Specifics include researching the employer; costing out the contract; developing a mobilization structure; preparing for a contract campaign; preparing demands and contrast language; dynamics of bargaining and power; collective bargaining simulation; analysis and alternative to strike; how to get the contract ratified; overview of labor management cooperation; participation and collective bargaining; interest-based bargaining; an analysis; how to use interest-based bargaining

**Assignments/Activities:**

**1. Collective Bargaining**
- Development and writing of a contract campaign for student’s local union, including an internal organizing plan (comprised of a survey of the membership on a workplace issue, an organizing chart, and a power analysis of student’s employer.
- Role play
- Analysis of the role-play, including the strategy of each party, the outcomes, and a critique of all results by each team.
- A collective bargaining test

**2. Labor Management Relations**
- Development of a labor/management participation program around an existing workplace issue, based on an analysis of power relations and power sharing.

**Assessment criteria:**
- Analysis of unequal power relations between labor and management, and how both groups have negotiated and attained power and voice.
- Examines the development and principles of collective bargaining in a historical and sociological context.
UNIONS AT WORK II

Arbitration (7 weeks)
FX: Can develop and effectively participate in a labor arbitration case

Course components: Introduction, history and overview of arbitration; how arbitration works; arbitration terms; preparing the arbitration case; how to present the case; the opening statement; examining and cross-examining witnesses; using objections; closing the case; writing briefs; arbitration role play; the arbitrator's decision

Assignments/Activities:
• Analysis of a case study from the perspective of both labor and management.
• Collaborative preparation and presentation of a simulated arbitration case.
• Review, analysis, and proposed revisions of the simulation/class role-play (the arguments made by each side, the arbitrator's decision).

Assessment criteria:
• Analyzes historical and sociological factors influencing effective use of arbitration in labor disputes.
• Evaluation of positions based on application of knowledge or arbitration and labor law.

The Role of Labor in Politics (4 weeks)
H-1-C: Can explain the emergence, maintenance, or evolution of an economic or political system.

Course components: Look at what role the labor movement has played in national, state, and local politics over time, and how it has influenced political and economic outcomes; how the labor movement has been influenced by politics over time; the changing role of labor in politics.

Assignments/Activities:
• Writing of a paper on the role of labor in shaping politics in past and present. Students will describe the standards or measures by which choices are made by leaders in the labor movement to obtain desired outcomes.

Assessment criteria:
• Identifies a political or economic system and describes its elements.
• Explains how the system functions and how it has changed over time.
SAMPLE LEARNING PLAN for placing pre-approved competencies

**Note:** Student will also complete a relevant practice-based/service-learning requirement.

### SNL UNDERGRADUATE PROGRAM

| LIFELONG LEARNING AREA  
(12 competencies) | LIBERAL LEARNING AREA  
(26 competencies) | FOCUS AREA  
(12 competencies) |
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<td><strong>Arts &amp; Ideas</strong></td>
<td><strong>The Human Community</strong></td>
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| **L-1 Independent Learning Seminar**  
Can assess one’s strengths and set personal, professional and educational goals. | Competence in Interpreting the Arts (A-1-_) | Competence in Communities and Societies (H-1-C)  
“Role of Labor in Politics” | Competence in Experiencing Science (S-1-_) | F-1 Focused Planning:  
Can design a plan for development in one’s Focus Area based on an analysis of elements that comprise that area. |
| **L-2 Foundations of Adult Learning:**  
Can use one’s ideas and those of others to draw meaning from experience. | Competence in Creative Expression (A-2-) | Competence in Institutions and Organizations (H-_-_) | Competence in Patterns and Processes (S-2-) | F-X Focus Area Elective  
“Union Writing” |
| **L-3 Civic Engagement**  
Can design learning strategies to attain personal and professional goals. | Competence in Reflection and Meaning (A-3-) | Competence in Individual Development (H-3-E)  
“Public Speaking” | Competence in Science, Technology, and Society (S-3-) | F-X Focus Area Elective  
“Grievance Education” |
| **L-4 Academic Writing for Adults:**  
Can write clearly and fluently. | Any competence in Arts and Ideas (A-_-_) | Any competence in The Human Community (H-_-_) | Any competence in The Scientific World (S-_-_) | F-X Focus Area Elective  
“Labor Law” |
| **L-5 Critical Thinking:**  
Can analyze issues and reconcile problems through critical and appreciative thinking. | Any competence in Arts and Ideas (A-_-_) | Any competence in The Human Community (H-_-_) | Any competence in The Scientific World (S-_-_) | F-X Focus Area Elective  
“Skills for Organizing” |
| **L-6 Quantitative Reasoning:**  
Can use mathematical symbols, concepts, and methods to describe and solve problems. | Any competence in Arts and Ideas (A-_-_) | Any competence in The Human Community (H-_-_) | Any competence in The Scientific World (S-_-_) | F-X Focus Area Elective  
“Organizing Around Health and Safety” |
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<th>L-7 Collaborative Learning: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.</th>
<th>A-4 Ethics in the Contemporary World: Can analyze a problem using two different ethical systems. (required competence)</th>
<th>H-4 Power and Justice: (required competence) “Collective Bargaining and Labor Management Relations”</th>
<th>S-4 Interconnections in the Natural World: Can describe and explain connections among diverse aspects of nature. (required competence)</th>
<th>F-X Focus Area Elective “Labor History”</th>
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<td>L-10 Externship: Can reflect on the learning process and methods used in an experiential project.</td>
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<td>F-X Focus Area Elective “Arbitration”</td>
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<td>L-11 Externship (written by student/faculty)</td>
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<td>L-12 Summit Seminar: Can articulate the personal and social value of lifelong learning.</td>
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<td>F-11 Advanced Project: Can design and produce a significant artifact or document that gives evidence of advanced competence.</td>
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<td>F-12 Advanced Project (written by student)</td>
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