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 and 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 role 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. Students will also examine how aspects of work interact with race/ethnicity, social/economic class, immigration status, and gender to create workers’ health and safety outcomes.

Learning Objectives

Labor Studies and Employment Relations Department
- Apply employment relations concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal II) Assessment: quizzes

School of Management and Labor Relations
- Analyze the degree to which forms of human difference shape a person’s experience of work. (Goal V) Assessment: discussions
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI) Assessment: discussions

Course Grading
A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=60-69; F=59 and lower

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percent of course total</th>
<th>Points that can be accrued</th>
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<tbody>
<tr>
<td>Week 1 assignments</td>
<td>4</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Paper</td>
<td>1</td>
<td>20%</td>
<td>200 points</td>
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<tr>
<td>Online discussions</td>
<td>3 @ 150 points each</td>
<td>45%</td>
<td>450 points</td>
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<tr>
<td>Exams</td>
<td>2 @ 150 points each</td>
<td>30%</td>
<td>300 points</td>
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<tr>
<td>Total</td>
<td></td>
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<td>1,000 points</td>
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Points have no absolute meaning, and 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. In addition, I may increase or decrease a grade for exceptional (positive or negative) class participation and performance – ordinarily by one level (e.g., between B and B+). Grading rubrics for each assignment are available on Canvas. Extra credit is not offered in this course.

Online discussions – 3 @150 points each
In the first week of each online discussion students will prepare and submit an initial post. In the second week of the discussion, students will read group members’ posts and communicate their questions, insights, analysis, and conclusions in a threaded discussion. Each discussion will require preparing a brief topic presentation such as writing a paper, creating a presentation, or other task to share with group members. The Online Group Discussion Guidelines and Grading Rubric document provides an in-depth explanation of how to successfully participate in the online discussions and how the discussions are evaluated. Late submissions of up to one week without an approved excuse will be assessed a point penalty as specified in the assignment grading rubric. Late submissions of more than one week will not be accepted unless special permission has been granted.

Paper – 200 points
Write a paper on a work-related disaster. Late submissions of up to one week will be assessed a 20% point penalty. Late submissions of more than one week will not be accepted unless special permission has been granted.

Exams: 2 @ 150 points each
Timed exams of 90 minutes include true/false, matching, multiple choice, fill-in-the-blank, short answer, and essay questions. Exams are noncumulative and must be taken online on the Canvas course site during the open period. Collaboration is not allowed, but they are open book. Make-up exams taken within one week of the due date will be assessed a 25%-point penalty. Make-up exams of more than one week will not be allowed unless special permission has been granted.

Class participation
This is an interactive class; students need to stay on track to effectively interact with others in the class. I should be informed of personal situations or emergencies that interfere with class participation. As soon as a problem arises, email me. An online class provides schedule flexibility, but students are responsible for managing their time and participating in class every week.

Contributing to the learning environment
Students are expected to contribute to the creation of an environment that fosters mutual respect, courtesy, and civility by adherence to class norms for discussion, debate, and all interpersonal interaction. Expressions of hatred or contempt based on race, color, national and ethnic origin, age, gender and gender identity, religion, sexual orientation, marital status, or disability will not be overlooked, nor will they be tolerated.
Course communications
Students are responsible for accessing course materials on Canvas and participating as instructed. Rutgers email and Canvas email should be checked frequently throughout the study week for class announcements or updates. Automatic email and announcement notifications are available on Canvas. Students are responsible for promptly replying to emails that request a response. Please inform me of emergencies or problems that are likely to affect your participation or performance in the course. The sooner I know, the easier it will be to develop a plan to keep up with the course work.

Class cancellations
Because this is a fully online course, most Rutgers class cancellations will not affect virtual class attendance and participation.

Academic Integrity
Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. Academic integrity is also a shared value; administration, faculty, and students each play a vital part in promoting, securing, and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty, and students each play a vital part in promoting, securing, and nurturing it. See the Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/

From the Office of Disability Services
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Rutgers’ Resources for Success
The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.
### Technical Assistance

**Helpdesk:** Rutgers Office of Information and Technology  
**Email:** [https://it.rutgers.edu/help-support](https://it.rutgers.edu/help-support)  
**Call:** 833-OIT-HELP

### Class Outline by Week

*Subject to change* – always refer to Canvas for the most up to date information

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation to the Course and Introductions</td>
<td>Week 1 tasks due – 9/19</td>
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</table>
|      | A Look Back: Work Safety and Health History | *Case: Triangle factory fire*  
Discussion #1 – initial post due 9/26  
Submit Week 1 tasks by 9/19 |
| 3    | Occupational Safety and Health Concepts | *Case – On the trail of an epidemic: cholera in 1831 London*  
Continue Discussion #1 – initial post due 9/26 |
| 4    | The Occupational Safety and Health Act and the Occupational Safety and Health Administration (OSHA) | *Case - Change at McWane foundries*  
Continue Discussion #1 – make replies – ends 10/3  
Disaster paper assigned – due 11/7 |
| 5    | Work Health and Safety: Policy, Politics, and Power | *Case - Diacetyl and popcorn workers’ lung*  
Discussion #2 – initial post due 10/10 |
| 6    | The Economics of Worker Safety and Health | *Case – The BP gulf disaster*  
Continue Discussion #2 – closes 10/17 |
<p>| 7    | Evaluation Week | Exam #1 – Opens Wednesday, 10/18 and closes Tuesday, 10/24 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Case:</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>10/25-10/31</td>
<td>Right to Know and Workers’ Compensation</td>
<td>Toms River, NJ contamination</td>
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<tr>
<td>9</td>
<td>11/1-11/7</td>
<td>Protecting Workers’ Psychological Health</td>
<td>Post-traumatic stress disorder in front-line essential workers</td>
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<td>Paper due – 11/7</td>
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<tr>
<td>10</td>
<td>11/8-11/14</td>
<td>Ethics in Work Safety and Health</td>
<td>Ethical decision making in the pandemic – workers, vaccines, and the ‘duty to serve’</td>
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<td>Discussion #3 – initial post due 11/21</td>
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<tr>
<td>11</td>
<td>11/15-11/21</td>
<td>Work Health and Safety in a Changing Climate</td>
<td>Fighting the Canadian wildfires</td>
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<td></td>
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<td></td>
<td>Discussion #3 – closes 11/21</td>
</tr>
<tr>
<td>12</td>
<td>11/22, 27 and 28</td>
<td>Safety and Health in the Entertainment Industry</td>
<td>Collegiate football players – students or employees?</td>
</tr>
<tr>
<td>13</td>
<td>11/29-12/5</td>
<td>Global Work Safety and Health</td>
<td>The global supply chain and worker health and safety</td>
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<tr>
<td>14</td>
<td>12/6-12/12</td>
<td>Evaluation Week</td>
<td>Complete 2 course evaluation surveys</td>
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<td></td>
<td></td>
<td>Exam #2 – opens Wednesday, 12/6 and closes Monday, 12/12</td>
</tr>
</tbody>
</table>

**Readings**

*Note: This reading list will change. It is included in the syllabus to give students an idea of the type of readings that will be assigned.*


Alcarez, X. (March 2022) What to expect under the Biden Administration. *Environmental Health Safety Today.*


European Agency for Safety and Health at Work. (2001). *Corporate responsibility and safety and Health at work*.


Pasani, Joseph & Olsen, Alexandria. (20 July 2020). As companies keep workers in the dark on COVID-19 cases, some employees are turning into amateur sleuths to track virus cases. *Chicago Tribune.*


Stix, Gary. (10 September 2020) Emotional labor is a store clerk confronting a maskless customer. *Scientific American.*

Trumbull, Mark. (March 9, 2020). Why COVID-19 is likely to change globalization, not to reverse it. *Christian Science Monitor.*