

## **Syllabus – Development of the Labor Movement II (575:202:05)** **Spring, 2015**

Monday, Wednesday,

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### **Book to Buy:** Who Built America? Volume 2 (third edition)

by American Social History Project, Bedford St. Martin Press

Available from Barnes and Noble bookstore, Or students may buy the book on-line.

ISBN-13: 9780312446925 Pub. Date: 12/21/2007

**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.

### **Class Requirements:**

1. Attendance and Class Participation, 25%
2. Midterm Examination 25%
3. Term Paper. 40% of Grade. See Assignment Instructions in Resources Section of Sakai Site
4. Editing Assignment: 10% of Grade For Instructions, See Resources Section in Sakai Site

### **Course Objectives::**

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

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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.

In addition: Students will be expected to cite sources correctly, and to abide by regulations of the University's policy on Academic Integrity.

## **Course Outline**

Week One: Introduction – The Great Upheaval Jan. 21

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

Video: "The Grand Army of Starvation"

Week Two: Progress and Poverty Jan. 26 (No class Jan. 28)

Reading: WBA? Prologue and Chapter One

Video Clips:

1. Enterprise of a Thousand Tears

<http://www.youtube.com/watch?v=7cK6Q4bdKfM&feature=related>

This video emphasizes a dark side of the growth of industrial capitalism -- child labor. Child labor was commonplace during the late nineteenth century, in factories, fields, and retail shops. The last half of this video recounts efforts to legislate against child labor in the United States, an issue we will examine in Unit 6. The video also points out that child labor is common place today in many nations undergoing industrialization; for example, children worked in American mines one hundred years ago, and in Chinese coal mines today. This fact often arouses debate: if China's economic development involves the same sort of labor exploitation that American development did, is it hypocritical for Americans to criticize China for the same injustices that occurred in American workplaces?

## 2.The Secret History of the Ku Klux Klan (Part 2)

<http://www.youtube.com/watch?v=l5GLvvuHRWY&feature=related>

This video was produced for The History Channel. It chronicles the Ku Klux Klan's use of terror to undo the Reconstruction carried out by the federal and state governments after the end of the Civil War. While Reconstruction had aimed to enable the freed slaves to become free workers and farmers, the Ku Klux Klan was committed to restoring white supremacy. Its success returned the former slaves to bondage, and condemned them to second class citizenship. As a result, the southern states' agriculture and industrial developed using large pools of unfree labor, and the south remained a bastion of anti-unionism for generations. The film points out that the Klan's history of terror was forgotten in American popular culture, a fact which made it possible for the Klan to reemerge as a powerful political force in the 1910's and 20's, when not only blacks, but also Catholics and Jews were targets of its campaigns.

Week Three: Community and Conflict Feb. 2-Feb.

Reading: WBA? Chapter Two

Video Clips: Haymarket Riot (1886) (Three parts)

This video was made for the Public Broadcasting Service. It chronicles the events of May, 1886, when Chicago workers struck for an eight hour day, only to have their campaign disrupted by the explosion of a bomb which killed seven policemen who were watching the demonstrators. The authorities blamed anarchists for the violence, though no evidence was ever advanced confirming the identity of the person or persons who set off the bomb. The video is notable for embedding the story of the Haymarket in the history of Chicago's working class ethnic communities.

1. [http://www.youtube.com/watch?v=\\_OQxncb2ihQ](http://www.youtube.com/watch?v=_OQxncb2ihQ)
2. [http://www.youtube.com/watch?v=8w-z8ud\\_9QU](http://www.youtube.com/watch?v=8w-z8ud_9QU)
3. <http://www.youtube.com/watch?v=VKkEl9XzjFc&feature=related>

## Homestead Strike & Andrew Carnegie (1892)

This video, made for the History Channel, counterposes Carnegie's reputation as an industrial pioneer and philanthropist with his action to crush the union representing employees of his steel mill in Homestead, Pennsylvania, right outside of Pittsburgh. Since Carnegie cherished his reputation as a fair employer, he left the country and assigned Henry Clay Frick the task of defeating the strike. The film points out that it was the skilled workers who belonged to the union, and who exercised power within the mill. There were more unskilled workers employed at the mill, but they were "new" immigrants, mostly from Southern and Eastern Europe. They were not only outside of the union; they were treated by the company as a transient labor force that came and went as production rose and fell.

<http://www.history.com/videos/andrew-carnegie-and-the-homestead-strike#andrew-carnegie-and-the-homestead-strike>

Week Four: Industrial Capitalism Triumphs Feb. 9-Feb. 11

Reading: WBA? Chapter Three

Video Clip: The Pullman Strike (1894)

The Pullman strike and boycott began as a strike by workers at George Pullman's factory on the southeast side of Chicago, in 1894. The striking workers appealed to the American Railway Union, which was holding its founding convention in Chicago, to support their strike. The ARU's founder, Eugene V. Debs, had spent the previous year organizing a union that included all the different railroad craftsmen together, brakemen, firemen, conductors, engineers, because he believed that the crafts' division into separate unions was responsible for their defeat in previous strikes. Believing that the new union was strong enough to challenge the power of the enormous railroad corporations, Debs viewed the Pullman factory workers' request for solidarity as a distraction, but the delegates to the founding convention embraced the strikers' cause as their own, and called for a nation-wide boycott of Pullman sleeping cars. In response to the ARU's boycott, railroad workers around the country refused to work on any train hauling a Pullman sleeping car. America's railroads stopped running.

This video, made by a local history project in Sacramento, California, tells the story of the boycott against trains hauling Pullman sleeping cars in California. Sacramento was just one of hundreds of railroad centers in the U.S. that was shut down by the strike and boycott. Ultimately, the U.S. government sent in troops to break the strike, on the grounds that it was disrupting U.S. mail delivery. The union had agreed to allow mail cars to run, but the U.S. Attorney General, who had previously been a railroad corporation executive, disregarded the union's offer, and went to Federal Court to obtain an order authorizing him to send in Federal troops.

[http://www.youtube.com/watch?v=u-mfW\\_v57LA](http://www.youtube.com/watch?v=u-mfW_v57LA)

Week Five: Change and Continuity in Daily Life Feb. 16-18

Reading: WBA? Chapter Four

Video Clips: “

View these three videos. They present contrasting views of how corporations restructured work and production processes in early twentieth century factories. The first two videos emphasize how managers transformed the craft-based production system of the late nineteenth century factory into a system based on machines, standardized parts, and uniform work instructions. This revolution in production put control in the hands of corporate managers and engineers, and reduced the power of foremen and skilled workers. The third video shows some of the dark side of the rise of the industrial factory, revealing why Americans began to insist that government step in to regulate industry to protect the public as well as production workers. The video focuses on Upton Sinclair, socialist journalist, whose novel about immigrant workers in the packinghouses in Chicago stirred public outrage, providing the impetus for the creation of the Food and Drug Administration.

1. Ford and Taylor Scientific Management (Edited)

<http://www.youtube.com/watch?v=8PdmNbqtDd>

2. The Beat of the System

<http://www.youtube.com/watch?v=JgvYGj5J-Cg2>.

3. Upton Sinclair's The Jungle

<http://www.bing.com/videos/search?q=upton+sinclair%27s+the+jungle+video&FORM=VIRE14#view=detail&mid=A31F31F467D33C9B41E5A31F31F467D33C9B41E5>

Week Six: Radicals and Reformers in the Progressive Era Feb. 23-25

Reading: WBA? Chapter Five

Video Clips:

[http://www.democracynow.org/2009/3/31/the\\_woman\\_behind\\_the\\_new\\_deal](http://www.democracynow.org/2009/3/31/the_woman_behind_the_new_deal)

Week Seven: Wars for Democracy March arch 2-March 4

Reading: WBA? Chapter Six

Video Clips:

1. World War I - Footage

[http://www.youtube.com/watch?v=ZVDUXPB\\_sTs&feature=fvw](http://www.youtube.com/watch?v=ZVDUXPB_sTs&feature=fvw)

2. East St. Louis Race Riot 1919

<http://www.youtube.com/watch?v=7lZPGL1u0XI>

3. Seattle General Strike 1919

<http://www.youtube.com/watch?v=efM5EsZPfbA>

Week Eight: A New Era March 9-11

Reading: Who Built America? Chapter Nine

Video Clips:

View these videos:

1. Working at Ford in the 1920's Part I and II

<http://www.youtube.com/watch?v=QtYRLtT8bvY>

<http://www.youtube.com/watch?v=1Re-yUnO-Hk&NR=1>

Spring Vacation, March 14-22

Week Nine: The Great Depression and the First New Deal March 23-25

Reading: WBA? Chapter Eight

Video Clips:

1. Rise and Fall of the National Industrial Recovery Act

[http://www.youtube.com/watch?v=\\_xjosM-KEvk&feature=related](http://www.youtube.com/watch?v=_xjosM-KEvk&feature=related)

2. "The San Francisco General Strike" - 1934

<http://www.youtube.com/watch?v=dku-MFnIxaU>

Week Ten: Labor Democratizes America

March 30-April 1

Reading: WBA?, Chapter Nine

Video Clips:

View these videos:

1. AFL vs. CIO split in 1935

<http://www.youtube.com/watch?v=2IsJZAknuIQ&feature=fv>

2. Flint Sit-down Strike 1937

<http://www.youtube.com/watch?v=kusHTbT9Yxg>

3. "Chicago Memorial Day Massacre 1937"

<http://www.youtube.com/watch?v=-Q3RUGLfv0&feature=related>

Week Eleven: A Nation Transformed April 6-8

Reading: WBA? Chapter Ten

Video Clips:

1. John L. Lewis and Miners in World War II

[http://www.youtube.com/watch?v=r9WryLrVvFo&feature=player\\_embedded#](http://www.youtube.com/watch?v=r9WryLrVvFo&feature=player_embedded#)

2. Rosie the Riveter

<http://ce-stream01.rutgers.edu/cbox/ondemand/web/PeterM/stream/Rosie.wmv>

Week Twelve The Cold War Boom April 13-15

Reading: WBA? Chapter Eleven

Video Clips:

Army-Sen McCarthy Hearings

[https://www.youtube.com/watch?v=IAur\\_I077NA](https://www.youtube.com/watch?v=IAur_I077NA)

2. The Growth of the Suburbs -- Levittown, Pa.

<http://www.youtube.com/watch?v=pHnIjpdAnM>

The Bracero Program

[http://wn.com/bracero\\_program?upload\\_time=all\\_time&orderby=viewCount](http://wn.com/bracero_program?upload_time=all_time&orderby=viewCount)

Unit Thirteen: The Rights-Conscious Sixties April 20-April 22

Reading: WBA? Chapter Twelve

Video Clips:

1. Birmingham

<http://www.youtube.com/watch?v=j9kT1yO4MG>

2. United Farm Workers

<http://www.bing.com/videos/search?q=United+Farm+Workers+Grape+Boycott&FORM=RESTAB#view=detail&mid=DE3B9888EAB94F98A7ADDE3B9888EAB94F98A7AD>

3. Workplace Health and Safety Movement, WWII to OSHA

<http://www.youtube.com/watch?v=kc-ivXUp6ns&feature=Playlist&p=99262D970A141884&index=2>

4. Tony Mazzochi Tribute (especially the last two minutes when Mazzochi is speaking)

<http://www.youtube.com/watch?v=fiC8nGItLEM>

April 29 – Drafts of Term Paper Due

Week Fourteen: Economic Adversity Transforms the Nation April 27-29

Reading: WBA? Chapter Thirteen

Video Clip: “Reagan Fires Air Traffic Controllers.”

<http://www.bing.com/videos/search?q=reagan+fires+air+traffic+controllers&FORM=HDRSC3#view=detail&mid=3D8F242FBFDFB99690543D8F242FBFDFB9969054>

Week Fifteen: An Age of Neo-Liberalism May 4

May 11 – Term Paper Due