

Occupational Safety and Health Online Syllabus
Spring Semester 2011, 11/5/2010 Version

OCCUPATIONAL SAFETY AND HEALTH ONLINE – PRELIMINARY SYLLABUS – SUBJECT TO CHANGE
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Rutgers University
School of Management and Labor Relations
Spring Semester 2011

Course Number:

Instructor:

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

Course Description:

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.

Learning Goals and Objectives:

How does this course meet the School of Arts and Sciences (SAS) learning goals?

- I. 21st Century Challenges
 - Analyze a contemporary global issue from a multidisciplinary perspective.
 - Analyze the relationship that science and technology have to a contemporary social issue.
 - Analyze issues of social justice across local and global contexts.
- II. Cognitive Skills and Processes
 - Communicate complex ideas effectively, in standard written English, to a general audience.

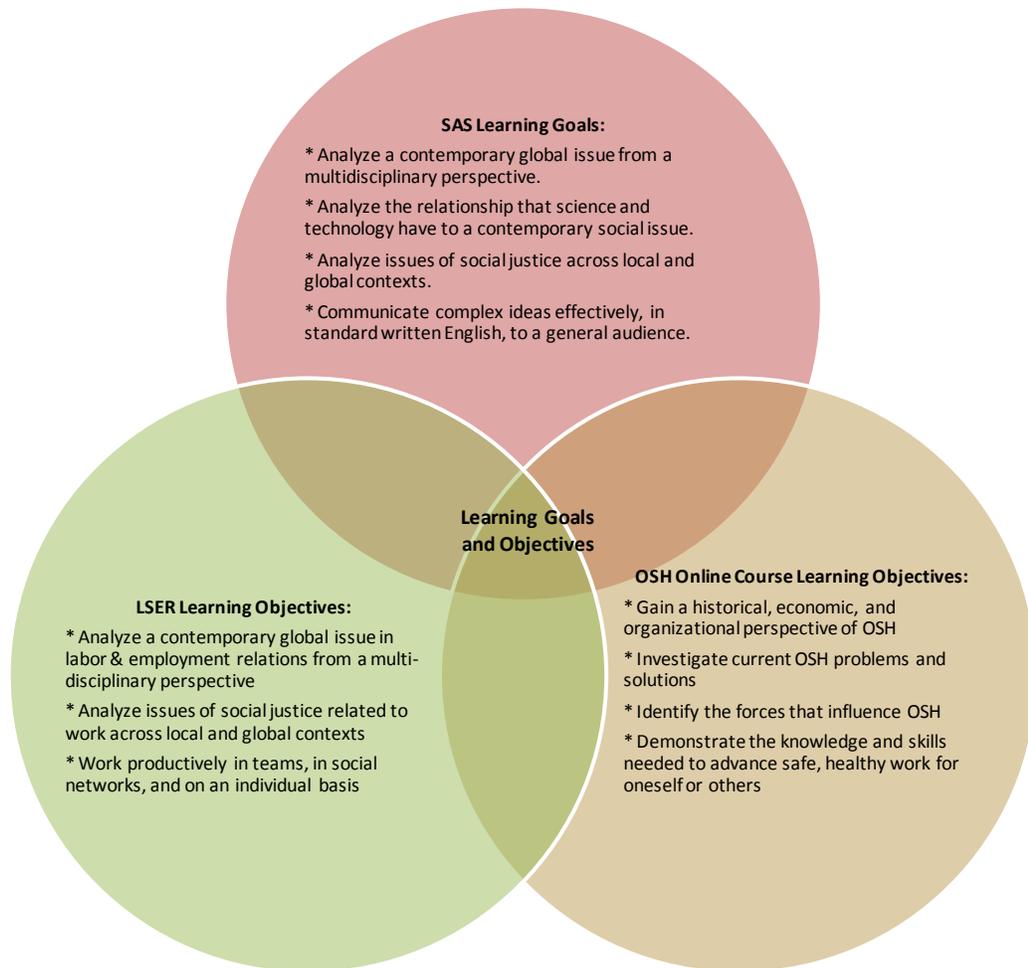
How does this course meet the Labor Studies and Employment Relations (LSER) Department's overall learning objectives?

- 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

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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.



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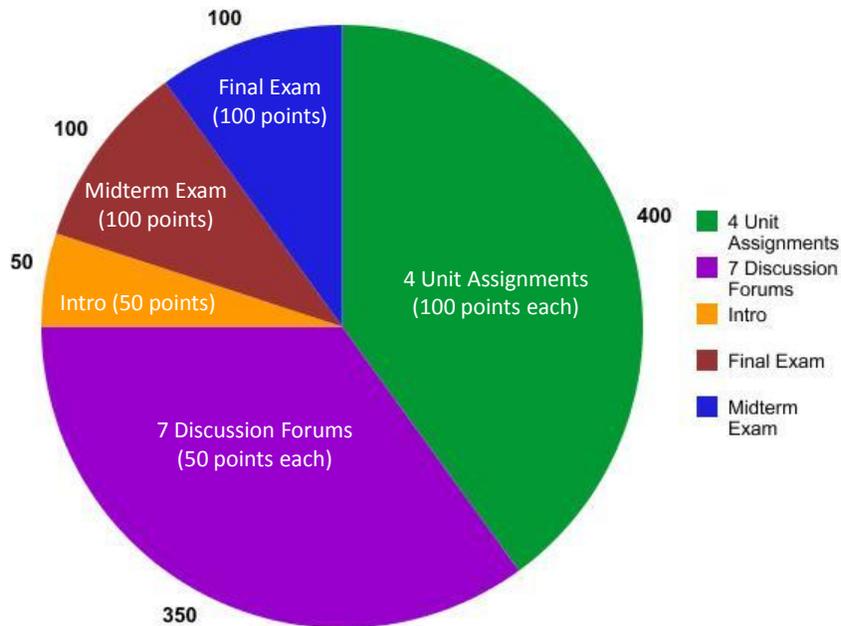
Required Books and Videos:

Students are not required to purchase books. Materials such as book chapters, articles, and audio or visual clips will be made available in e-college. Students may need to rent or borrow two videos during the semester.

Evaluation:

Grades will be based on each of the following activities:

Value	Points
Introduction assignment	50
Online discussion forums (7 – 50 points each)	350
Unit assignments (4 – 100 points each)	400
Mid-term exam	100
Final exam	100
Total	1000



GRADING SCALE (%):

A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 70
F	< 60

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Forums:

An important way to learn on-line 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, the instructor will use 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.

Keep current – avoid being late!

This is an interactive class – you need to keep current in the reading and forums so that you can interact with others in the class. For full credit, you need to participate in a forum in the week that it is open and hand in the written questions on the readings on the day that they are due. However, you may participate in a forum for “half credit” or submit written questions for “half credit” in the following week only.

You should inform the instructor 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 if 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 email each day.

Assessment of online forums

It is possible to earn up to 350 points by excellence in participation in each of eight forums (each forum is worth 50 points). The forum is like a class discussion with a set of two questions.

A forum is an interactive discussion 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 by 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.*

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Unit Assignments:

Students will complete four assignments (worth 100 points each) for a total of 400 points. Most assignments will allow students flexibility in demonstrating mastery of the unit material.

Midterm and Final Exam:

The midterm exam (100 points) and the final exam (100 points) will be cumulative, covering concepts and competencies students learned throughout the semester. Exams will consist of true/false, multiple choice, matching, short answer, and essay questions.

Grading Criteria for Written Submissions:

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. All papers should have a clear thesis statement and a strong conclusion.

Mechanics. Student 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.

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.

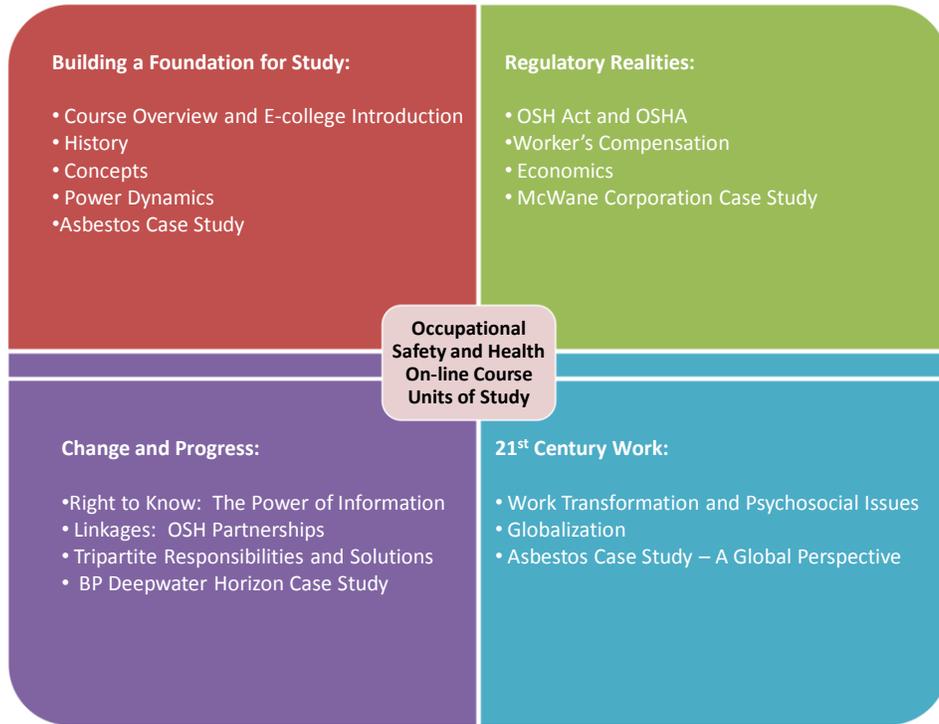
Students are expected to abide by the Rutgers University Code of Student Conduct. They are to conduct themselves with honesty and integrity.

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, unit assignments, midterm exam, and final exam) 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.

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Unit 1	Building a Foundation for Study	
Week 1 1/19-1/25	Course Overview and Introductions	Introductions: submit in Doc.Sharing-due 1/22, 11:59 PM submit form to instructor in drop box-due 1/25, 11:59 PM
Week 2 1/26-2/1	History	Unit Assignment #1
Week 3 2/2-2/8	Concepts:	Forum #1
Week 4 2/9-2/25	Power Dynamics	Forum #2
Unit 2	Regulatory Realities	
Week 5 2/16-2/22	OSH Act and OSHA	Forum #3

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Week 6 2/23- 3/1	Workers Compensation	Forum #4
Week 7 3/2- 3/8	Economics	Unit Assignment #2
Unit 3	Change and Progress	
Week 8 3/9- 3/15	Right to Know	No submission this week – readings only
3/12- 3/20	Spring Recess	No class
Week 9 3/23- 3/29	Midterm Review	Forum #5 Midterm Exam
Week 10 3/30- 4/5	Linkages	Forum #6
Unit 4	21st Century Work	
Week 11 4/6- 4/12	Tripartite Responsibilities and Solutions	Unit Assignment #3
Week 12 4/13- 4/19	Globalization	Unit Assignment #4
Week 13 4/20- 4/26	Work Transformation and Psychosocial OSH Issues	Forum #7 Review for Final Exam
Week 14 4/27- 5/1	Final Exam	

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Readings:

Note: Reading list may be changed as new articles are published or as new occupational safety and health issues are in the news.

Brodeur, P. 1968. *Reporter at Large - The Magic Mineral*. The New Yorker.
Walsh-Healey Contracts Act – Course Document

ILO Encyclopedia of OSH, Chapter 30, *Occupational Hygiene: Goals, Definitions and General Information*.
Interview with Mike Bennett – Course Document

New Solutions: A Journal of Environmental and Occupational Safety and Health Policy. 2010. *Asbestos is Still with Us: A Repeat Call for a Universal Ban*.

Chrysotile Institute on asbestos.

NIOSH. *Take Home Toxins*.

Silverstein, M. 2008. *Getting Home Safe and Sound: The Occupational Safety and Health Administration at 38*. American Journal of Public Health.

CATO Institute. *Handbook for Congress: Occupational Safety and Health Administration*.

Lipton, E. 2010. *With Obama, Regulations are Back in Fashion*. New York Times.

Miller, Joshua. 2009. *Obama's OSHA Nominee Will Be Bad for Business, Critics Say*. Fox News.com

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.

Fortune Magazine. May 10, 2010. *Oil Company Safety Records a Black Hole*.

European Agency for Safety and Health at Work. 2007. *National economics and safety and health fact sheet*.

Bingham, Eula. 1983. *Right to Know Movement*. American Journal of Public Health.

ILO Encyclopedia of Occupational Safety and Health. *Right to Know: The Role of Community Based Organizations*.

ILO Encyclopedia of Occupational Safety and Health. From Chapter 23: *The COSH Movement and Right to Know*.

ILO Encyclopedia of Occupational Safety and Health. Kohler, L. 1998. *Environment and the World of Work: An Integrated Approach to Sustainable Development, Environment, and the Work Environment*.

Williams, Pat. 2005. *Where Were the Unions for Libby?* Helena Independent Record.

Schor, E. 2010. *Twin BP Disasters Complicate Push for Safety*. New York Times.

Kleinman, G. 1984. *Occupational Health and Safety: The Swedish Model*. Journal of Occupational Medicine.

Weil, D. 1991. *Enforcing OSHA: The Role of Labor Unions*. Journal of Industrial Relations.

Andrews, B. et al. 2008. *Hooked on a Feeling: Emotional Labor as an Occupational Hazard in the Post-industrial Age*. New Solutions: A Journal of Occupational Safety and Health Policy

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