DEVELOPMENT OF THE LABOR MOVEMENT II (On-Line)

37:575: 202 (Section 90) - Fall 2013

Instructor: Mike Slott

Phone #: 973-979-0703 (cell) Email: mslott@work.rutgers.edu

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 globalized economy of today. We begin with the rise of corporations and industrial capitalism in the late nineteenth century; we end with the current challenges to worker standards and collective bargaining rights. 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; and the future of worker rights and labor movements in the United States.

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:"

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.

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 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.

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

GETTING STARTED:

Tuesday, Sept. 3 to Sunday, Sept. 8

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 <u>writing an on-line introduction</u>. (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, Sept. 9 to Sunday, Sept. 15

Readings:

- Slott and Voos, "A Very Brief History of U.S. Labor until 1877," pp. 1-4.
- Who Built America? (WBA?) Prologue pp. 3-21.
- Brecher, "The Great Upheaval," pp. 138-148. [MPHAW]

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

→ Assignment: Response Paper

Unit 2: INDUSTRIAL CAPITALISM IN THE GILDED AGE (1877 to 1900)

Monday, Sept. 16 to Sunday, Sept. 22

Readings:

• WBA? Ch. 1 - pp. 23-52, 64-71 (begin on p. 64 with the section "Extractive Industries and Exploited Workers).

Unit 3: WORKERS' LIVES AND WORKERS' ORGANIZATIONS IN THE GILDED AGE (1877 to 1900)

Monday, Sept. 23 to Sunday, Sept. 29

Readings:

• WBA? Ch. 2 – pp. 77-84, 91-120 (begin on p. 91 with the section, "The Workingman's Hour").

- WBA? Ch. 3 pp. 125-134 (read up to but <u>not</u> including the section, "The Populist Movement"), 167-174 (begin on p. 167 with the section, "Business on the Rebound").
- "Statement from the Pullman Strikers," pp. 234-236. [PS VPHUS]

Video Clip: "Homestead Strike and Andrew Carnagie"

→ 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, Sept. 30 to Sunday, Oct. 6

Readings:

- WBA? Ch. 4 pp. 181-202, 216-217
- WBA? Ch. 5 pp. 223-225, 241-269
- "Machinist Testifies on the Taylor System...," pp. 83-85. [PS VOP]

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

→ Assignment - Writing Assignment 1

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

Monday, Oct. 7 to Sunday, Oct. 13

Readings:

- WBA? Ch. 6 pp. 279-280, 292-312, 320-329
- WBA? Ch. 7 pp. 335-339, 343-352, 375-384
- → Assignment Peer Review of Another Student's Writing Assignment 1

Unit 6: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1935) Monday, Oct. 14 to Sunday, Oct. 20

Reading:

• WBA? Ch. 8

Video Clips: "1929 Stock Market Crash," FDR Fireside Chat on Economic Recovery Plans," and "San Francisco General Strike."

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

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

Monday, Oct. 21 to Sunday, Oct. 27

Readings:

- WBA? Ch. 9
- "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: Exam #1 (Covers Units 1 through 7)

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

Monday, Oct. 28 to Sunday, Nov. 3

Reading:

• WBA? Ch. 10

Video Clips: "Manpower Needs in World War II" and "Rosie the Riveter: Real Women Workers in World War II."

→ 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, Nov. 4 to Sunday, Nov. 10

Readings:

- WBA? Ch.11
- "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: Submit 1st Draft of Writing Assignment 2

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

Monday, Nov. 11 to Sunday, Nov. 17

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."

- → 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, Nov. 18 to Sunday, Nov. 24

Readings:

• WBA? Ch. 13

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

→ 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, Nov. 25 to Wednesday, Nov. 27

Readings:

- WBA? Ch. 14
- "Sweeney's Victory Speech, Union Strike Victory at UPS" pp. 522-529. [PS MPHAW]

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

THANKSGIVING BREAK - 11/28 TO 12/1

Unit 13: AFTER 9/11: AMERICA & LABOR (2001 to 2013)

Monday, Dec. 2 to Sunday, Dec. 8

Readings:

- WBA? Ch. 15
- Slott "Summary of U.S. Labor History: 1996 to 2013"

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

Unit 14: THE FUTURE OF THE U.S. LABOR MOVEMENT

Monday, Dec. 9 to Wednesday, Dec. 11

Readings:

McFellin, Atlee, "Labor Unions in the New Economy," *Common Dreams*, March 24, 2013, pp. 1-3, https://www.commondreams.org/view/2013/03/24-1?print

Plumer, Brad, "Do Private Sector Unions Still Have a Future in the U.S.?, *The Washington Post*, June 13, 2013, pp. 1-2,

http://www.washingtonpost.com/blogs/wonkblog/wp/2013/06/13/doprivate-sector-unions-still-have-a-future-in-the-u-s/?print=1

Tortora, Jackie, "Future of Unions: New Models of Worker Representation," *AFL-CIO Now*, March 7, 2013, pp. 1-3

http://www.aflcio.org/Blog/Organizing-Bargaining/Future-of-Unions-New-Models-of-Worker-Representation

FINAL ASSIGNMENTS - Due Thursday, Dec. 19

Writing Assignment 3

Exam #2 (Covers Units 8 through 14)

GRADING CRITERIA AND COMPONENTS

Grading Criteria:

A	90-100%	900 to 1000 points
B+	85-90 %	850 to 899 points
В	80-85%	800 to 849 points
C+	75-80%	750 to 799 points
C	70-75 %	700 to 749 points
D	60-69 %	600 to 699 points
F	59% and below	0 to 599 points

Grading Components:

Grades are based on the following components:

#1 -Forum Discussions: Units 3, 6, 8, 11, & 13

25% of the grade

Each forum discussion = 50 point. $5 \times 50 = 250$ points

#3 - Exams: Unit 7 & Final Assignment (Exams are True/False, Multiple Choice, and Brief Answer Questions)

20% of the grade

Each exam = 100 points. $2 \times 100 = 200$ points

#4 - Peer Review of Another Student's Writing/Editing Assignment: Units 5 & 10

10% of the grade

Each peer review = 50 points. $2 \times 50 = 100$ points

#6 - Writing Assignments: Units 1, 5, 10, & Final Assignment

45% of the grade

Response Paper = 50 points; Writing Assignment 1 = 150 points; Writing Assignment 2 – 150 points Final Assignment = 100 points. 50 + 150 + 150 + 100 = 450 points

Please note:

All late papers will be downgraded one letter grade (e.g. $A \rightarrow B$)