

**DEVELOPMENT OF THE LABOR MOVEMENT II**  
**Labor Studies 37:575:202, Section 01 - Spring 2012**  
**Monday and Wednesday, 2:15 to 3:35 PM**  
**Hickman Hall, Room 216**

Instructor: Mike Slott  
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Office Hours By Appointment: Tuesday, 3:00 to 5:00 PM

**COURSE DESCRIPTION:**

This 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. Through various class activities and discussions, we will attempt to develop a more critical understanding of the subject matter.

A key component of the course (and part of your grade) is students' active involvement in the class activities. Be sure to read carefully all required readings *before* the class meets so that you will be prepared to answer questions and discuss each of the readings in class. You are expected to bring a copy of the assigned readings to class and participate actively in the larger class discussion.

Class participation includes active, respectful listening as well as talking. Cell phones and other electronic devices must be turned off during class. This includes laptops.

Students are expected to attend class regularly. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late or leave at break will have

their grade lowered. If you have to leave early, see me before class; otherwise, you are expected to remain until class is over.

This course uses the web-based classroom management system, *Sakai*. All students who register for this course are required to have a working eden e-mail account. Once you are registered for the course, you will be granted access to the site. It is your responsibility to access course materials, including the reading assignments. Here is how you access Sakai:

1. Go to <http://sakai.rutgers.edu>
2. Enter your Rutgers' email account UserID and password at the top right corner
3. Click tab 37:575:202:01 Spring 2012
4. **Please note:** You will need Adobe Acrobat or a similar program to download and print out the material on Sakai.

### 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](http://bn.com).

Rosenweig, et al., *Who Built America?: Working People and the Nation's History, Volume II: Since 1877*, 3<sup>rd</sup> 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 available through Sakai. They will be posted as PDF files.

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, 2<sup>nd</sup> 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.

## DESCRIPTION OF CLASSES AND ASSIGNMENTS DUE

### **Week 1: INTRODUCTIONS, OVERVIEW, AND A BRIEF REVIEW OF EARLY U.S. LABOR HISTORY**

**Wednesday, Jan. 18**

Readings:

- Course Syllabus
- Slott and Voos, "Summary of U.S. Labor History to 1877," pp. 1-5.

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

**Monday, Jan. 23 & Wednesday, Jan. 25**

Readings:

- Brecher, "The Great Upheaval," pp. 138-148. [MPHAW]
- WBA? Ch. 1 - pp. 23-49, 70-71.
- WBA? Ch. 2 - pp. 77-79, 91-120.

Film Excerpt: *The River Ran Red*

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

**Monday, Jan. 30 & Wednesday, Feb. 1**

Readings:

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

<i>2 pages response paper due 1/30</i>
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### **Week 4: REFORM & RADICALISM IN THE PROGRESSIVE ERA (1900 to 1914)**

**Monday, Feb. 6 & Wednesday, Feb. 8**

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]

Film excerpt: *The Wobblies*

**Week 5: WORLD WAR I AND THE “LEAN YEARS” FOR AMERICAN WORKERS (1914 to 1929)**

**Monday, Feb. 13 & Wednesday, Feb. 15**

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]

<i>First Draft of Writing Assignment 1: 5 pages paper due Feb. 15</i>
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**Week 6: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1935)**

**Monday, Feb. 20 & Wednesday, Feb. 22**

Readings:

- WBA? Ch. 8 - pp. 391-439

<i>Final Version of Writing Assignment 1: 5 pages paper due Feb. 22</i>
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**Week 7: LABOR UPSURGE: THE INDUSTRIAL UNION MOVEMENT AND THE SECOND NEW DEAL (1935 to 1939)**

**Monday, Feb. 27 & Wednesday, Feb. 29**

Readings:

- WBA? Ch. 9 - pp. 445-491
- “Adamic on the Sit-down Strike,” pp. 164-167. [PS - VOP]
- “Dollinger Remembers the Flint Sit-down Strike,” pp. 345-349. [PS - VPHUS]

Film excerpt: *Sit Down and Fight – Walter Reuther and the Rise of the UAW*

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

**Monday, March 5 & Wednesday, March 7**

Readings:

- WBA? Ch. 10 - pp. 497-506, 517-547

### ***SPRING BREAK - MARCH 10 TO MARCH 18***

**Week 9: THE COLD WAR BOOM & THE SOCIAL COMPACT (1946 to 1960)**  
**Monday, March 19 & Wednesday, March 21**

Readings:

- WBA? Ch.11 - pp. 553-558, 567-606
- "CIO Attacks a Communist-Led Union," pp. 362-364. [PS - MPHAW]
- "James Lerner Defends the UE," pp. 208-211. [PS - VOP]
- Lichtenstein - "The Union's Retreat in the Postwar Era," pp. 385-395. [PS-MPHAW]
- "Fortune Magazine on Labor Unions," pp. 372-374. [PS - MPHAW]

**Week 10: THE RIGHTS-CONSCIOUS '60s & THE RISE OF PUBLIC SECTOR UNIONISM (1960 to 1973)**  
**Monday, March 26 & Wednesday, March 28**

Readings:

- WBA? Ch. 12 - pp. 615-639, 649-675
- Honey - "Martin Luther King Jr. and the Memphis Sanitation Strike," pp. 420-431. [PS - MPHAW]

Film Excerpt: *At the River I Stand*

<p><i>First Draft of Writing Assignment 2: 5 pages paper due March 28</i></p>
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**Week 11: ECONOMIC ADVERSITY & THE DECLINE OF PRIVATE SECTOR UNIONISM (1973 to 1989)**  
**Monday, April 2 & Wednesday, April 4**

Readings:

- WBA? Ch. 13 - pp. 683-729
- "Interview with Local P-9 Leaders," pp. 523-529. [PS - VPHUS]

Film excerpt: *American Dream*

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

**Monday, April 9 & Wednesday, April 11**

Readings:

- WBA? Ch. 14 -pp. 735-757, 761-783
- "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]

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

**Monday, April 16 & Wednesday, April 18**

Readings:

- WBA? Ch. 15 - pp. 789-819
- Slott - "Summary of U.S. Labor History: 1996 to 2011"
- McAlevey - "Labor's Last Stand," *The Nation*, Feb. 16, 2011

**Week 14: WILL THERE BE A U.S. LABOR MOVEMENT IN 2025?**

**Monday, April 23 & Wednesday, April 25**

Readings:

- Troy - "Beyond Unions and Collective Bargaining," *Working USA*, 3(5), (2000), pp. 102-134.
- Fine - "Why Labor Needs a Plan B: Alternatives to Conventional Trade Unionism," *New Labor Forum*, (2007), pp. 35-44.
- Freeman & Rogers - "A Proposal to American Labor," *The Nation*, June 6, 2002, pp. 1-6.
- Moody - *U.S. Labor in Trouble and Transition: The Failure of Reform from Above, the Promise of Revival from Below*(2007), pp. 198-199, 234-247.

**Week 15: SUM-UP, EVALUATION, & REVIEW FOR FINAL ASSIGNMENT**

**Monday, April 30**

**\*\*\*\*FINAL ASSIGNMENT - Due 5/7 via Sakai \*\*\*\***

## GRADING CRITERIA AND COMPONENTS

### **Grading Criteria:**

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

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.

Please note: My policy is that there will be a reduction in grade of at least a half a grade (e.g. B+→B) if a student has three or more unexcused absences or is regularly late or regularly leaves early.

### **Grading Components:**

Grades are based on four, take home writing assignments, a peer review of another student's writing assignment, and participation in the class.

A detailed description of each written assignment will be posted online, and you will submit your papers electronically through Sakai. Papers will also be returned through Sakai. All written assignments must be completed to receive credit for the course.

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

#### **#1 - Writing Assignment 1 (5 Pages Paper)**

**25% of the grade**

#### **#2 - Writing Assignment 2 (5 Pages Paper)**

**25% of the grade.**

#### **#3 - Final Assignment (Essay + Exam Questions due via Sakai)**

**35% of the grade.**

#### **#4 - Class Participation (includes peer reviews of students' writing assignments)**

**15% of the grade**