

**Development of the Labor Movement II**  
**Rutgers University, School of Management and Labor Relations**  
**37:575:202:01**  
**Spring 2015**

Instructor: Professor Francis Ryan  
Office: 114 Labor Center Building  
Office Hours: Tues 1-3, Weds 3-4 and by appointment.  
Email: fryan@work.rutgers.edu  
Classroom: Murray Hall 211, Wednesday 9:50-12:50 pm.

**Course Description:** This class will introduce the important developments and themes in the U.S. labor movement from the end of Reconstruction (1877) to the present day. The approach will center on the historical shifts that influenced the decisions that American workers and management have made, with an emphasis on understanding the function of trade unions as central workplace institutions and the role of collective bargaining. By focusing on the rise, decline and the contemporary debate over the reframing of trade unions in the United States, students will be introduced to some of the main organizations and figures that have shaped the labor movement, while also learning about how U.S. citizens have responded more broadly to the nature of the workplace in political, social and cultural terms.

Please note that this course also 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 to provide constructive feedback to other students' writing. As part of the writing component, the class has additional instructors who will facilitate writing instruction in the class, coordinate peer review sessions on designated days, and assess final writing projects—more information will be given on this aspect of the course shortly. At the conclusion of the course, students should demonstrate an increase in their knowledge and skills in writing/revising academic essays. Specifically, student should be able to

- enter into a dialogue with specialists in a particular field of study,
- read essays and extract and explain key points and terms,
- organize a paper from thesis, to topic sentence, to conclusion,
- interact with texts by using meaningful citations in their papers,
- use a range of sentence structures, and
- write meaningful, clear, and organized papers.
- thesis development
- logic and organization
- tone, vocabulary, and spelling

**Learning Objectives:** The following leaning 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 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 conventions of attribution and citation correctly.

V: Analyze and synthesize information and ideas from multiple sources to generate new insights.

## **Course Participation Guidelines**

*Class attendance:* You are expected to attend each class session, and to be on time. 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 and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over. As our class is scheduled for a three-hour timeslot, we will have periodic breaks built into our weekly gatherings.

*Participation:* This class will utilize a variety of formats, with weekly discussion sessions one of the more important of these. You are expected to have completed the readings assigned before coming to class each week and be ready to take an active role in these discussions. Class participation includes active, respectful listening and well as talking. Cell phones and other electronic devices must be turned off during class. If you have a laptop computer, please feel free to bring it to class as a useful tool to augment with class readings and occasional You Tube video clips. Do not use any recording devices in this class.

The class may also have periodic, unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade.

*Missed Exams:* All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and other related issues may be taken into account in possible rescheduling.

Changes to the syllabus as needed may be introduced at the professor's discretion during the course of the semester.

*Writing Conferences:* Our class will have both peer review sessions and opportunities to have personal consultations with your assigned reader. These meetings will be scheduled either during designated time slots or during class time. More details will be provided on how the class will facilitate these meetings.

Unless otherwise specified, all papers (both initial and final drafts) should be sent to your designated reader (either me or your assigned TA) via email attachment. Two hardcopies should be printed out to share with your in class student readers on the days when peer review is scheduled for class. Out of respect to those who meet this expectation, late papers will be subject to downgrading.

*Disability Statement:* This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

*Statement on Academic Freedom:* Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

**Sakai:** Additional course readings will be placed on the class Sakai site. I will also occasionally post emails to the class concerning our activities from week to week. Please let me know immediately if you have any difficulties logging onto this website.

**Required Book.** The following required book is available for purchase at the Rutgers University Bookstore operated by Barnes and Noble. It may also be purchased online.

Rosenzweig, et al. *Who Built America? Working People and the Nation's History Volume II: Since 1877*, 3<sup>rd</sup> edition, Bedford/St. Martin Press, 2008

**Required Online Readings:** In addition to the required book, all required excerpted readings are available through Sakai. They will be posted as PDF files.

The online readings compliment the material in the text. Some of the online readings are primary sources and will be noted as such on the syllabus. Other online readings are secondary sources—commentaries and historical analysis provided after the events have taken place.

Primary Sources and some of the secondary readings are from the following books:

*Major Problems in the History of American Workers*, edited by E. Boris and N. Lichtenstein, 2<sup>nd</sup> edition, Wadsworth/Cengage Learning, 2003

*Voices of A People's History of the United States*, edited by H. Zinn and A. Arnove, Seven Stories Press, 2004.

*The Voices of the People*, edited by J. Rees and J. Pollack, Harlan Davidson, Inc, 2004.

### **Grading/Evaluation:**

Midterm 1: 20%

First Paper: 20%

Second Paper: 25%

Participation: 10%

Final Exam: 25%

### **Week 1: January 21: Introductions, Overview and a Brief Review of Early U.S. Labor History**

Readings: Course Syllabus

*In class skit:* Artisan Republicanism in the Early American Republic

### **Week 2: January 28: A Polarized Society: Industrial Capitalism And Worker Organizations in the Gilded Age (1877-1893)**

Brecher, "The Great Upheaval," pp. 138-148

*Who Built America?* Chapter 1, 23-49, 70-71; Chapter 2, 77-79, 91-120

Film excerpt: *The River Ran Red*

### **Week 3: February 4: The Triumph of Industrial Capitalism at Home and Abroad (1893-1900)**

Readings: *Who Built America?* Chapter 3, 124-157, 167-174

"Statement from the Pullman Strikers," 234-236

First Draft of Paper 1 due in class: Peer Review Sessions

### **Week 4: February 11: Reform and Radicalism in the Progressive Era (1900-1914)**

Readings: *Who Built America?* Chapter 4, 181-202, 216-217; Chapter 5, 223-225, 241-269.

Dorothy Sue Cobble, "Pure and Simple Radicalism: Putting the Progressive Era AFL in its Time," *Labor: Studies in Working-Class History of the Americas* 10:4 (Winter 2013): 61-88.

"Frederick Winslow Taylor Explains...," 205-209  
"Machinists Testifies on the Taylor System," 83-85

Film: *The Wobblies*

### **Week 5: February 18: Writing Conferences**

### **Week 6: February 25: Midterm Exam**

### **Week 7: March 4: World War One and the Lean Years for American Workers (1914-1929)**

Readings: *Who Built America?* Chapter 6, 279-280, 292-312, 320-329; Chapter 7, pp. 335-339, 343-352, 375-384.

Two anti-war speeches by Eugene V. Debs, 294-298  
"O'Connor on the Seattle General Strike," 151-156  
"Steel Mill Worker in 1921," 132-135

Final Draft of Paper 1 due.

### **Week 8: March 11: The Great Depression and the New Deal, 1929-1939**

Readings: *Who Built America?*, Chapter 8, 391-439; *Who Built America?* Chapter 9, 445-491

"Adamic on the sit-down strike" and "Dollinger Remembers the Flint Sit-down Strike," 345-349

In Class presentation: Labor and the Arts of the 1930s.

### **Week 9: March 18: Spring Break**

### **Week 10: March 25: Working People and World War Two, 1939-1946**

Readings: *Who Built America?* Chapter 10, 497-506, 517-547.

Robert Korstad and Nelson Lichtenstein, "Opportunities Lost and Found: Labor, Radicals, and the Early Civil Rights Movement," *Journal of American History*, 75 (December 1988)

In-Class Presentation: The Music of Woody Guthrie

First Draft of Paper 2 due in class: Peer Review Sessions

### **Week 11: April 1: The Cold War Boom and the Social Compact 1946-1960**

Readings: *Who Built America?*, Chapter 11, 553-558, 567-606.

Kathleen M. Barry, "Too Glamorous to Be Considered Workers" Flight Attendants and Pink Collar Activism in Mid-Twentieth Century America, *Labor* 3:3 (Fall 2006): 119-138.

*Fortune Magazine* on labor unions.

Nelson Lichtenstein, "The Unions' Retreat in the Post-war Era," 385-395.

Film: *On the Waterfront*

### **Week 12: April 8: The Rights Conscious 1960s and the Rise of Public Sector Unionism**

Readings: *Who Built America?* Chapter 12, 615-639, 649-675.

Honey, "Martin Luther King, Jr. and the Memphis Sanitation Strike," 420-431

Film: *At the River I Stand*

### **Week 13: April 15: Writing Conferences**

### **Week 14: April 22: Economic Adversity and the Union Decline, 1973-1989.**

Readings: *Who Built America?* Chapter 13, 683-729

"Interview with Local P-9 leaders," 523-529

Film: *American Dream*

Final Draft of Paper 2 due.

### **Week 15: April 29: New Challenges for Labor in the Era of Globalization, 1989-2001**

Readings: *Who Built America?* Chapter 14, 735-757, 761-783.

Nelson Lichtenstein Supply Chains, Workers' Chains and the New World of Retail Supremacy. *Labor: Studies in Working Class History of the Americas* 4:1 Spring 2007 17-32

**Final Exam Schedule to be announced by Registrar.** You are responsible for knowing where and when the final exam is to be held.

**Paper Topics: Papers should be 5 pages, double-spaced and adhere to standard grammar and punctuation.**

**Paper One:** How did the rhetoric of the late nineteenth century labor movement tap into predominant historical understandings of the meaning of American democratic citizenship?

**Paper Two:** Explain the reasons for the advancements of the labor movement in the United States during the New Deal period.