#### DEVELOPMENT OF THE LABOR MOVEMENT II

## **Spring 2012**

#### 37:575:202:02

**Note:** Syllabus is subject to change

Monday, 6:10pm-9:00pm

Scott Hall, Room 204

Dr. Shawn Taylor

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**Douglass Campus** 

Office Hours: by appointment

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#### **COURSE DESCRIPTION:**

This course examines the history of American working men and women, from the rise of industrial capitalism beginning in 1877 to the global post-industrial economy of the present day. While the course will emphasize how industrialization transformed workplaces and the organization and nature of work, it will also consider how the nation's economic growth influenced political movements, spurred business innovations, and determined laws and policies that govern the workplace—all of which have shaped the society we work and live in today.

#### **LEARNING OBJECTIVES:**

This class relates to the overall objective of a liberal arts education in the social science area. "A Rutgers SAS graduate will be able to:

- Understand the basis and development of human and societal endeavors across time and place. This course will enable you to explain the evolution of US labor movements from 1877 to the present day. You will gain an understanding of the changing nature of work and workplaces, the evolving ideas of how best to manage workers and organize work, and the sources of labor-management conflict and how and strategies for resolution. You will demonstrate this understanding through written work and class discussion.
- Understand different theories of human culture, social identity, economic entities, political systems, and other forms of social organization. Through this course, you will understand how race, ethnicity, and gender shaped workplace practices and worker movements, why employer practices and government policy toward labor rights and property rights changed over the course of the 20<sup>th</sup> century, and what economic forces contributed in the emergence and decline of private sector industrial unionism and the rise of public and service sector unionism.

## **COURSE REQUIREMENTS AND GRADING:**

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. The web address is www.sakai.rutgers.edu. It is your responsibility to access course materials from this site using your eden Net ID and password.

## Class Attendance (15%) and Participation (15%):

Your grade for class participation will be based on your active involvement in class discussion, small group work, in-class writing assignments, and overall engagement with the course material. 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. If you use any of these devices during class, you are distracting yourself, the instructor, and the students around you. You will therefore be asked to leave class.

This is not a correspondence course. You are expected to attend class regularly. I do not excuse absences. An attendance sheet will passed out at the beginning of class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Arriving late to class is disruptive and inappropriate. 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. If you expect to miss a class, please use the University absence reporting website <a href="https://sims.rutgers.edu/ssra/">https://sims.rutgers.edu/ssra/</a>to indicate the date and reason for your absence. An e-mail will be automatically sent to me.

## Written Assignments (70%)

You will be assigned three (3) take-home papers during the semester. The first writing assignment is worth 20%, and the second and third writing assignments are worth 25% each of your final grade. Each paper is 5 pages. All written assignments will be posted online at least two weeks before their due date, 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.

Take note: Late papers will be downgraded one full letter grade.

## **Peer Editing**

Peer editing will be done in class. Use the following checklist when commenting on your peer's paper:

#### Introductory paragraph

• Does the first paragraph open with a general statement related to the assignment and then gradually narrow to the paper's main argument or thesis? If not, what suggestions would make for improving the introduction?

## Organization and Support

• Is each paragraph coherently unified around a clearly stated topic sentence that directly relates to the assignment? At what point(s) does the paragraph stray from what was initially promised in the topic sentence, or does the difficulty lie with the topic sentence itself?

- Are the sentences within paragraphs arranged in a way that clarifies their logical relationship or their importance? How could the elements within the sentences or the sentences themselves be better arranged? Does the write make good use of transitional words and phrases between sentences and paragraphs? What could improve the flow of the paper?
- Are assertions directly supported with specific and relevant examples or quotes the readings? How well are the quotes integrated into the sentences? Where should the writer do more to incorporate or quote from the readings? What passages or ideas from the readings should she or he especially consider?

## Economy and Action

- Do sentences contain unnecessary words of phrases that obscure rather than clarify meaning? (due to the fact that, during this time, the reason for this is that)
- Are too many sentences written in the passive voice? (rather than Indentured servants were punished by having their terms of service extended, write Planters punished indentured servants by extending their terms of service.
- Do a number of sentences depend on nouns and adjectives at the expense of verbs? (rather than *An attempt was made to make a determination concerning why there was a failure on the part of the colonial government to prevent another insurrection from occurring*, write *The Virginia Assembly attempted to determine why the local government failed to prevent future insurrections*.

Once the peer review is complete, you will be given a chance to make revisions before submitting your final paper.

## **In-Class Writing Instruction**

Throughout the semester, you will learn how to improve your writing through a variety of in-class exercises. You will be given a short excerpt of an historical essay, for example, and asked to identify and discuss the analytic elements of a well developed paragraph.

You will also come to understand basic sentence structures—simple, complex, compound, and compound-complex—and how these basic forms will help you to vary your sentence patterns. To master the forms, you will be given basic statements and then asked to write sentences that expand upon the subjects and verbs through the use of main and dependent clauses.

You will also be given photocopied representative sentences and passages from your papers, and then asked to consider their successes and the opportunities for revision they present. Through revision, you will recognize how every component of your sentences is related to the other components in a way that is clear and unambiguous. In other words, the structure of relationships between actor, actions, and the objects acted on.

#### **Documenting Sources**

When using the direct words from a source or the diction of an author, these words must be enclosed with quotation marks and cited. Even when you paraphrase a passage using your own words, you still must cite the original source of the idea. You must also site materials discussed in class. The citation must appear in parentheses at the end of the sentence. For example, (Clark, et. al., p. 72). The last page of your paper must include a "Works Cited" page. For example, Clark, Richard, et. al. (2008) *Who Built America?* (3rd ed.) Vol. II. Boston/New York: Bedford/St. Martin's.

Become familiar with the university's policy on plagiarism at <a href="http://teachx.rutgers.edu/integrity/policy.html">http://teachx.rutgers.edu/integrity/policy.html</a>. Using others' ideas without giving full credit will not be

tolerated in your assignments. Plagiarized material will be given a failing grade and reported to the office of judicial affairs. I encourage you to see me if you have any questions about your papers.

A useful style and grammar resource can be found at <a href="http://andromeda.rutgers.edu/~jlynch/Writing/">http://andromeda.rutgers.edu/~jlynch/Writing/</a>

## **Grading Criteria**

A 90-100%

B+ 87-90%

B 80-86%

C+ 77-80%

C 70-76%

D 60-69%

F 59% and below

#### **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.
- \*\*Roy Rosenweig, et. al. Who Built America? Working People and the Nation's History, Volume II: 1877 to the Present 3rd Edition (Bedford / St. Martin's Press, 2008)\*\*
- 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 under the Resources tool. Be sure to print out and read each of readings for each week and bring a copy the reading to class.

#### **COURSE OUTLINE**

## Week 1 (January 23) INTRODUCTIONS AND OVERVIEW

Film: "The Grand Army of Starvation"

## Week 2 (January 30) PROGRESS AND POVERTY: INDUSTRIAL CAPITALISM IN THE GILDED AGE

Readings: Who Built America? pp. 27-49

"The Gospel of Wealth," pp. 92-105 (Resources tab)

Film excerpt: "Andrew Carnegie: The Richest Man in the World"

# Week 3 (February 6) COMMUNITY AND CONFLICT: WORKING PEOPLE RESPOND TO INDUSTRIAL CAPITALISM

\*Writing Assignment I posted\*

Readings: Who Built America? pp. 56-61; 64-71; 91-117; 170-173

David Brody, "Ethnicity" pp. 103-113 (Resources tab)

Film excerpt: "We Shall Remain: America through Native Eyes"

# Week 4 (February 13) FROM DEPRESSION TO EXPANSION: INDUSTRIAL CAPITALISM TRIUMPHS AT HOME AND ABROAD, 1898-1900

Readings: Who Built America? pp. 144-167

David Brody, "Ethnicity" pp. 113-122 (Resources tab)

## Week 5 (February 20) CHANGE AND CONTINUITY IN DAILY LIFE, 1900-1914

\*Writing Assignment I Due\*

Readings: Who Built America? pp. 181-217

Frederick Winslow Taylor, The Principles of Scientific Management pp. 1-6 (Resources tab)

David Brody, "The Rise and Decline of Welfare Capitalism," pp. 48-78 (Resources)

Film excerpt: "Clockwork"

## Week 6 (February 27) RADICALS AND REFORMERS IN THE PROGRESSIVE ERA, 1900-1914

Readings: Who Built America? pp. 223-269

It Did Happen Here, "The Everett Massacre, 1916" pp. 237-248 (Resources tab)

The Price of Dissent, "Attacks on Labor before the Triumph of Industrial Unions"
(Fred Thompson) pp. 16-25 (Resources tab)

Film excerpt: "The Wobblies"

#### Week 7 (March 5) WARS FOR DEMOCRACY, 1914-1920

Reading: Who Built America? pp. 279-329

Week 8 (March 12) NO CLASS—Spring Break

Week 9 (March 19) A NEW ERA, 1920-1929

\*Writing Assignment II Posted\*

Readings: Who Built America? pp. 335-385

Irving Bernstein, "Labor v. the Law" pp. 194-206 (Resources tab)

Steve Babson, "The American Plan" pp. 42-49 (Resources tab)

Film excerpt: "A Job at Ford's"

## Week 10 (March 26) THE GREAT DEPRESSION AND THE FIRST NEW DEAL, 1929-1935

Readings: Who Built America? pp. 391-439

<u>It Did Happen Here</u> "The Steel Fist in a Pennsylvania Company Town" pp. 65-74 (Resources tab)

## Week 11 (April 2) LABOR DEMOCRATIZES AMERICA, 1935-1939

\*Writing Assignment II Due\*

Readings: Who Built America? pp. 445-491

Film excerpt: "Mean Things Happening"

## Week 12 (April 9) A NATION TRANSFORMED: THE UNITED STATES IN WORLD WAR II, 1939-1946

Readings: Who Built America? pp. 497-547

Nelson Lichtenstein, "Taft-Hartley" pp. 114-125 (Resources tab)

## Week 13 (April 16) THE COLD WAR BOOM, 1946-1960

\*Writing Assignment III Posted\*

Readings: <u>The Price of Dissent</u> "Cracking Down on New Voices of Union Militancy" (P-9 Meatpackers Strike) pp. 92-118 (Resources tab)

PATCO Strike pp. 621-641 (Resources tab)

Film excerpt: "American Dream"

## Week 14 (April 23) ECONOMIC ADVERSITY TRANSFORMS THE NATION, 1973-1989

Reading: Who Built America? pp. 683-729

Film excerpt: "Collision Course"

## Week 15 (April 30) THE AMERICAN PEOPLE IN AN AGE OF GLOBAL CAPITALISM

\*Writing Assignment III Due\*