

## A Global Approach to the Study of Workplace Law: Looking Across (Real) National Borders To Move Beyond (Artificial) Substantive Ones

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*Timothy P. Glynn*

**Abstract:** In this essay, I explore how the study of comparative and international employment law provides students with an opportunity not only to learn about other legal regimes, but also to bridge the divide between employment law and other areas of regulation at home. In the corporate context in particular, it challenges students to reconceptualize the legal relationships among the firm's stakeholders – workers, managers, investors, and others. Thus, while there is obvious value in examining different approaches to regulating employment, the challenges of practice in a shrinking world, and the tensions between private ordering and public mandates in a globalized economy, the pedagogical significance of the study of the global workplace extends further. It helps us see and then move beyond the artificial substantive borders we have constructed.

## Teaching Problem-Solving and Preventive Law Skills Through International Labor and Employment Law

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*Ruben J. Garcia*

**Abstract:** This essay describes how well problem-solving and preventive law principles apply in the teaching of international labor and employment law. This is because the subject itself crosses disciplinary and geographical boundaries. Students are taught about the importance of the lawyer's role as counselor, rather than simply as litigator, which is at the center of the model of the lawyer as a problem solver.

## Two Halves of a Whole: Teaching International and Comparative Employment Law

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*Michael J. Zimmer*

**Abstract:** While labour and employment law involves facets of both international and comparative law that are interesting and valuable, the best way to organize an advanced course for U.S. law schools is to study both: Understanding of either is dependent on understanding both. The study of international labour and employment law at the level of the International Labour Organisation and regional international organisations such as the EU and the NAFTA labor side accord take on real meaning and significance by showing their relationship with the national labour and employment laws of the major countries of the world. A unified international and comparative labour law course is an ideal way to develop and deepen the understanding that law students need to practice law in an ethical and professionally responsible way.

## Fearing Minefields but Finding Goldfields: Teaching International and Comparative Workplace Law in China or Anywhere Else

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*Susan Bisom-Rapp*

**Abstract:** This essay explores the goals, challenges and outcomes associated with a course titled The Global Workplace, which the author taught in May-June 2007 as part of Thomas Jefferson School of Law's inaugural Study Abroad in China Program. Although she had previously taught a similar course, this was her first experience with a cross-cultural, cross-national classroom. The essay reviews the goals the author had for the course, aspirations that did not differ in content from what she ordinarily hopes to achieve when teaching the course: 1) introducing students to international workplace law principles and international organizations, such as the International Labor Organization (ILO); 2) comparing several national systems so that students achieve insight into how common workplace problems are addressed differently in different countries; and 3) creating creative, open-minded future transnational lawyers through respectful discussion of policy and the tools available to facilitate transnational legal practice. Next, she describes three challenges attendant to teaching international and comparative workplace law in a foreign country. These challenges were: 1) language-related, because the Chinese students were not used to speaking and reading English on a regular basis; 2) pedagogical, in that the Chinese method of law instruction is typically lecture-based rather than interactive and Socratic; and 3) political, because some of the issues in the course implicate Chinese and American foreign policy and workplace conditions. Finally, the essay reviews the outcomes achieved during the author's three weeks in China. By the end of the course, the author felt she had: 1) piqued the students' interest and increased their knowledge in the course subject matter; 2) facilitated cross-cultural appreciation and the development of friendships between the Chinese and American students; and 3) achieved a depth and balance in her teaching that had perhaps been more difficult to achieve when teaching on American soil.

## Workplace Songs: Developing a Framework for Research and Teaching

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*Rafael Gely*

**Abstract:** This essay provides some preliminary thoughts about a topic which has remained largely unexplored in the field of domestic and comparative industrial relations: the role of workplace songs in the employer-employee relationship. While a substantial literature exists with regard to the role that music plays in other areas of our life, little research has been done regarding the role that music plays in the workplace. The essay discusses the extant literature on workplace songs and provides some ideas for future research, as well as some thought about ways to incorporate workplace songs as a topic of discussion in industrial relations and related courses.

## Blood, Toil, Tears and Sweat? Achieving Proficiency in Academic Writing

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*William Bromwich*

**Abstract:** This paper provides an overview of key aspects of proficiency in academic writing, by examining a corpus of 40 double-blind referee reports in the field of comparative labour law and industrial relations. It is argued that the principles of academic writing identified in the analysis have significant pedagogic implications, enabling both junior and senior researchers to identify

aspects of their research that require further refinement. Reports by peer reviewers are shown to perform more than just a gatekeeping function, since many reviewers provide suggestions, references, and advice about legislation and case law, enabling authors submitting manuscripts to improve their work in the light of the expectations of scholars within the disciplinary domain. Through the peer review process, the unwritten rules of academic discourse in a given domain become more explicit, and the collaborative nature of much academic writing is highlighted, as a recursive and interactive process consisting of a number of stages with critical input at each stage from members of the discourse community.