Overview

History has often been taught as the story of how powerful people have changed human societies over the course of time, with presidents, generals, and the wealthy playing central roles. This course will turn the standard approach on its head and instead look at society and societal change through the eyes of working people.

What was life like for sharecroppers, housewives, coal miners, immigrants, teachers, fast-food workers, and office workers over the last century, and how did their actions affect the course of history? This course will tackle these questions, looking at the development of the labor movement and other movements of “ordinary” people and the enormous changes they have wrought in American history. We will not ignore the important roles of the powerful, but we will examine them in concert with the actions and ideologies of working-class people and their organizations. And we will look at the world surrounding the labor movement—the businesses, politics, cities, immigration, race, ethnic, and gender relations, and social and cultural changes of each period.

We will also study the differing forms and approaches of numerous workers' organizations to understand their varying effectiveness. The labor movement has changed dramatically from the early period of industrialization, when the United States was still primarily an agricultural country, through the explosive growth of mass production, to the decline of manufacturing and the increasing importance of the service sector. Our approach will highlight the fact that American history has not been a smooth narrative of progress, but rather that change has come about only after struggle over different views of what path the country should take.

The course will examine both historical periods and recurring themes. Topics will include the growth of industrial capitalism, corporations, labor unions, and finance; the rise of monopolies and the efforts to control their negative effects; impacts of wars and the military on working people; mass production and mass distribution; consumerism; the “new economy” of the 1920s and its collapse in the Great Depression; the New Deal and the role of government in the American economy; the post-World War II dominance of American capitalism; the crises of the 1970s and growing global competition; and recent developments in the information revolution, globalization, deindustrialization, the growth in inequality, and the spread of the market into ever more areas of American life. We will study well known organizations like the Knights of Labor and the AFL-CIO as well as lesser known groups like the Southern Tenant Farmers Union and today's worker centers.

An important goal of the course is for students to learn to think logically and critically about ideas and events in American history and to evaluate arguments from a variety of perspectives. This course also satisfies several specific Rutgers learning objectives that are detailed below after the course schedule.
Please do not hesitate to contact me at daniel.sidorick@rutgers.edu if you have any questions about the course.

Statement on Disability: 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.

Course Participation

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. Your active and thoughtful participation is critical to the success of the class and to the grade you receive for the course.

In our class, all points of view are welcome and encouraged. Some of the topics we will discuss can be contentious, and different viewpoints will make the class more lively and interesting, as long as we are respectful of others' views. In course discussions as well as all other parts of the course (such as writing assignments), you should feel free to express your honest opinions, as long as you back up your arguments with solid data from course materials and other reliable sources. Your grade in the class will depend entirely on whether and how well you do the work of the course, not on your point of view.

When participating in this on-line course it is expected 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.

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 and other online booksellers. 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 of the “course shell” on e-College. 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.

Class Schedule

Changes may be made in the schedule, readings, and videos -- be sure to check the course web site often for announcements.

GETTING STARTED:
Tuesday, Jan. 21 to Sunday, Jan. 26

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. (Instructions for how to submit the introduction are provided in the course shell.)

Unit 1: A BRIEF REVIEW OF EARLY U.S. LABOR HISTORY
Monday, Jan. 27 to Sunday, Feb. 2

Readings:
• Slott and Voos, “Summary of U.S. Labor History to 1877,” pp. 1-5.

Video Clip: “The Grand Army of Starvation – Pts. 1, 2, & 3”

Assignment: Writing Assignment #1 - Response Paper

Unit 2: A POLARIZED SOCIETY: INDUSTRIAL CAPITALISM & WORKER ORGANIZATIONS IN THE GILDED AGE (1877 to 1893)
Monday, Feb. 3 to Sunday, Feb. 9

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: Course Notes Journal Entry Assignment

Unit 3: THE TRIUMPH OF INDUSTRIAL CAPITALISM AT HOME AND ABROAD (1893 to 1900)
Monday, Feb. 10 to Sunday, Feb. 16

Readings:
Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

Unit 4: REFORM & RADICALISM IN THE PROGRESSIVE ERA (1900 to 1914)
Monday, Feb. 17 to Sunday, Feb. 23

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]
• “Machinist Testifies on the Taylor System…,” pp. 83-85. [PS]
• “Lawrence Textile Strike,” pp. 272-277. [PS]

Video Clips: “The Beat of the System” and “The Unfinished Nation: the Progressive Era”

Assignment – Submit 1st Draft of Writing Assignment 1

Unit 5: WORLD WAR I AND THE “LEAN DECADE” FOR AMERICAN WORKERS (1914 to 1929)
Monday, Feb. 24 to Sunday, March 2

Readings:
• WBA Ch. 6 - pp. 279-280, 292-312, 320-329
• WBA Ch. 7 – pp. 335-339, 343-352, 375-384

Assignments:
1) Peer Review of Another Student’s 1st Draft (by Thursday, 10/10)
2) Final Version of Writing Assignment 1 (by Sunday, 10/13)

Unit 6: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1935)
Monday, March 3 to Sunday, March 9

Reading:
• WBA Ch. 8
• Sidorick - "Camden in the Great Depression"


Unit 7: LABOR UPSURGE: THE INDUSTRIAL UNION MOVEMENT AND THE SECOND NEW DEAL (1935 to 1939)
Monday, March 10 to Friday, March 14
Readings:
- WBA Ch. 9
- “Dollinger Remembers the Flint Sit-down Strike,” pp. 345-349. [PS]

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

Assignment: Exam #1 (Covers Units 1 through 7)

SPRING BREAK!
Saturday, March 15 to Sunday, March 23

Unit 8: WORKING PEOPLE & WORLD WAR II (1939 to 1946)
Monday, March 24 to Sunday, March 30

Reading:
- WBA Ch. 10


Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

Unit 9: THE COLD WAR BOOM & THE SOCIAL COMPACT (1946 to 1960)
Monday, March 31 to Sunday, April 6

Readings:
- WBA Ch.11
- “James Lerner Defends the UE,” pp. 208-211. [PS]

Video Clip: “The Challenge”

Assignment: Submit 1st Draft of Writing Assignment 2

Unit 10: THE RIGHTS-CONSCIOUS ‘60s & THE RISE OF PUBLIC SECTOR UNIONISM (1960 to 1973)
Monday, April 7 to Sunday, April 13

Reading:
- WBA Ch. 12

Video Clips: “Segregation at All Costs: Bull Connor and the Civil Rights Movement,” and “I Am a Man: Dr. King and the Memphis Sanitation Strike.”
Assignments:
1) Peer Review of Another Student’s 1st Draft (by Thursday, 11/14)
2) Final Version of Writing Assignment 2 (by Sunday, 11/17)

Unit 11: ECONOMIC ADVERSITY & THE DECLINE OF PRIVATE SECTOR UNIONISM
(1973 to 1989)
Monday, April 14 to Sunday, April 20

Readings:
• WBA Ch. 13
• Sidorick - "Campbell Soup Shutdown in Camden"


Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

Unit 12: NEW CHALLENGES FOR LABOR IN THE ERA OF GLOBALIZATION (1989 to 2001)
Monday, April 21 to Sunday, April 27

Readings:
• WBA Ch. 14
• “Sweeney’s Victory Speech, Union Strike Victory at UPS” pp. 522-529. [PS]
• “Seattle Protest Against the WTO: Two Views,” pp. 490-494. [PS]

Video Clip: “America’s Victory: The 1997 UPS Strike”

Assignment: Webliography Entry Due

Unit 13: AFTER 9/11: AMERICA & LABOR (2001 to 2012)
Monday, April 28 to Sunday, May 4

Readings:
• WBA Ch. 15
• Slott – “Summary of U.S. Labor History: 1996 to 2012”
• McAlevey – “Labor’s Last Stand,” The Nation, Feb. 16, 2011

Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

FINAL ASSIGNMENTS – Due Sunday, May 11

Writing Assignment 3
Exam #2 (Covers Units 8 through 13)
Learning Objectives for This Course

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:"

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.

Grading Criteria and Components

Grading Criteria:

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<td>90-100%</td>
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<td>B+</td>
<td>85-90%</td>
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<td>59% and below</td>
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Grading Components:

Grades are based on the following components:

Forum Discussions: Units 3, 8, 11, & 13
   20% of the grade (Each forum discussion = 50 points)

Course Notes Journal Entry Assignment: Unit 2
5% of the grade (50 points)

Exams: Unit 7 & Final Assignment (Exams are True/False, Multiple Choice, and Short Essay Questions)
    20% of the grade (Each exam = 100 points)

Peer Review of Another Student’s Writing/Editing Assignment: Units 5 & 10
    10% of the grade (Each peer review = 50 points)

Writing Assignments: Units 1, 5, 10, & 13
    45% of the grade (Response Paper = 50 points; Essays 1 and 2 = 150 points; Essay 3 = 100 points)

Please note: All late papers will be downgraded one letter grade (e.g. A to B)