

DEVELOPMENT OF THE LABOR MOVEMENT II (On-Line)

37:575:202 (Section 90) - Fall 2012

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(Emails will be returned within 24 hours and I'm available by phone with an appointment.)

COURSE DESCRIPTION:

This on-line course traces the history of the labor movement in the U.S. from the rise of industrial capitalism beginning in 1877 to the present-day post-industrial economy. We begin with the rise of corporations and corporate capitalism in the late nineteenth century; we end with the current challenges to worker standards and labor rights in a global economy. Course themes include the sources of labor-capital conflict and strategies for resolution; the origins and impact of labor, civil rights, and women's movements on the workplace and on society-at-large; changing theories of how best to manage workers and organize workplaces; the rise and fall of private sector industrial unionism; the growth of public sector unionism in the 1960s and the current efforts to weaken public employee unions; the future of worker rights and labor movements in a global post-industrial economy.

Although not the exclusive focus of the course, we will closely study how labor unions have responded to changes in our economy, political system, and culture. *Who* labor unions represent, *what* they seek to accomplish in the short- and long-term, and *how* they attempt to reach their goals has evolved, even though the basic rationale for union organization - to defend and advance the interests of working people vis-à-vis powerful employers - has remained the same. In this context, we will look at the ways in which the ability of unions to improve their members' living standards and working conditions has widely fluctuated. At times, unions have been quite weak, almost marginal in their influence. However, during other periods, unions have had a central role in shaping the economic and political systems in the U.S.

LEARNING OBJECTIVES:

The following learning objectives of the course are based on Rutgers University's "Permanent Core Curriculum Learning Outcome Goals" (May 2008) and relate to the overall objective of a liberal arts education. "A Rutgers SAS graduate will be able to:"

In the history and social science area of the core:

H: Understand the basis and development of human and societal endeavors across time and place.

K: Explain the development of some aspect of a society or culture over time

L: Employ historical reasoning to study human endeavors

M: Understand different theories of human culture, social identity, economic entities, political systems, and other forms of social organization.

In the writing and communication area of the core:

S1: Communicate complex ideas effectively, in standard written English, to a general audience.

S2: Provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts.

T: Communicate effectively in modes appropriate to a discipline or area of inquiry.

U: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

V. Analyze and synthesize information and ideas from multiple sources to generate new insights.

Please note that this course partially meets the writing distribution requirement for the School of Arts and Sciences. In addition to developing your own writing skills through writing successive drafts, you will learn how to provide constructive feedback to other students' writings.

COURSE PARTICIPATION GUIDELINES:

We will examine U.S. history from the perspective of the role and needs of working people. However, students are encouraged to freely express their views, including those that are critical of labor unions, as well as government policies advocated by unions and their allies. Respect for and appreciation of different viewpoints will be a guiding principle in the class.

Since this an on-line course, students will not be discussing topics in class, but will be interacting with each other in discussion forums and peer review of writing assignments.

When participating in this on-line course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus to encourage others to interact with you.

- Intellectually challenge peers to consider a topic by offering well-developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers. “flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion when there is a disagreement - has point deducting consequences.

COURSE READINGS:

1. **Required Book.** The following required book is available for purchase at the Rutgers University Bookstore (732-246-8448), located across from the New Brunswick train station in Ferren Plaza. It may also be purchased online at bn.com.

Rosenweig, et al., *Who Built America: Working People and the Nation's History, Volume II: Since 1877*, 3rd ed., Bedford / St. Martin's Press, 2008. (Referred to as WBA in following pages.)

2. **Required Online Readings:** In addition to the required books, all required excerpted readings are in the Document Sharing section. The online readings complement the material in the text. Some of the online readings are **primary sources and will be noted as (PS)** in the syllabus – i.e. they are from the time period discussed in the text. Other online readings are secondary sources; they are interpretations and evaluations of the events or developments.

Primary sources and some of the secondary sources are from the following books:

Major Problems in the History of American Workers (MPHAW), edited by E. Boris and N. Lichtenstein, 2nd ed., Wadsworth/Cengage Learning, 2003.

Voices of a People's History of the United States (VPHUS), edited by H. Zinn and A. Arnove, Seven Stories Press, 2004.

The Voice of the People (VOP), edited by J. Rees and J. Pollack, Harlan Davidson, Inc., 2004.

OUTLINE OF COURSE UNITS

*****Subject to change*****

GETTING STARTED:

Tuesday, Sept. 4 to Sunday, Sept. 9

Become familiar with the web site that has the on-line course. This is called the "course shell." Learn about the instructor and introduce yourself to other students by writing an on-line introduction.

Unit 1: A BRIEF REVIEW OF EARLY U.S. LABOR HISTORY

Monday, Sept. 10 to Sunday, Sept. 16

Readings:

- Slott and Voos, "Summary of U.S. Labor History to 1877," pp. 1-5.
- Brecher, "The Great Upheaval," pp. 138-148. [MPHAW]

Video Clip: "The Grand Army of Starvation - Pts. 1, 2, & 3"

*****Assignment: Writing Assignment *****

Unit 2: A POLARIZED SOCIETY: INDUSTRIAL CAPITALISM & WORKER ORGANIZATIONS IN THE GILDED AGE (1877 to 1893)

Monday, Sept. 17 to Sunday, Sept. 23

Readings:

- WBA_Ch. 1 - pp. 23-49, 70-71.
- WBA Ch. 2 - pp. 77-79, 91-120.

Video Clips: "Haymarket Riot," and "Homestead Strike and Andrew Carnegie"

***** Assignment: Brief Response Questions*****

Unit 3: THE TRIUMPH OF INDUSTRIAL CAPITALISM AT HOME AND ABROAD (1893 to 1900)

Monday, Sept. 24 to Sunday, Sept. 30

Readings:

- WBA Ch. 3 - pp. 124-157, 167-174.
- "Statement from the Pullman Strikers," pp. 234-236. [PS - VPHUS]

Assignment: Forum Discussion

Unit 4: REFORM & RADICALISM IN THE PROGRESSIVE ERA (1900 to 1914)

Monday, Oct. 1 to Sunday, Oct. 7

Readings:

- WBA Ch. 4 - pp. 181-202, 216-217
- WBA Ch. 5 - pp. 223-225, 241-269
- "Frederick Winslow Taylor Explains....," pp. 205-209. [PS - MPHAW]
- "Machinist Testifies on the Taylor System....," pp. 83-85. [PS - VOP]
- "Lawrence Textile Strike," pp. 272-277. [PS - VPHUS]

Video Clip: "The Beat of the System"

***Assignment: Exam #1 (Covers Units 1 through 4) ***

Unit 5: WORLD WAR I AND THE "LEAN DECADE" FOR AMERICAN WORKERS (1914 to 1929)

Monday, Oct. 8 to Sunday, Oct. 14

Readings:

- WBA Ch. 6 - pp. 279-280, 292-312, 320-329
- WBA Ch. 7 - pp. 335-339, 343-352, 375-384
- "Two Anti-War Speeches by Eugene Debs," pp. 294-298. [PS - VPHUS]
- "O'Connor on the Seattle General Strike," pp. 151-156. [PS - VOP]
- "Steel Mill Worker in 1921," pp. 132-135. [PS - VOP]

Video Clips: "East St. Louis Race Riot" and "Seattle General Strike."

*** Assignment: Brief Response Questions ***

Unit 6: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1935)

Monday, Oct. 15 to Sunday, Oct. 21

Reading:

- WBA Ch. 8

Video Clips: "1929 Stock Market Crash," "FDR Fireside Chat on Economic Recovery Plans," "Rise and Fall of the National Industrial Recovery Act," and "San Francisco General Strike."

Unit 7: LABOR UPSURGE: THE INDUSTRIAL UNION MOVEMENT AND THE SECOND NEW DEAL (1935 to 1939)

Monday, Oct. 22 to Friday, Oct. 28

Readings:

- WBA Ch. 9
- "Adamic on the Sit-down Strike," pp. 164-167. [PS - VOP]
- "Dollinger Remembers the Flint Sit-down Strike," pp. 345-349. [PS - VPHUS]

Video Clips: "AFL vs. CIO Split in 1935," "Frances Perkins," and "Chicago Memorial Day Massacre."

***Assignment: Writing Assignment ***

Unit 8: WORKING PEOPLE & WORLD WAR II (1939 to 1946)

Monday, Oct. 29 to Sunday, Nov. 4

Reading:

- WBA Ch. 10

Video Clips: "Manpower Needs in World War II," "Rosie the Riveter: Real Women Workers in World War II," and "George Takei on Being in a Relocation Center for Japanese-Americans."

*** Assignment: Peer Review Editing Assignment ***

Unit 9: THE COLD WAR BOOM & THE SOCIAL COMPACT (1946 to 1960)

Monday, Nov. 5 to Sunday, Nov. 11

Readings:

- WBA Ch.11
- "CIO Attacks a Communist-Led Union," pp. 362-364. [PS - MPHAW]
- "James Lerner Defends the UE," pp. 208-211. [PS - VOP]
- "Fortune Magazine on Labor Unions," pp. 372-374. [PS - MPHAW]

Video Clip: "The Challenge"

Assignment: Forum Discussion

Unit 10: THE RIGHTS-CONSCIOUS '60s & THE RISE OF PUBLIC SECTOR UNIONISM (1960 to 1973)

Monday, Nov. 12 to Sunday, Nov. 18

Reading:

- WBA Ch. 12

Video Clips: "Segregation at All Costs: Bull Connor and the Civil Rights Movement," "Cesar Chavez and the United Farmworkers," and "I Am a Man: Dr. King and the Memphis Sanitation Strike."

***Assignment: Exam #2 (Covers Units 5 through 10) ***

Unit 11: ECONOMIC ADVERSITY & THE DECLINE OF PRIVATE SECTOR UNIONISM (1973 to 1989)

Monday, Nov. 19 to Sunday, Nov. 25

Readings:

WBA Ch. 13

"Interview with Local P-9 Leaders," pp. 523-529. [PS - VPHUS]

Video Clip: "Nightline Report on the Decline of Unions and the Ineffectiveness of Strikes"

No Assignment: Thanksgiving Break

Unit 12: NEW CHALLENGES FOR LABOR IN THE ERA OF GLOBALIZATION (1989 to 2001)

Monday, Nov. 26 to Sunday, Dec. 2

Readings:

- WBA Ch. 14
- "Sweeney's Victory Speech, Union Strike Victory at UPS" pp. 522-529. [PS - MPHAW]
- "Seattle Protest Against the WTO: Two Views," pp. 490-494. [PS - MPHAW]

Video Clip: "America's Victory: The 1997 UPS Strike"

Assignment: Forum Discussion

Unit 13: AFTER 9/11: AMERICA & LABOR (2001 to 2011)

Monday, Dec. 3 to Sunday, Dec. 9

Readings:

- WBA Ch. 15
- Slott - "Summary of U.S. Labor History: 1996 to 2011"
- McAlevey - "Labor's Last Stand," *The Nation*, Feb. 16, 2011

Assignment: Brief Response Questions

Unit 14: FINAL ASSIGNMENTS

***Assignment: Writing Assignment ***

***Assignment: Exam #3 (Covers Units 11 through 14) ***

Due: Sunday, Dec. 18

GRADING CRITERIA AND COMPONENTS

Grading Criteria:

A	90-100%
B+	85-90%
B	80-85%
C+	75-80%
C	70-75%
D	60-69%
F	59% and below

Grading Components:

Grades are based on the following components:

#1 -Forum Discussions: Units 3, 9, 12

15% of the grade

#2 - Brief Response Questions: Units 2, 5, 13

15% of the grade

#3 - Exams: Units 4, 10, 14 (Exams are True/False, Multiple Choice, and Brief Answer Questions)

30% of the grade

**#4 – Peer Review of Another Student’s Writing/Editing Assignment: Unit 8
10% of the grade.**

**#5 – Writing Assignments: Units 1, 7, 14 (Five page paper for each assignment)
30% of the grade.**

Each Forum Discussion and Brief Response Question is worth 5% of one’s grade and is based on content and timing. That is, readings etc. as well as instructor and other student posts will provide the basis of content and all postings/responses should be provided during the week within which the topic/issues are examined.

Each Exam is worth 10% of one’s grade and is composed of true/false, multiple choice and brief answer questions. Content will cover the units specified (i.e., tests are not cumulative). Exams must be completed in 3 hours.

Peer Review is worth 10% of one’s grade and is based on content and technical (e.g., grammar, punctuation, spelling etc.) editing of another student’s paper done in a productive manner.

Each Writing Assignment is worth 10% of one’s grade and is based on a substantive analysis of the assigned topic including introduction, supported thesis, examples and a works cited section. Papers must be double-spaced throughout and 5 pages in length, each numbered with standard one-inch margins and 12-pitch font. All late papers will be downgraded.