

Development of the Labor Movement 2

575:202 (Section 90) On Line

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http://www.smlr.rutgers.edu/faculty/Bensman_D.htm

Course Overview

This course explores how American people built this nation through individual, family, communal and political action, from the rise of industrial capitalism in the late nineteenth century, to the present day. As students engage with each other in extensive weekly discussions, analyze the textbook, watch video clips, and research and write their term paper, they are encouraged to reflect on how their own life has been influenced by the efforts of previous generations to make a good life and a decent society. While the course will focus on how people worked, and what their workplaces were like, it will also focus on how political movements, business innovations and government policies shaped workplaces and created the rules by which we live and work today.

TEXTBOOK

Who Built America? Volume 2 (third edition)

by American Social History Project

Bedford St. Martin

ISBN-13: 9780312446925

Published Date: 12/21/2007

Available from Barnes and Noble bookstore in Ferrin Mall.

Or, students may buy the book on-line

CLASS REQUIREMENTS

1. Participation in Discussion Forums - Forty (40%) of course grade.

See On-line Discussion Guidelines and Grading Rubric documents in the Doc Sharing tab.

2. Term Paper - Forty (40%) of course grade.

See Term Paper Assignment guideline in Document Sharing:

3. Final Exam – Twenty (20%) of course grade.

COURSE OBJECTIVES AND GRADING

The course seeks to help students develop five skills:

1. Critical Thinking

2. Relating Social Theory to Personal Experience
3. Understanding Events in Social Context
4. Developing Clear and Persuasive Argument
5. Supporting Argument with Evidence

All assignments will be graded with these objectives in mind. Students will be expected to document their evidence by citing sources

COURSE EXPECTATIONS

Self-Empowerment

Use of Technical Tools & Problem Solving

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

Student Resources

- Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

Resources available in course:

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within this course. (The document is linked on the left hand side of course, on the course home page, and available on the default page of document sharing.)
- Flash Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox, exam feature and changing default email address). Links to videos are located on the home page of the course.
- First Steps Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Resources available outside the course:

- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)
- **Logging into the course:** Call Monday through Friday 9 am – 5 pm: 732-932-4702

- **Using eCollege platform course tools** such as document sharing, email, dropbox, or the exam feature:

eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks.

Embrace the Opportunities of Online Learning

Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning.

Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.
- expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.
- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions and/or discuss course content and assignments.

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this 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 Outline

Unit One: Introduction – The Great Upheaval

Jan. 19-23

Reading: Who Built America? Volume 2, pp. 19-21

Video: “The Grand Army of Starvation”

Unit Two: Progress and Poverty

Jan. 24-30

Reading: WBA? Prologue and Chapter One

Video Clips: “John D. Rockefeller, a Biography,” “Enterprise of a Thousand Tears,” and “The Secret History of the Ku Klux Klan.”

Unit Three: Community and Conflict

Jan. 31- Feb. 6

Reading: WBA? Chapter Two

Video Clips: “Haymarket Riot,” and “Homestead Strike and Andrew Carnegie.”

Unit Four: Industrial Capitalism Triumphs

Feb. 7-Feb. 13

Reading: WBA? Chapter Three

Video Clip: “The Pullman Strike.”

Unit Five: Change and Continuity in Daily Life

Feb. 14-20

Reading: WBA? Chapter Four

Video Clips: “Ford and Taylor: Scientific Management,” “The Beat Goes On,” and “Upton Sinclair’s The Jungle.”

Unit Six: Radicals and Reformers in the Progressive Era

Feb. 21-27

Reading: WBA? Chapter Five

Video Clips: “Killing for Coal,” “Interview with Frances Perkins’ Biographer, Kristen Downey.”

Unit Seven: Wars for Democracy

March Feb. 28-March 6

Reading: WBA? Chapter Six

Video Clips: “World War I Footage,” “St. Louis Race Riot,” and “Seattle General Strike.”

Unit Eight: A New Era

March 7-13

Reading: Who Built America? Chapter Nine

Video Clips: “Working for Ford,” Parts 1 and 2.

Unit Nine: The Great Depression and the First New Deal

March 21-27

Reading: WBA? Chapter Eight

Video Clips: “The Great Depression,” “The Rise and Fall of the National Recovery Act,” and “The Historic Battles of San Francisco, Minneapolis and Toledo, 1934.”

Unit Ten: Labor Democratizes America

March 28-April 3

Reading: WBA?, Chapter Nine

Video Clips: “AFL vs. CIO split in 1935,” “The Woman Behind the New Deal”, (section on Perkins in New Deal), “Flint Sit-down Strike, 1937,” “Chicago Memorial Day Massacre,” “Frank Hague vs. The Red Menace.”

Unit Eleven: A Nation Transformed

April 4-10

Reading: WBA? Chapter Ten

Video Clips: “John L. Lewis and Miners in WWII,” “Rosie the Riveter.”

Unit Twelve: The Cold War Boom

April 11-17

Reading: WBA?, Chapter Eleven

Video Clips: “Army-Sen. McCarthy Hearings on Communism,” “The Growth of the Suburbs, Levittown, Pa.,” “Integration in Suburbia?” and “Strong Arms to Aid the USA, Los Braceros, Part 1).

April 18 - Drafts of Term Paper Due

Unit Thirteen: The Rights-Conscious Sixties

April 18-April 25

Reading: WBA? Chapter Twelve

Video Clips: “Montgomery Bus Boycott,” “Cesar Chavez and the United Farmworkers,”
“Workplace Health and Safety Movement, WWII to OSHA,” and

“Tony Mazzochi Tribute.”

Unit Fourteen: Economic Adversity Transforms the Nation

April 24-May 1

Reading: WBA? Chapter Thirteen

Video Clip: “Reagan Fires Air Traffic Controllers.”

Final Exam

May 10 - Term Paper Due