

## Common Course Outline

# LBST 108

## Labor Law I

3 Semester Hours

### The Community College of Baltimore County

**Description:** This course presents in detail the policies and procedures of The National Labor Relations Act, as it applies to the three major areas of labor relations: grievances, contract negotiations and organizing. Students will gain practical experience in filing NLRB charges and participating in Labor Board hearings. They will learn to apply the NLRB to their own workplaces and will explore the history of the law and its impact upon the development of the labor movement in the United States.

Prerequisites: LVR 2, LVE 2.

### Overall Course Objectives.

Upon completion of this course, a student will be able to:

- I. Explain the history of the National Labor Relations Act, including its major amendments,
- II. Identify the different functions of the NLRB as provided in the law,
- III. Assess the factors involved in filing a charge for alleged violations of the NLRA,
- IV. Distinguish the factors involved in preparation for a successful hearing,
- V. Prepare a complaint form and provide proper documentation,
- VI. Illustrate the importance of the NLRA in grievance handling and arbitration, especially the concept of “deferral,”
- VII. Evaluate the components of a Duty of Fair Representation (DFR) case,
- VIII. Identify the procedures for a “refusal to Bargain” dispute and
- IX. Evaluate the NLRB’s impact on new organizing

### Major Topics

- I. The history of labor legislation in the United States, beginning with the Statute of Laborers (1351), which established the principle of “concerted activity.”
- II. The development of labor legislation, with an emphasis on federal legislation, in the United States, from colonial times to 1935, including such events as The Cordwainers Trial (1809), *Commonwealth vs Hunt*, the Norris-Laguardia Act and The Railway Labor Act.

- III. The history of the National Labor Relations Act, including the Wagner Act (1935), and the Taft-Hartley (1947) and Landrum-Griffin (1959) amendments.
  - A. Understand the major sections of the law
  - B. Appreciate the importance of “case law”
- IV. The procedures of the National Labor Relations Board.
  - A. Understand the structure of the NLRB
  - B. Evaluate the administrative policies of the NLRB
  - C. Appreciate how to read the NLRB Weekly Summary
- IV. How to process a complaint with the NLRB, including preparation of evidence and witnesses, settlement discussions and trial preparation.
- V. How to file a representation petition with the NLRB
  - A. Prepare a petition, including bargaining unit information
  - B. Understand the difference between a contested petition, a stipulation or a consent election
  - C. Appreciate the law on the conduct of representation election campaigns
  - D. Evaluate the process for filing objections
- VI. The law and practices involved in a Duty of Fair Representation case.
  - A. Evaluate the history of “exclusive representation” under Section 9
  - B. Appreciate “D. F. R” cases since *Vaca v. Sipes*
- VII. The history and practices of Section 14(b)

### **Course Requirements**

Grading/exams: Grading procedures will be determined by the individual faculty member but will include the following:

- A written mid-term exam
- A written final exam
- Three class presentations on specific cases from the NLRB

### **Other course information**

Individual faculty members may include additional course objectives, major topics and other course requirements to the minimum expectations stated in the Common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in the growth in knowledge, attitudes and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups and portfolio evaluations. We

ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.