Semester: Spring 2019
Course Title: Occupational Safety and Health
Course Day and Time: Wednesdays through Tuesdays
Location: Online
Course Instructor: Ashley Conway, Assistant Teaching Professor
Contact Information: Primary - use Canvas; secondary - aconway@smlr.rutgers.edu
Office Hours and Location: By arrangement
Text: Readings available on Canvas – no required text

Course Description

Federal and state regulatory laws and enforcement; the basic issues involved in safety and health at the workplace; and worker, union, and employer response to the issues. This is a fully online course; synchronous sessions are not required.

Learning Objectives

The student is able to:

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

School of Management and Labor Relations
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)

Additional course objectives from the Instructor
- Analyze the degree to which forms of human difference shape a person’s experience of work. (SMLR Goal V)
- Utilize information literacy skills

Class Outline by Week

The syllabus is 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 1/23-1/29</td>
<td>Orientation to the course and introductions</td>
<td>Academic Integrity quiz, introduction survey, group introductions – due 2/5</td>
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<tr>
<td>2 1/30-2/5</td>
<td>OSH history</td>
<td>Case: Triangle Shirtwaist factory fire</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>3 2/6-2/12</td>
<td>OSH Concepts</td>
<td>OSH family history paper – due 2/12</td>
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<tr>
<td>4 2/13-2/19</td>
<td>OSH policy, politics and power</td>
<td>Case-The contamination of Libby, MT</td>
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<td></td>
<td>Finish and submit the OSH family history paper – due 2/12</td>
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<td>Discussion #1 – initial post due 2/19</td>
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<tr>
<td>5 2/20-2/26</td>
<td>The OSH Act and OSHA</td>
<td>Case-Change at McWane Foundries</td>
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<td></td>
<td>Continue Discussion #1 – closes 2/26</td>
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<tr>
<td>6 2/27-3/5</td>
<td>The economics of safety and health</td>
<td>Case-BP oil disaster</td>
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<td></td>
<td>Quiz #1 – opens Sunday, 4/7; closes Monday, 4/8</td>
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<tr>
<td>7 3/6-3/12</td>
<td>Health and safety right-to-know and workers’ compensation</td>
<td>Case-TBD</td>
</tr>
<tr>
<td>8 3/13-3/15</td>
<td>OSH in emergencies and disasters</td>
<td>Case-9/11 response and recovery</td>
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</tbody>
</table>

Spring recess Saturday, 3/16 – Sunday, 2/24

8 3/25-3/26 | Continued: OSH in emergencies and disasters | Case-9/11 response and recovery

9 3/27-4/2  | Safety and health in the entertainment industry | Case-The NFL and traumatic brain injuries |
|            |                                            | Discussion #2 – initial post due 4/2       |
### Occupational Safety and Health Syllabus

**Rutgers School of Labor and Management Relations**  
**Labor Studies and Employment Relations**  
**Occupational Safety and Health Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Case</th>
<th>Additional Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4/3-4/9</td>
<td>Globalization and tripartite solutions to OSH problems</td>
<td>Case - the state of child labor</td>
<td>NOTE: you will be participating in Discussion #2 and taking Quiz #2 in Week 10</td>
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<td></td>
<td>Quiz #2 – opens Sunday, 4/7; closes Monday, 4/8</td>
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<tr>
<td>11</td>
<td>4/10-4/16</td>
<td>The psychosocial dimension of OSH</td>
<td>Case - sexual harassment and discrimination in media outlets</td>
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<td></td>
<td>Discussion #3 - initial post due 4/16</td>
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<tr>
<td>12</td>
<td>4/17-4/23</td>
<td>OSH and the environment</td>
<td>Case - Camp Fire firefighters in California</td>
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<td></td>
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<td></td>
<td></td>
<td>Continue discussion #3 - closes 4/23</td>
</tr>
<tr>
<td>13</td>
<td>4/24-4/30</td>
<td>The future of work and safety and health</td>
<td>Discussion #4 – initial post due Sunday, 4/28; discussion closes on Tuesday 4/30</td>
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<tr>
<td>14</td>
<td>5/1-5/6</td>
<td>Evaluation week</td>
<td>Quiz #3: opens Sunday, 5/5, 12:00 am; closes Monday, 5/6, 11:59 pm</td>
<td>Complete the Student Instructional Rating Survey (SIRS) online</td>
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</tbody>
</table>

**Course Assessment**

The following assignments will assess the course learning goals.

Apply employment relations concepts, and substantive institutional knowledge, to understanding contemporary developments related to work.  
*Exams 1 and 2*

Demonstrate an understanding of how to apply knowledge necessary for effective work performance.  
*Students will submit 4 online assignments and participate in online discussions*

Analyze the degree to which forms of human difference shape a person’s experience of work.  
*Family occupational safety and health history paper*

Utilize information literacy skills.  
*Students will access and evaluate information and appropriately apply citations in all work.*
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>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction assignment &amp; info literacy assignment</td>
<td>5 parts</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Family OSH History Paper</td>
<td>-</td>
<td>15%</td>
<td>150 points</td>
</tr>
<tr>
<td>Online discussions</td>
<td>4 @ 100 points each</td>
<td>40%</td>
<td>400 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2 @ 125 points each, 1 @ 150 points</td>
<td>40%</td>
<td>400 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,000 points</td>
</tr>
</tbody>
</table>

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 assignments are available on Canvas.

**Extra credit is not offered in this course.**

**Family occupational safety and health history paper**

A paper that chronicles your family occupational safety and health work history will be assigned early in the semester.

Late paper submission:

- 25% point deduction up to one week after the due date
- 50% point deduction more than one week and up to two weeks after the due date
- No points for late submissions in excess of two weeks

**Online discussions**

In online discussions students interact through a series of posts about a particular topic. Students can communicate their questions, insights, and conclusions 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 me to identify
students’ comprehension of the course content. Discussions include responding to instructor and student generated questions.

The *Online Group Discussion Guidelines and Grading Rubric* document (available on the course site in Canvas) provides an in-depth explanation of how to successfully participate in an online discussion and how the discussions are evaluated. Your posts will be evaluated on a scale from minimally adequate to exceptional, with more typical responses being in the good to excellent range.

As you review the class schedule, please note that there are four graded discussions held over the semester. Although the discussions are held online and are asynchronous (in other words, you don’t have to participate in “real time” at a specified date and time) they still require a time commitment. In this way, the discussions are much like signing up for a class with mandatory attendance. You are required to post on the discussion site multiple times during the weeks of study.

Each discussion requires preparing a critique, preparing a brief topic/issue presentation, writing a short paper or conducting online research to share with your assigned group. Failing to participate in a discussion during the open period will result in a 25% point penalty or zero points, depending on your participation history. *If you think this is a commitment that you cannot realistically make, then this class is not a good choice for you.*

**Quizzes**

The 3 non-cumulative quizzes include true/false, matching, multiple choice, fill-in-the-blank and short answer questions. The quizzes must be taken online in the Canvas course site during the open period (refer to course calendar). Make-up quizzes will be allowed for legitimate, documented, and verified reasons. Make-up quizzes without an approved excuse will be assessed a minimum of a 25% penalty.

**Class participation**

*Keep current and avoid being late* - This is an interactive class; you need to keep current to effectively interact with others in the class. You should inform me of serious personal emergencies that arise that makes it impossible to get online. Because this class does not meet face-to-face, a routine illness (such as a cold, stomach virus or “not feeling well”) is not considered a valid excuse for failing to participate in the class. Except for a truly serious illness, you are expected to log in to view course material, submit assignments, participate in online discussions, and take quizzes.
With the exception of a military deployment, work related scheduling conflicts are not considered an emergency, nor is a problem with your personal computer. There are many ways to get online in hotels, at campus computing facilities, public libraries, or cafes. Also, with the Canvas app for your smart phone you can attend much of the class without a computer.

A scheduling conflict related to athletic participation is not considered an acceptable excuse for late submission of an assignment, absence from a discussion or failing to take an exam. Athletes should plan the study week to accommodate practice, events, and event related travel.

An online class provides welcome schedule flexibility, but you are responsible for managing your time and participating in class every week no matter what else is going on in your life. In general, I recommend that you sign into the class at least four times a week and that you check your Rutgers email every day.

Contribute to the learning environment - You are expected to contribute to creating an environment that fosters respect and civility by adherence to class norms for discussion, debate, and all interpersonal interaction.

Course communications - You are responsible for accessing course materials on Canvas and participating as instructed. Students must maintain a functioning Rutgers e-mail address and should check it frequently throughout the study week for class announcements or updates.

Instructor communications - It is your responsibility to promptly reply to emails that request a response. You should inform me of emergencies or problems that are likely to affect your participation or performance in the course. The sooner I am informed, the easier it will be to develop a plan for you to keep up with the course work.

Class cancellations – Because this is a fully online course, Rutgers class cancellations will not affect participation. In the event of widespread loss of power and internet connectivity (e.g. power outages due to a hurricane or a blizzard), assignments should be completed off-line according to the syllabus. Loss of power or Internet service at your residence or problems with your personal computer are not acceptable reasons for failing to participate in class.

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's 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.

Readings   Note: This is a partial reading list. Always refer to the course site for updates and changes. Additionally, videos will be assigned throughout the semester.


