OCCUPATIONAL SAFETY AND HEALTH ONLINE - SUMMER 2014

Rutgers University

School of Management and Labor Relations

Labor Studies and Employment Relations Department Course Number: 37:575:338 Sections T1 and T2

Instructor: Carmen Martino Email: cthndrrd@verizon.net

Phone Number: 609-567-9380 Cell: 609-513-3504

Note: The syllabus may be revised during the course. Students will be apprised of all changes.

Course Description:

Work has an impact on physical and psychological health. In this course, students will explore the health and safety issues of various types of work. Students will gain an understanding of the current state of occupational safety and health in the United States and globally including the enforcement of laws regulating occupational safety and health and the roles of workers, unions, and employers. The historical, economic, and cultural forces contributing to and inhibiting solutions to occupational safety and health problems will be analyzed.

Course Expectations:

This course requires that you:

- Complete the Week 1 **Intro Assignment**;
- Write an Occupational Safety and Health (OSH) Family History Paper;
- Write an occupational safety and health **Case Study**;
- Produce a **Poster Presentation** of your Case Study
- Complete all required course readings and video viewings; and
- Participate and complete eight Weekly Forums.

Learning Goals and Objectives:

How does this course meet the Labor Studies and Employment Relations (LSER) Department's overall learning objectives?

- Analyze a contemporary global issue in labor & employment relations from a multidisciplinary perspective
- Analyze issues of social justice related to work across local and global contexts
- Work productively in teams, in social networks, and on an individual basis

What are the learning objectives for this course?

- Gain a historical, economic, and organizational perspective of OSH;
- Investigate current OSH problems and solutions;

- Identify the forces that influence OSH; and
- Demonstrate the knowledge and skills needed to identify and advance safe, healthy work for oneself or others.

Required Books and Videos:

You are not required to purchase books. Materials such as book chapters, articles, and audio or visual clips will be available in e-college.

Evaluation:

Grades will be based on each of the following activities:

Course Activities	Points
Intro Assignment	25
OSH Family History Paper	150
Forums (1@ 25 points plus 7 @ 50 points)	375
Case Study (proposal, draft, final submission)	350
Poster Presentation of Case Study	100
Total	1000

GRADING SCALE (%):

 $\begin{array}{lll} A & 90-100 \\ B+ & 85-89 \\ B & 80-84 \\ C+ & 75-79 \\ C & 70-74 \\ D & 60-70 \\ F & <60 \\ \end{array}$

Forums

An important way to learn online is by participating in *forums*: a discussion group where students interact through a series of posts about a particular topic. Students can communicate their insights and thoughts in a *threaded discussion* pertaining to a topic, as well as learn from one another in the process. Threaded discussions are also a means for the instructor to identify whether or not a student comprehends required reading assignments. Forums include instructor-generated questions and student-to-student interaction.

Points have no "absolute meaning," – in the end, I will use my judgment in translating points into grades for the course. Implicitly, that means that grades are "curved" in the sense that they are comparative. The comparison is both to other students taking the class this semester and with those who took the class in the past.

Assessment of Online Forums

It is possible to earn up to 375 points in a total of eight forums. The first forum (Intro Forum) is worth 25 points and Forums 1-7 are worth 50 points each. Each forum is like a class discussion with a set of one or two discussion questions.

Forums are meant to be interactive and your contribution will be evaluated on a scale from minimally adequate to exceptional, with more typical responses being in the good to excellent range. The score reflects:

- How often you participated. Signing on three times to interact with other students regarding one of the questions is *minimally* adequate, whereas more extensive participation earns you more points.
- Was your participation interactive? Remember, this is a discussion it is better to demonstrate understanding of the ideas of others before going on to your own opinion than to just "splash" your own ideas onto the page and never really interact with others.
- Were your comments thoughtful and based on the readings? Did they reflect an accurate understanding of the material being discussed or were they riddled with errors regarding the course material.
- Were your opinions backed up with personal experience or other types of evidence? Did you draw on readings from other courses, current news, or online sources of information in a manner that contributes to the discussion?
- Were your comments expressed clearly and appropriately? Do they show mastery of persuasive written English? *Please do not "flame" in these forums; be courteous of others who will be reading your comments.*

Keep current – avoid being late!

This is an interactive class – you need to keep current in the readings, viewings, and discussion forums to effectively interact with others in the class. You can only participate in forums when they are open.

You should inform me of serious personal emergencies that arise – for instance, hospitalization that makes it impossible to get online. A trip associated with your job is not such an emergency, nor is a problem with your personal computer. There are many ways to get online in hotels, in campus computing facilities, or public libraries. An online class is somewhat flexible with regard to your schedule but you must be responsible for managing your time and for getting online each week no matter what else is going on in your life. In general, I recommend that you sign into the class AT LEAST 3 times a week and that you check your Rutgers email each day.

For more information on forums refer to the Forum Guidelines document in e-college.

Writing Assignments:

Students will write two papers – the OSH Family History (150 points) and an OSH case study (350 points). Case study instructions will be provided in a separate document.

Grading Criteria for Written Submissions (paper, case study, and forums):

Content. Writing should reflect careful, thorough consideration of the topic. Writing should also demonstrate careful reading of the course material and cite all sources that were consulted when preparing the assignment. Papers should have a clear thesis statement and a strong conclusion.

Mechanics. Writing should demonstrate college level competence in grammar and style. Students with unsatisfactory writing skills will be encouraged to seek additional assistance from tutorial resources.

Late submissions:

- 25% point deduction for late submissions up to one week after due date
- 50% point deduction for late submissions more than one week and up to two weeks after the due date
- No points will be given for late submissions in excess of two weeks
- Forums posts will not be accepted once the forum is closed and the discussion is over

Extra credit:

No extra credit assignments will be allowed except in extraordinary circumstances.

Honor Code and Academic Integrity:

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any such issues will be submitted to the Dean of the Labor Studies and Employment Relations Department, as appropriate. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

Students are expected to abide by the Rutgers University Code of Student Conduct. They are to conduct themselves with honesty and integrity.

Review the Rutgers' academic integrity statement at this link:

http://ctaar.rutgers.edu/integrity/policy.html

Most academic integrity problems that arise are not intentional but are the consequence of failing to appropriately and carefully cite sources. Avoid plagiarism or other violations of academic integrity! Your written work (forums, papers, and the case study) will be submitted to "Turnitin.com" to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

Unit 1		Building a Foundation for Study
Week 1 5/27- 6/2	Course Overview Intro Worksheet OSH Family History Paper and Forum Intro's	Introduction Complete and submit introduction worksheet to instructor in drop box - due 6/2. Forum Intro's – closed at 11:59 PM on 6/3 Begin OSH Family History Paper
Week 2 6/3- 6/9	Historical OSH Overview Learning objective: Review historical events from an OSH perspective.	Viewings: Caruso, D. 2009. The Cloth Inferno- The Triangle Shirt Waist Factory Fire (9:18). OSHA. 1970. Can't Take No More (26:57). Jeffries, M. 2007. U.S. Child Labor 1908 – 1920 (9:22). Readings: Brodeur, P. 1968. Reporter at Large - The Magic Mineral. The New Yorker. Walsh-Healey Contracts Act. Course document. Assignment: Family OSH History Paper due June 10, 2014 in the Drop Box by no later than 11:59 PM
Week 3 6/10- 6/16	OSH Concepts Learning Objective: Comprehend and interpret the basic principles and concepts of OSH, including frequently used terms.	Viewings: Alice Hamilton. TED Talk. Dr. Snow. The Scientific Method Made Easy. Readings: ILO Encyclopedia of OSH, Chapter 30, Occupational Hygiene: Goals, Definitions and General Information. NIOSH. Take Home Toxins. Interview with Mike Bennett – Course Document Walsh-Healey Public Contracts Act – Course Document Assignment: Forum #1 – closed at 11:59 PM on 6/16 Receive case study assignment instructions – 6/10
Week 4 6/17- 6/23	OSH Power Dynamics Learning Objective: Identify the forces influencing OSH and analyze those forces.	Viewings: Popcorn Lung Parts I and II. Reading: New York Times Article: OSHA leaves worker safety in the hands of industry Assignment: Forum #2 — closed at 11:59 PM on 6/23 Case study topic proposal due 6/23
Unit 2		Regulatory Realities
Week 5 6/24-	OSH Act and OSHA	Viewings: PBS, FRONTLINE. A Dangerous Business Revisited. Safety at Work

6/30	Learning objective: Gain an understanding of the scope of the OSH Act and the role of OSHA.	OSHA Inspections 1994. Lockout/Tagout Safety Training. Right to Refuse Work. Readings: CATO Institute. Handbook for Congress: Occupational Safety and Health Administration. Silverstein, M. 2008. Getting Home Safe and Sound: The Occupational Safety and Health Administration at 38. American Journal of Public Health. Assignment: Forum #3 – closed at 11:59 PM on 6/30 Receive case study topic proposal approval- 6/24-6/30
Week 6 7/1- 7/7	Economics Learning Objective: Learn how market theory impacts work safety and health and analyze the effects of economics on injuries, illnesses, and fatalities.	Viewings: PBS, NOVA. Mind Over Money. Readings: Levenstein, C. and Dunn, M. 2005. Show Me the Money: Cost-Benefit Analysis in the Work Environment. New Solutions: A Journal of Environmental and Occupational Safety and Health Policy. Rosner, D. 2000. When Does a Worker's Death Become a Murder? American Journal of Public Health. Assignment: Engage 44 14 E0 RM on 7/7
		Forum #4 – closed at 11:59 PM on 7/7 Work on Case Study Drafts
Unit 3		Change and Progress
Week 7 7/8- 7/14	Right to Know and Workplace Health & Safety Committees Learning Objectives: Gain an	BP Gulf Oil Disaster Viewings: PBS, FRONTLINE. The Spill. Readings: Bingham, Eula. 1983. Right to Know Movement. American Journal of Public Health.
	understanding of the role information plays in occupational safety and health and learn how to access health and safety information. Examine the role of health and safety committees.	ILO Encyclopedia of Occupational Safety and Health. From Chapter 23: <i>The COSH Movement and Right to Know.</i> Schor, E. 2010. Twin BP Disasters Complicate Push for Safety. New York Times. Assignment: There is not a forum to participate in this week. You should use this week to complete the draft of your case study paper. Case Study Drafts are due 7/14 at 11:59 PM
Week 7 (Optional)	Workers' Compensation	Videos: New York Times video: The World of Hurt: The Examination. (5:20): http://video.nytimes.com/video/2009/03/31/nyregion/1194838956105/a-world-of-hurt-the-
7/8- 7/14	(Note: This is optional reading and viewing and will not be included in any	examination.html Nimitz High School (2008). Video: Workers' Compensation History. (10:09) Retrieved from: http://www.youtube.com/watch?v=UcE6GJ05W0o Readings:
	forum discussions)	Calderone, P. (2011). <i>NJ Workers' Compensation Program: A Century of Cooperation, Innovation</i> . New Jersey Law Journal.

Week		
8	Linkages –	Readings:
7/15-	Unions and the	ILO Encyclopedia of Occupational Safety and Health. Kohler, L. 1998. Environment and the World of
7/21	Environmental	Work: An Integrated Approach to Sustainable Development, Environment, and the Work Environment.
	Movement	
	Learning Objective: Identify occupational	
	safety and health	Assignment: There is not a forum to participate in this week.
	partnerships and critique their	Receive Case Study Draft Feedback 7/15 – 7/21
	effectiveness.	neceive case study brait recuback 7/15 7/21
Week	Tripartite	Readings:
9	Responsibilities	European Agency for Safety and Health at Work. 2007. National economics and safety and health fact
7/22-	and Solutions	sheet.
7/28		Kleinman, G. 1984. Occupational Health and Safety: The Swedish Model. Journal of Occupational
	Learning Objective: Identify the roles of	Medicine.
	government,	WILD 4004 5 C . OSUA TI D I SUL VII
	employers, and unions in	Weil, D. 1991. Enforcing OSHA: The Role of Labor Unions. Journal of Industrial Relations.
	occupational	Assignment:
	health and analyze	Forum #5 – closed at 11:59 PM on 7/28
	global efforts to improve work safety	
	and health.	Conclude Case Study Draft Feedback 7/22 – 7/28
		Begin work on case study poster presentations (due 8/5)
Unit 4		21 st Century Work
Week 10	Globalization	OSH and Globalization
7/29-	Learning Objective:	Readings:
8/4	Identify occupational	
	safety and health	Lowenson, R. (2001). Globalization and Occupational Health: A Perspective from Southern Africa.
	partnerships and critique their	Bulletin of the World Health Organization.
	effectiveness	
		Tofani, L. (2007). Chinese Workers Lose Their Lives Producing Goods for America. Salt Lake City
	0-!!!	
l	Gain a global	Tribune.
	perspective of occupational safety	
	perspective of	Tribune. New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers.
	perspective of occupational safety	
	perspective of occupational safety	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers.
	perspective of occupational safety	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart.
	perspective of occupational safety	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4 Work on and complete Case Study 7/29 – 8/4
	perspective of occupational safety	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4
Week	perspective of occupational safety	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4 Work on and complete Case Study 7/29 – 8/4
Week 11	perspective of occupational safety and health.	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4 Work on and complete Case Study 7/29 – 8/4 Work on and complete Case Study Poster Presentation
11 8/5-	perspective of occupational safety and health. Evaluation Week Learning objective:	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4 Work on and complete Case Study 7/29 – 8/4 Work on and complete Case Study Poster Presentation Assignments: Case study and case study presentation due Tuesday, 8/5, 11:59 PM – submit final version of case study to instructor and submit virtual poster presentation to group for critique
11	perspective of occupational safety and health. Evaluation Week	New York Times: Fatal Fire in Bangladesh Highlights the Dangers Facing Garment Workers. New York Times: Contractor Responsible for Fatal Fire in Bangladesh Produced Goods for Walmart. Assignment: Forum #6 – closed at 11:59 PM on 8/4 Work on and complete Case Study 7/29 – 8/4 Work on and complete Case Study Poster Presentation Assignments: Case study and case study presentation due Tuesday, 8/5, 11:59 PM – submit final version of case study

Readings:

Note: The readings and viewings contained in the syllabus may be changed or augmented.