

*Draft Syllabus for Fall, 2016: 7/25/16*  
**Management 104: Industrial Relations and Human Resource Management**

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### **Course Objectives**

This introductory management course aims for students to:

- Understand the main concepts and theories of industrial relations and human resource management;
- Analyze how institutions, markets, managers, and workers structure the employment relationship;
- Investigate how various IR/HRM policies affect employee motivation and firm performance;
- Apply IR/HRM frameworks to real-world problems faced by managers;
- Compare different countries' labor institutions and evaluate how those institutions shape management strategy;
- Consider – from multiple perspectives – the impacts of managerial IR/HRM decisions, both positive and negative, on individual workers and on the broader society; and
- Reflect on how they plan to navigate their own career paths, as workers, managers, and (perhaps) as employers.

The course is divided into three sections. In section one, we discuss ways of looking at employment and then focus on how organizations recruit, motivate, compensate, and evaluate their workers. In section two, we investigate macro features of the labor market, collective action by workers, and the changing organization of work. We consider topical debates at the intersection of macro labor institutions, firm strategy, and organization-level HR policies. In the final section of the course, we compare labor market institutions in the US to those in other countries, and explore the impact of globalization on workers and production.

### **Reading Assignments**

Students must complete the assigned readings thoroughly *before* class on the day shown in the schedule at the end of this syllabus. Assigned readings can be accessed on Canvas, where you will find links to study.net materials as well as links to articles, library URLs (for journal articles), and PDFs.

In several cases, I ask you to read only a few of the pages in an assigned article or chapter; these cases are clearly noted on the schedule at the end of this syllabus and in the 'Assignments' section of the Canvas site for this course. Even if we do not cover all of the assigned readings in class, students will be responsible for all the assigned material on exams and papers. Be sure to email me or visit during office hours about anything you don't understand.

## Assessments & Grading

Students can earn a total of 250 points in this course, in the following categories:

	Points	% of total
1. Attendance, preparation, online participation, and response homework	30	12
2. Speaking in class	15	6
3. Midterm #1	25	10
4. Midterm #2	25	10
5. Individual writing assignment	25	10
6. Group Project	65	26
7. Final Exam	65	26
	250	100%

In the interest of fairness, all students will be given the same assessment opportunities. There will be no opportunities to earn 'extra credit' beyond of what is outlined in this syllabus.

### 1. Class Preparation, Attendance, and Online Participation: 30 points (12% of total)

#### **A. Showing up (on time)**

- To ensure you get credit for attending class, please arrive on time at the section in which you are enrolled, sit in your assigned seat, and display your name card.
- Students can miss a maximum of **FOUR** classes without penalty. I strongly advise that you reserve these absences for days when religious holidays, job interviews, illness, or family emergencies make it difficult for you to attend class.
- Though I am always keen to hear about students' job interviews or to commiserate about a bad cold, students do not need to inform me in advance of an absence on a normal class day. Absences on midterm and presentation days will not be excused.
- For a serious reason (a job interview, for example) and *with prior permission*, students may attend another section of the course than that in which they are enrolled. To get credit for your attendance, please obtain permission in advance and be sure to collect, fill out, and submit the "Wrong Section" form.
- Students who miss five or more classes will be penalized. Each absence above four will result in:
  - a two point penalty for absence #5,
  - an additional three point penalty for absence #6, and
  - additional five point penalties for each subsequent absence.
- ***Attendance at fewer than half the teaching sessions may result in course failure.***

#### **B. Active Listening: No laptops or tablets in class.**

- Convincing research shows that using laptops in class reduces learning and distracts neighbors. Students with laptops or tablets open during class will be asked to put them away and will be docked points in this category.
- I do not intend to police under-the-desk use of cell phones during class. However, excessive texting/surfing is strongly discouraged and could result in lost points. Please be especially mindful not to distract fellow students.

### C. Yellowdig, online discussion board

- All students must contribute a minimum of three comments by Oct. 20, and three comments between Oct. 21 and the last day of class on December 8. Initial posts and responses carry equal weight. Please contribute to at least five separate threads.
- Comments should address topics in human resource management and/or labor relations. Threads that respond to or expand on class discussions are particularly welcome.
- Failure to contribute the minimum number of comments will result in the loss of two points for every missing comment (of the 30 total for this assessment category).
- *Bonus points:* in calculating final grades, the top contributors to Yellowdig discussions (based on quality of posts and engagement with other students on the board) *may* be awarded up to five bonus points. Whether and how to award these points will be at my sole discretion.

### D. Homework

- Simulation response: On October 11, students will participate in a simulation during class, and submit responses to homework questions by midnight that night. Should students miss that day for any reason or fail to submit answers to the questions (which will be graded on a pass/fail basis), they will be offered the option to complete a short research paper. Failure to complete the simulation and receive a passing grade for the online response OR to submit the alternative assignment will result in the loss of eight points for this assessment category.
- Other homework may be assigned. For example, I ask students to submit questions on Canvas in advance of a visit from a guest speaker. Failure to complete assigned homework could result in lost points in this assessment category.
- Should I find class preparation lagging, I may begin to require submission of answers to study questions, or to administer online or in-class (announced) quizzes on the assigned reading. I do not anticipate that I will need to exercise this option, but reserve the right to do so.

## 2. Speaking in Class: 15 points (6% of total)

- Students should come to class well prepared to discuss the assigned readings. Cold calls are fair game.
- The best comments in class advance our discussion, often by responding (politely) to other students' arguments, drawing support from course readings, outside sources, and real-world experience, or making connections between MGMT 104 and other courses. Vague, tangential, repetitive comments, along with remarks that are disrespectful of other students, will result in lost credit.
- Students must contribute *memorably and effectively* to earn credit in this category. I will post interim feedback for this assessment category on Canvas in the middle of the term. Absences will not factor into the tabulation of scores for this category (i.e., the speaking score will be a sum of points accumulated, not an average of points based on the number of times a student attends class).
- Some in-class group exercises (for example, on Sept. 27) may provide opportunities for students to earn credit for this assessment category.
- At the end of the term, I will calculate the final tallies of the raw scores and distribute points for speaking in class as follows:
  - 15 points: raw score in the top 10% of the class
  - 13 points: raw score between 11-20%
  - 10 points: raw score between 21-30%

- 8 points: raw score lower than 30% but consistent active listening and participation in small group discussions
  - Less than 8 points: below 30% plus inconsistent attention / distracting behavior in class
- *Bonus points*: the top 2-4 contributors to each section *may* be awarded up to five bonus points. Whether and how to award these points will be at my sole discretion.

### 3 and 4. Midterms: 25 points each (10% each)

- All three sections of MGMT 104 will take their midterms together, on the dates below. Please email me **today** if you have a serious conflict.
  - Thursday, September 29, at 6 PM
  - Wednesday, November 9, at 6 PM
- The second midterm will NOT be cumulative; it will cover material discussed after September 29.
- Due to the evening midterm, we will not hold class on Sept. 29. On Thursday, November 10 (the day after the second midterm) we will have no formal class, but students are encouraged to spend the time to solidify their group project research plan. I will be in the classroom on those days, but I will not take attendance. Complete groups (those with exactly five people) may meet in an alternative location if they choose.
- Sample questions to help students prepare for these tests will be posted on Canvas around one week before the exam. Test questions will draw from assigned readings as well as material covered in class.
- **Students must obtain permission *before* missing a midterm.** Make-up exams will only be granted in cases of conflict with another scheduled class at UPenn, serious illness, family emergency, or a (documented) job interview.
- Make-up midterms will be administered for all authorized students simultaneously, at 8 AM on Monday, October 17 and on Monday, November 21.

### 5. Individual Writing Assignment: 25 points (10% of total)

For detailed information on expected content and format for these assignments, please see the prompts handed out at the beginning of the course and posted on Canvas.

#### *Individual Writing Assignment Mechanics:*

- Students must choose **ONE** of the following writing assignments:
  - Career Interview: due **October 14** at 8 PM
  - Organized Labor/Collective Work Interview: due **Oct. 31** at 8 PM
- Late paper policy: students who submit their papers late will be docked one point (of 25) for the first day (or fraction thereof) and two more points for each additional day.
- Students may submit **only one** of the two individual writing assignments for a grade. Submitting both and dropping the lowest grade is not an option.

#### 6. Group Project 65 points (26% of total)

For detailed information on the expected content and format of the group projects, as well as a timetable for deliverables and a grading rubric, please see the prompt handed out at the beginning of the course and posted on Canvas.

- Teams must consist of *exactly five students* and all members of a team must be registered in the same section of the course.
- Late paper policy: students who submit their papers late will be docked two points (of 55) for the first day (or fraction thereof) and three more points for each additional day.
- *Bonus points:* The 55 points in this assessment category will be awarded based on the written paper submitted by the group. However, up to five bonus points *may* be awarded to a group or split between two groups in each section for superb in-class oral presentations. To be eligible for bonus points, groups must give speaking roles to all members. Whether and how to award these points will be at my sole discretion.

#### Project timetable and deliverables

Oct. 13	Project team composition and prospective topics must be emailed to me. Students not part of a complete team by midnight on this date will be assigned to a team by the instructor.
Oct. 27	Project teams submit a 300-500 word proposal on Canvas for my approval.
Nov. 10	Group work day (class attendance optional). <i>Midterm #2 the previous evening.</i>
Nov. 22	In-class group project workshop.
Nov. 29 & Dec. 1	Project presentations: Please upload and email your .PPT or .PDF file by 11.59 the night before hours before class (no keynote or Prezi, please).
Dec. 1	Submission of the final project reports <ul style="list-style-type: none"><li>• .pdf or .docx file uploaded to canvas by 11.59 PM</li></ul>

#### 7. Final Exam: 65 points (26% of total)

- A closed-book final exam will be scheduled by the university. As per university rules, the final exam cannot be rescheduled without permission from the school dean's office. I am not authorized to reschedule a final exam for any reason without the proper permission.
- The final exam will be **cumulative**. The short answer section of the test will draw disproportionately from the last section of the course (material that was not covered on the midterms), but students are responsible for all the material.

**Academic Integrity**

All students are required to abide by the Code of Academic Integrity, which can be found online at <https://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity>. Students who violate this code will receive a failing grade and will be reported to the Office of Student Conduct. I encourage you to consult the resources provided by the Office of Student Conduct: <http://www.upenn.edu/academicintegrity>.

## Reading Assignments

### 30-Aug **Course Introduction: Syllabus**

### 1-Sep **Workers and firms**

Hirschman, A. O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States* (Vol. 25). Harvard University Press. *Short excerpt posted on canvas.* 7 pages

Streeck, W. (2005). "The Sociology of Labor Markets and Trade Unions." In *The Handbook of Economic Sociology*. Princeton University Press. *Please read pages 254-256 and 260-261.* 6 pages

Case: Kantor, J and D Streitfield (2015) "Inside Amazon: Wrestling Big Ideas in a Bruising Workplace" *New York Times*, August 15, 2015.  
<http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html> 10 pages

### 6-Sep **Labor markets**

Ehrenberg, R. and R. Smith (2016) "Overview of the Labor Market" *Modern Labor Economics: Theory and Public Policy* (12th ed., pp. 25-58). Reading, MA: Pearson Addison Wesley. 30 pages

Hyclak, T, G. Johnes, and R. Thornton (2013). "Internal Labor Markets" *Fundamentals of Labor Economics 2E* (pp. 243-62; 268-273). Upper Cenage. 24 pages

Streeck, W. (2005). "The Sociology of Labor Markets and Trade Unions." In *The Handbook of Economic Sociology* (pp. 254-283). Princeton University Press. Excerpts as indicated (261-262). 2 pages

### 8-Sep **Hiring**

Boch, L. (2015) "Don't Trust Your Gut" from *Work Rules*, pg. 87-117 30 pages

Lam, D. (2015) "Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites" (interview with Lauren Rivera) *The Atlantic*  
<http://www.theatlantic.com/business/archive/2015/05/recruitment-resumes-interviews-how-the-hiring-process-favors-elites/394166/> 8 pages

Case: DeLong, T and V. Vijayaraghavan (2006) "SG Cowen: New Recruits". *Harvard Business School Publishing*, 402028-PDF-ENG. 15 pages

### 15-Sep **Pay systems and motivation**

Kerr, S. (1995) "On the Folly of Rewarding A While Hoping for B," *Academy of Management Journal*, Vol. 18, pp. 769-83. 14 pages

Pfeffer, J. (1998). "Six Dangerous Myths About Pay". *Harvard Business Review*, 76(3), 108-119. 11 pages

	Case: Hewins, K and A. Frost (2010) "Kyle Evans at Ruffian Apparel" <i>Ivey Publishing</i> , 909C08-PDF-ENG.	9 pages
<b>20-Sep</b>	<b>Job design</b>	
	Kanigel, R. (1997) "Prologue," from <i>The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency</i> . New York: Viking Press, pp. 1-10. <i>Short excerpt posted on Canvas.</i>	10 pages
	Hackman, J. and G. Oldham (1979) "Motivation through the Design of Work: Test of a Theory." <i>Organizational Behavior And Human Performance</i> 16.2 (1976): 250-279. READ PAGES XX-XX.	9 pages
	Case: Shih et al, (2012) "Jialiang Phone Home! A and B" <i>Harvard Business School Publishing</i> , 609080-PDF-ENG and 609081-PDF-ENG	20 pages
<b>22-Sep</b>	<b>High performance work systems</b>	
	Hyclak, T, G. Johnes, and R. Thornton (2012). "High Performance Work Systems" in <i>Fundamentals of Labor Economics 2E</i> (pp. 263-8). Upper Cenage.	5 pages
	Kochan, T. (2015). "The Leader's Choice". <i>MIT Sloan Management Review</i> , 57(1), 69-73.	5 pages
	Podcast: "This American Life: Nummi" <a href="http://www.thisamericanlife.org/radio-archives/episode/403/nummi">http://www.thisamericanlife.org/radio-archives/episode/403/nummi</a>	one hour
	Case: Ager, D and M Roberto (2013) "Trader Joe's" <i>Harvard Business School Publishing</i> , 714419-PDF-ENG.	12 pages
<b>27-Sep</b>	<b>Performance review</b>	
	Buckingham, M., and A. Goodall (2015)"Reinventing Performance Management." <i>Harvard Business Review</i> 93.4: 40-50.	6 pages
	Knowledge at Wharton, "An Imperfect Test: The Problem with Job Performance Appraisals" Interview with Prof. Peter Cappelli <a href="http://knowledge.wharton.upenn.edu/article/the-problem-with-job-performance-appraisals/">http://knowledge.wharton.upenn.edu/article/the-problem-with-job-performance-appraisals/</a>	22 minutes
	Simard, C. and S. Correll (2016) "Research: Vague Feedback is Holding Women Back" <i>Harvard Business Review Web Article</i> . <a href="https://hbr.org/2016/04/research-vague-feedback-is-holding-women-back">https://hbr.org/2016/04/research-vague-feedback-is-holding-women-back</a>	2 pages
<b>29-Sep</b>	<b>Midterm #1</b>	
<b>?4-Oct?</b>	<b>Culture at work: Guest Speaker, Howard Stoekel (Wawa)</b>	

	Case: Drake, S (2013) “At Their Service: Why Wawa’s CEO Serves First and Leads Second” <i>Smart CEO</i> . April, 2013. <a href="http://www.smartceo.com/wawas-ceo-servant-leadership/">http://www.smartceo.com/wawas-ceo-servant-leadership/</a>	4 pages
	Lyons, D. (2016) “My Year in Startup Hell” <i>Fortune Magazine</i> , April 4, 2016 (with embedded video). <a href="http://fortune.com/disrupted-excerpt-hubspot-startup-dan-lyons/">http://fortune.com/disrupted-excerpt-hubspot-startup-dan-lyons/</a>	6 pages
11-Oct	<b>In-class simulation (no reading assigned)</b>	
13-Oct	<b>Social movements, labor, and business</b>	
	McAdam, D. (1996). “Introduction.” In D. McAdam, J. D. McCarthy & M. N. Zald (Eds.), <i>Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings</i> . Cambridge, MA: Cambridge University Press. Pages 1-7	7 pages
	Howard-Grenville, J. and A Hoffman (2003). “The Importance of Cultural Framing to the Success of Social Initiatives in Business.” <i>Academy of Management Executive</i> , 17(2), 70-84.	14 pages
	Case: "Triangle Fire"(2011 documentary) The American Experience PBS ( <a href="http://www.pbs.org/wgbh/americanexperience/films/triangle/">http://www.pbs.org/wgbh/americanexperience/films/triangle/</a> )	one hour
18-Oct	<b>What unions do and what firms do about unions</b>	
	Noe, R. et al. (2016) “Collective Bargaining and Labor Relations” in <i>Fundamentals of Human Resource Management</i> . McGraw-Hill Education: New York, pages 460-486.	26 pages
	Streeck, W. (2005). “The sociology of labor markets and trade unions.” In <i>The Handbook of Economic Sociology</i> (pp.263-269). Princeton University Press. (254-256)	6 pages
	Case: Norma Rae (1979) (film; watch at home or attend evening watch party)	two hours
20-Oct	<b>What unions no longer do? Guest Speaker: Ed Mooney, Vice President of Communication Workers of America, Philadelphia</b>	
	Rosenfeld, J. (2014) “Strikes” in <i>What Unions No Longer Do</i> . Harvard University Press. Pages 84-99.	15 pages
25-Oct	<b>Worker movements today</b>	
	Kalleberg, A. L. (2009). “Precarious Work, Insecure Workers: Employment Relations in Transition”. <i>American Sociological Review</i> , 74(1), 1-22.	17 pages
	Lee, T (2016) “California Just Passed a \$15 Minimum Wage. Even Left-Leaning Economists Say It's a Gamble” <i>vox.com</i> <a href="http://www.vox.com/2016/3/30/11332686/california-minimum-wage-gamble">http://www.vox.com/2016/3/30/11332686/california-minimum-wage-gamble</a>	2 pages

	Case (last name A-J): Kantor, J. (2014) "Working Anything But 9 to 5" <i>The New York Times</i> . August 13, 2014. <a href="http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html">http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html</a>	10 pages
	Case (last name L-Z): Finnegan, W. (2014) "Dignity: Fast Food Workers and a New Kind of Labor Activism" <i>The New Yorker</i> . September 15, 2014. <a href="http://www.newyorker.com/magazine/2014/09/15/dignity-4">http://www.newyorker.com/magazine/2014/09/15/dignity-4</a>	
27-Oct	<b>New career patterns: Contracts, tours, alternative work arrangements</b>	
	Cappelli, P. (2000) "The New Deal at Work", <i>Chi-Kent L. Rev.</i> , 76, 1169-1185.	25 pages
	Sussman, A and J. Zumbun (2016) "Contract Workforce Outpaces Growth in Silicon-Valley Style 'Gig' Jobs: New research shows labor shift affects health care, education and other industries that have traditionally offered stable employment" <i>The Wall Street Journal</i> , March 25, 2016. <a href="http://www.wsj.com/articles/contract-workforce-outpaces-growth-in-silicon-valley-style-gig-jobs-1458948608">http://www.wsj.com/articles/contract-workforce-outpaces-growth-in-silicon-valley-style-gig-jobs-1458948608</a>	2 pages
	Case 1: Planet Money Podcast (2015) "Hard Work Is Irrelevant" Netflix <a href="http://www.npr.org/sections/money/2015/08/28/435583328/episode-647-hard-work-is-irrelevant">http://www.npr.org/sections/money/2015/08/28/435583328/episode-647-hard-work-is-irrelevant</a>	20 min.
	Case 2: Sole-Smith (2016) "Consider the Cable Guy" <i>Slate.com</i> <a href="http://www.slate.com/articles/business/the_grind/2016/04/more_cable_and_internet_installers_are_independent_contractors_and_the_hours.html">http://www.slate.com/articles/business/the_grind/2016/04/more_cable_and_internet_installers_are_independent_contractors_and_the_hours.html</a>	8 pages
1-Nov	<b>Building worker skills</b>	
	Cappelli, P. (2008) "Talent Management for the 21 <sup>st</sup> Century" <i>Harvard Business Review</i> , 86(3), 74-81.	7 pages
	Davidson, A (2012) "Making It in America", <i>The Atlantic Monthly</i> . <a href="http://www.theatlantic.com/magazine/archive/2012/01/making-it-in-america/308844/">http://www.theatlantic.com/magazine/archive/2012/01/making-it-in-america/308844/</a>	15 pages
	Case: Chatterjee, J (2011) "Dynamic Capability Development Through Human Capital Upgrading at Infosys Technologies." <i>Wharton School of the University of Pennsylvania</i> .	11 pages
3-Nov	<b>Work/life balance</b>	
	Michel, A. (2012). "Transcending Socialization: A nine-year ethnography of the body's role in organizational control and knowledge workers' transformation". <i>Administrative Science Quarterly</i> . ONLY section "Organizational Controls", pages 336-340, is required!	4 pages
	Slaughter, A. (2012) "Why Women Still Can't Have it All" <i>The Atlantic</i> . <a href="http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/">http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/</a>	10 pages

	Perlow, L. and J. Porter (2009) "Making Time Off Predictable -- and Required" <i>Harvard Business Review</i> .	7 pages
	Case: Behfar, K. and J. Bodily, (2015) "Why Is the Universe Against Me?" <i>Darden School of Business</i> . UV7030-PDF-ENG	8 pages
8-Nov	<b>Discrimination at work</b>	
	"Statistics that Hurt: Racial Discrimination Still Affects Minority Wages" (2014) <i>Kellogg Insight</i> . Based on the research of Fryer, Pager, and Spenkuch (2011) <a href="http://insight.kellogg.northwestern.edu/article/statistics_that_hurt">http://insight.kellogg.northwestern.edu/article/statistics_that_hurt</a>	2 pages
	Walton, A. (2014) "Think You're Not Racist?" <i>Chicago Booth Review</i> . <a href="http://review.chicagobooth.edu/magazine/summer-2014/think-youre-not-racist">http://review.chicagobooth.edu/magazine/summer-2014/think-youre-not-racist</a>	6 pages
	Dobbin, F. and A. Kalev, (2015) "Why Diversity Management Backfires (and How Firms Can Make It Work)" <a href="http://ethics.harvard.edu/blog/why-diversity-management-backfires-and-how-firms-can-make-it-work">http://ethics.harvard.edu/blog/why-diversity-management-backfires-and-how-firms-can-make-it-work</a>	4 pages
	Sherry, Maureen (2016) "A Colleague Drank My Breast Milk and Other Wall Street Tales" <i>New York Times</i> , January 23, 2106. <a href="http://www.nytimes.com/2016/01/24/opinion/a-colleague-drank-my-breast-milk-and-other-wall-street-tales.html?_r=0">http://www.nytimes.com/2016/01/24/opinion/a-colleague-drank-my-breast-milk-and-other-wall-street-tales.html?_r=0</a>	1 pages
	US Equal Employment Opportunity Commission, (undated) "EEO Is the Law". <a href="https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf">https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf</a>	3 pages
9-Nov	<b>Test #2</b>	
10-Nov	<b>(optional group meetings during class time)</b>	
15-Nov	<b>Employment systems: Germany</b>	
	Case: Trumbull, G. and J. Schlefer (2016) "The German Export Engine". <i>Harvard Business School</i> . 715045-PDF-ENG	14 pages
17-Nov	<b>Employment systems: India</b>	
	Cappelli, P (2011) "India's Management Mindset" <i>SHERM</i> <a href="https://www.shrm.org/publications/hrmagazine/editorialcontent/2011/0811/pages/0811cappelli.aspx">https://www.shrm.org/publications/hrmagazine/editorialcontent/2011/0811/pages/0811cappelli.aspx</a>	1 page
	Case: Saini, D (2006) "Honda Motor Scooters India" <i>University of Hong Kong</i> , HKU624-PDF-ENG.	14 pages
22-Nov	<b>Group project work day</b>	

29-Nov	<b>Group project presentations</b>	
1-Dec	<b>Group project presentations</b>	
6-Dec	<b>Globalization and the private governance of labor</b>	
	Locke, R. (2013) "Can Global Brands Create Just Supply Chains?" <i>Boston Review</i> . <a href="http://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke">http://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke</a>	9 pages
	Case: Quelch, J. and M. Rodriguez (2015) "Rana Plaza: Workplace Safety in Bangladesh" <i>Harvard Business School</i> 514034-PDF-ENG.	14 pages
8-Dec	<b>Migration and work</b>	
	Saxenian, A (2002) "Brain Circulation: How High-Skill Immigration Makes Everyone Better Off" <i>The Brookings Review</i> . Winter 2002 Vol.20 No.1 pp. 28-31	3 pages
	Ruiz, N (2012) "Demand for H-1B Immigrant Workers in U.S. Metropolitan Areas: Remarks by Neil Ruiz" <a href="http://www.brookings.edu/research/speeches/2012/07/18-h1b-visas-labor-immigration-ruiz">http://www.brookings.edu/research/speeches/2012/07/18-h1b-visas-labor-immigration-ruiz</a>	2 pages
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<b>TBD</b>	<b>FINAL EXAM</b>	