Development of the Labor Movement 2

575:202 (Section 90) On Line
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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
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 - Sixty (60%) of course grade.
See On-line Discussion Guidelines and Grading Rubric documents in the Doc Sharing tab.
2. Term Paper – Thirty percent (30%) of course grade.
See Term Paper Assignment guideline in Document Sharing:
3. Editing Assignment – Ten percent of grade.

COURSE OBJECTIVES AND GRADING
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 Outline

Unit One: Introduction – The Great Upheaval
Sept. 1-4
Reading: Who Built America? Volume 2, pp. 19-21
Video: “The Grand Army of Starvation”

Unit Two: Progress and Poverty
Sept. 5-11
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
Sept. 12-18
Reading: WBA? Chapter Two
Video Clips: “Haymarket Riot,” and “Homestead Strike and Andrew Carnegie.”

Unit Four: Industrial Capitalism Triumphs
Sept. 19-25
Reading: WBA? Chapter Three
Video Clip: “The Pullman Strike.”

Unit Five: Change and Continuity in Daily Life
Sept. 26-Oct. 2
Reading: WBA? Chapter Four
Drafts of Term Paper Due, Nov. 28
Unit Fourteen: Economic Adversity Transforms the Nation
Nov. 28-Dec. 4
Reading: WBA? Chapter Thirteen

Term Paper Due Dec. 11.