

Semester: **Fall 2018**
 Course Number and Sections: **37:575:338:90, 37:575:338:91**
 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

Week	Topic	Assignments
1 9/5 – 9/11	Orientation to the course and introductions	Academic Integrity quiz, introduction survey, group introductions – due 9/11
2 9/12 - 9/18	OSH history	<i>Case: Triangle Shirtwaist factory fire</i>

		OSH family history paper – due 9/25
3 9/19- 9/25	OSH Concepts	<i>Case-The contamination of Libby, MT</i> Finish and submit the OSH family history paper – due 9/25
4 9/26-10/2	OSH policy, politics and power	<i>Case-Regulating diacetyl</i> Week 4 discussion – initial post due 9/30, discussion closes 10/2
5 10/3-10/9	The OSH Act and OSHA	<i>Case-Change at McWane Foundries</i> Week 5 discussion – initial post due 10/7 discussion closes 10/9
6 10/10-10/16	The economics of safety and health	<i>Case-BP oil disaster</i> Week 6 discussion – initial post due 10/14, discussion closes 10/16
7 10/17-10/23	Health and safety right-to-know and workers' compensation	<i>Case-TBD</i> No discussion - study for Exam #1
8 10/24-10/30	Evaluation week – prepare for and take Exam 1	Exam 1 opens on Sunday, 10/28 at 12:00am Exam 2 closes on Monday, 10/29 at 11:59 pm
9 10/31-11/6	Safety and health in the entertainment industry	<i>Case-The NFL and traumatic brain injuries</i> Week 9 discussion – initial post due 11/4, discussion closes 11/6
10 11/7-11/13	Globalization and tripartite solutions to OSH problems	<i>Case- Foxconn City</i> Week 10 discussion – initial post due 11/11, discussion closes 11/13
11 11/14-11/20	OSH and the environment	<i>Case-South African firefighters in Canada</i> Week 11 discussion – initial post due 11/18, discussion closes 11/20

12 11/21 11/26- 11/27	Week 12 – OSH in Emergencies and Disasters Thanksgiving break 11/22 – 11/25	<i>Case-World Trade Center</i> Week 12 discussion –no replies required, initial post due 11/27, discussion closes 11/27
13 11/28-12/4	Work transformation and psychosocial OSH issues	<i>Case-FoxNews</i> Week 13 discussion initial post due 12/2, discussion closes 12/4
14 12/5-12/11	Evaluation week –prepare for and take Exam 2	Exam 2 opens Sunday, 12/9, 12:00 am Exam 2 closes Monday, 12/10, 11:59 pm Complete the Student Instructional Rating Survey (SIRS) online

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 participate in 7 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

Activity	Number	Percent of course total	Points that can be accrued
Introduction assignment & info literacy assignment	5 parts	5%	50 points
Family OSH History Paper	-	20%	200 points
Online discussions	7 @ 50 points each	35%	400 points
Exam 1	-	20%	200 points
Exam 2	-	20%	200 points
Total			1,000 points

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 seven 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 weekly 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 (at minimum 2 times) during the week of study. A discussion may require preparing a critique, preparing a brief topic/issue presentation, or conducting online research to share with your assigned group. Failing to participate in a discussion during the open period will result in 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.*

Note: One of the eight discussions may be skipped. If you choose to participate in all 8 discussions, the lowest discussion score will be dropped from the grade book at the end of the semester

Exams

Two non-cumulative exams include true/false, matching, multiple choice, fill-in-the-blank and short answer questions. The exams must be taken online in the Canvas course site during the open period (refer to course calendar). Make-up exams will be allowed for legitimate, documented, and verified reasons. Make-up exams without an approved excuse will be assessed a 25% penalty (50 points).

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 exams.

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 wide-spread 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.*

Broder, P. (1968, October 12). The Magic mineral. *The New Yorker*, p. 117.

Labaton, S. (2007, April 25). OSHA leaves worker safety in the hands of industry. *The New York Times*.

National Institute of Occupational Safety and Health. (1997) Protect your family: Reduce contamination at home. Publication #97-125.

Kniesner, T. & Leeth, J. (2001) Policy recommendations for the 107th Congress: Occupational Safety and Health Administration. *CATO Institute*.

Silverstein, M. (2008) Getting home safe and sound: The Occupational Safety and Health

Administration at 38. *American Journal of Public Health*, 98, 3, 416-423.

Weil, D. (2003) OSHA: Beyond the politics. Retrieved from:

<http://www.pbs.org/wgbh/pages/frontline/shows/workplace/osha/weil.html>

Dorman, P. (2000). The economics of safety, health, and well-being at work: An overview. *InFocus Program on SafeWork, International Labour Organization*. Retrieved from:

http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_110382.pdf

Kimes, M. (2010) Oil companies safety records: A black hole. *Fortune*. Retrieved from:

http://archive.fortune.com/2010/05/10/pf/oil_safety.fortune/index.htm

Levenstein, C. & 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*, 15 (3).

Rosner, D. (2000). When does a worker's death become a murder? *American Journal of Public Health*, 90(4): 535-540.

Bingham, E. (1983). Right to Know movement. *American Journal of Public Health*, 73(11): 1302.

Grabell, M. & Berkes, H. (2015). The demolition of Workers Comp. *ProPublica and National Public Radio*. Retrieved from <https://www.propublica.org/article/the-demolition-of-workers-compensation>

International Labor Organization. (2012) The COSH Movement and Right to Know. *Encyclopedia of Occupational Safety and Health, 4th Ed.* (59). Retrieved from

http://www.ilo.org/safework/info/publications/WCMS_113329/lang--en/index.htm

New Jersey Work Environment Council (2008). Still at risk: Protecting New Jersey jobs, families, and hometowns from toxic chemical disaster. Retrieved from

https://www.niehs.nih.gov/about/events/pastmtg/hazmat/assets/2008/wetp_fall_2008_works_hop_patel_1_508.pdf

Givhan, R. (2013, September 3). Is the fashion industry at a social crossroads? *New York Times*.

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

Loewenson, R. (2001). Globalization and occupational health: A perspective from Southern

Africa. Bulletin of the World Health Organization, 79(9). Published online at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2566652/pdf/11584735.pdf>

Adam-Poupart, A *et al.* (2013) The impact of climate change on occupational safety and health. Institut de recherche Robert-Sauvé en santé et en sécurité du travail (IRSST). Retrieved from <http://www.irsst.qc.ca/media/documents/PubIRSST/R-775.pdf>

Michaels, D. & Monforton, C. (2005) Manufacturing uncertainty: Contested science and the protection of the public's health and environment. *American Journal of Public Health*, Vol. 95, No. S1, pp. S39-S48.

Rich, M. & Broder, J. (2011, November 4). A debate arises on job creation and the environment. *New York Times*.