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Development of the Labor Movement II
SMLR, Rutgers University
Fall 2015
Wednesday 10:55am-1:55pm
LEC 133

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Office Hours: Mon 1-2 p.m @ Au Bon Pain,
Wed 2:30-4:30 LEC 136, or by appointment

COURSE DESCRIPTION

The history of the labor movement and the life experiences of working people provide a lens into how the United States, its economy, its policies and values, and its place in the world have developed and changed since the end of Reconstruction (1877). This class will introduce the important developments and themes in modern U.S. labor history, including industrialization and de-industrialization; the growth of the consumer, service, and “gig” economies; the rise and fall of unions; immigration patterns; racial, ethnic, and gender divisions in the working class; the Great Depression and the two world wars; labor law; labor and politics; globalization and outsourcing. Students will be introduced to some of the key organizations, events, and figures that have shaped the labor movement, while also learning about how U.S. citizens have responded more broadly to the changing nature of work and the workplace in political, social, and cultural terms.

WRITING EMPHASIS

This course meets the writing distribution requirement for the School of Arts and Sciences. To help you develop your writing skills, you will get feedback on the first drafts of your papers from the instructor and your fellow students. You will use that feedback to guide your revisions of your work before turning in a final draft. You have two paper assignments over the course of the semester and for each assignment, you will turn in a first and a final draft. In addition to developing your own writing skills through the process of vision, you will learn to provide constructive feedback to other students’ writing.

REQUIRED TEXTS

Who Built America? Working People and the Nation’s History, Vol. 2: 1877 to (almost) the Present (available at the Rutgers University Bookstore; used copies are also available to buy or rent from Amazon.com). Please note that the Rutgers Bookstore never orders enough books for the number of students enrolled in a class. If you go there to buy *Who Built America?* and there are no copies available, either tell a staff person that you’d like to have a copy ordered for you, or plan to get it somewhere else.

All other required readings and audio-visual materials will be available on **the course Sakai site** and/or **online**. Most of these readings are short, but they can be intellectually demanding—introducing new ideas, theories, and terminology. I expect you to read carefully and thoughtfully—underlining,

highlighting, writing questions and comments in the margins. That is the best way to prepare for class discussions, papers, and exams.

On the course schedule, WBA refers to *Who Built America?* and an asterisk (*) means the item is on the Sakai site.

LEARNING GOALS

Upon successful completion of this course, students will: understand the basis and development of human and societal endeavors across time and place; be able to explain the development of some aspect of a society or culture over time; employ historical reasoning to study human endeavors; understand different theories of human culture; social identity, economic entities, political systems, and other forms of social organization. In addition, students will be able to: communicate complex ideas effectively, in standard written English, to a general audience; provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts; communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use conventions of attribution and citation correctly; analyze and synthesize information and ideas from multiple sources to generate new insights.

CLASS ETIQUETTE

Attendance Policy:

You are expected to come to every class. An attendance sheet will be passed out during every class and it is your responsibility to make sure you sign it. If you must miss a class due to illness, an emergency, or for religious observance, please notify me in advance via e-mail. Arriving late and leaving early are disruptive—please plan your schedule so that you can be here for the entire class period. Because of the length of the class we will take a short break or two during each session. Be forewarned that periodic short in-class writing assignments and quizzes will be given at the start of class.

Participation:

Student participation is crucial to the success of this course. Students are expected to: come to class having carefully read and thought about the assigned texts; play an active role in class and small group discussions and projects; listen to others thoughtfully and respectfully; ask questions that advance the discussion; complete short in-class writing assignments.

Electronic Devices:

All phones, tablets, and laptops are to be turned off and put away at the beginning of class. There will be occasions during discussion sessions and group projects when you will have permission to use the internet for research purposes, but otherwise I do not want to see screens or keyboards. If you rely on technological assistance because of a learning issue, an exception will be made if you bring me documentation from the Dean's office.

Civility:

We will be discussing ideas and issues in this class that can be the subject of strong disagreement. Although we will be approaching them from a theoretical, intellectual, and analytical perspective, some topics may touch on personal experiences and beliefs that you or others in the class have passionate feelings about. I want everyone to feel comfortable expressing their point of view and to feel free to disagree with any of the readings, the instructor, or other students. We should be able to discuss,

debate, and disagree in a civil manner. Please listen with an open mind and remain respectful and civil during class discussions. Be sensitive to the feelings and perspectives of others.

Communication

I have hours every week and invite you to stop by to discuss questions about the material, concerns about the course or specific assignments, or issues in the news relating to workers and unions. E-mail is best for quick questions, rather than discussions. Please make sure to check your Rutgers e-mail regularly—since our class only meets once a week, I will be e-mailing you between classes with information/suggestions about specific things to focus on in the reading or things you might need to prepare or bring to our next meeting.

Academic Integrity

Plagiarism and cheating will not be tolerated. Students are expected to abide by the Rutgers University Honor Code (<http://techx.rutgers.edu/integrity/policy.html>). We will discuss the definition of “academic dishonesty” as explained in the Honor code, as well as proper forms of citation/footnoting in class before your first paper is due.

Please note: The instructor reserves the right to change assignments on the course schedule after the semester has begun. Students will always get at least a week’s notice of any change.

Assignments and Grading

Class Participation	20%
Paper 1	20%
Paper 2	30%
Final Exam	30%

COURSE SCHEDULE

*Assignments are to be completed **by** the class date they are listed under.*

9/2 Introduction to Course

9/9 Industrial Labor and the Great Uprising

Read: WBA, 23-55, 64-71; Jeremy Brecher, “The Great Upheaval”*; Henry George, “Paradox of Capitalist Growth”*; Andrew Carnegie, “Wealth”*

9/16 Class Conflicts: The 8-hour Day, The Haymarket Affair, and the Pullman Strike

Read: WBA, 91-120, 126-151; Leon Fink, “Class Consciousness in the Gilded Age”*; Michael Schwab, “Speech, 1886”*; A Pullman Striker’s Statement, 1894”*; “Statement of George Pullman, 1894”*; Eugene V. Debs, “Pullman Strike Speech, 1895”*

Paper 1 Assignment Distributed

9/23 The Immigrant City: Sweatshops, Tenements, and Home Work

Read: WBA, 151-157, 167-174; excerpt from Jacob Riis, "How the Other Half Lives, 1890"*; John R. Commons, "The Sweating System"*; "An AFL View of Women Workers in Industry, 1897"*; Nan Enstad, "French Heels and Ladyhood in the World of Early Twentieth Century Garment Strikers"*; "The Shirtwaist Strikers Win"*

9/30 Mass Production, Scientific Management, and the Culture of Consumption

Read: WBA, 182-217; Frederick Winslow Taylor, "Principles of Scientific Management"*
Watch: *Henry Ford*: <http://video.pbs.org/video/2329934360/> [1 hr.]

Paper 1 First Draft Due

10/7 Class 6: Labor Legislation in the Progressive Era

Read: WBA, 223-269; Alice Kessler-Harris, "Law and Free Labor"*; "Muller v. Oregon Decision, 1908"*; excerpt from Upton Sinclair, "The Jungle"*

10/14 World War I and Postwar Conflicts on the Home Front

Read: WBA, 275-329; "The Negro and the War"*; Donald R. Richberg, "Industrial Democracy Needed for the War Effort: "; George Norris, "The Profits of War"*

10/21 Boom and Bust in the 1920s

Read: WBA, 335-385; A. Mitchell Palmer, "The Case Against the Reds"*; excerpt, "Report of the Commissioner General of Immigration to the Secretary of Labor"*

Paper 1 Final Draft Due

10/28 The Great Depression and the New Deal

Read: WBA, 391-439; WBA, 445-491; Depression Era Song Lyrics*; excerpts from Studs Terkel, *Hard Times**; "Preamble of the National Labor Relations Act"*; "White Collar Workers Organize"*; UAW, "How to Win for the Union"*

Paper 2 Assignment Distributed

11/4 World War II

Read: WBA, 497-551; A. Philip Randolph, "Call to Negro America to March on Washington for Jobs and Equal Participation in National Defense"*; Executive Order 8802*; The War Labor Board on Racism and Sexism in the Workplace*

11/11 Red (Scare), White (Collar), and Blue (Collar)

Read: WBA, 567-606; Ellen Schrecker, "Labor Encounters the Anticommunist Crusade"*; Nelson Lichtenstein, "The Union's Retreat in the Postwar Era"*; Betty Friedan, "Trade Union Feminism"* and "The Way We Were, 1949"; AFT, "The Rights of Teachers"* [Something broader about public sector unions?]; excerpt from William Whyte, "The Organization Man"*

Paper 2 First Draft Due

11/18 Civil Rights, Social Justice, Equal Opportunity

Read: WBA, 615-637, 638, 657-675; Demands of the March on Washington for Jobs and Freedom*; Rethinking the UFW; Michael Honey, "Martin Luther King, Jr. and the Memphis Sanitation Strike"; Dorothy Sue Cobble, "Feminism Transforms Women Service Workers"*

11/25 NO CLASS—Friday Classes Meet on Wednesday this week

12/2 Deindustrialization, Globalization, Outsourcing

WBA 683-700, 707-723, 741-746, 751, 757-761, 774; David Morgan, "Air Traffic Controllers Strike of 1981"*; Kim Moody, "A Certain Kind of Globalization"*; Andrew Ross, "Sweated Labor in Cyberspace"*

Paper 2 Final Draft Due

12/9 Last Class: The Labor Movement Today: New Issues, New Organizations

WBA 801-809; Jodi Cantor, "Working Anything but 9 to 5"* Steven Greenhouse, "How to Get Low Wage Workers into the Middle Class"*; Natasha Singer, "In the Sharing Economy, Workers Find Both Freedom and Security"*; Robin D.G. Kelley, "How the New Working Class Can Transform Urban America"*

Final Exam: Date to Be Announced