

**Course No. 37:575:202:91 - Online**

## **Development of the Labor Movement II**

**Rutgers School of Management and Labor Relations  
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### Overview

History has often been presented as the story of how powerful people have changed human societies over the course of time, with presidents, generals, and the wealthy playing central roles. This course will turn the standard approach on its head and instead look at America and the changes it has undergone through the eyes of working people.

What was life like for sharecroppers, housewives, coal miners, immigrants, teachers, fast-food workers, and office workers over the last century, and how did their actions affect the course of history? This course will tackle these questions, looking at the development of the labor movement and other movements of "ordinary" people and the enormous changes they have wrought in American history. We will not ignore the important roles of the powerful, but we will examine them in concert with the actions and ideologies of working-class people and their organizations. And we will look at the world surrounding the labor movement--the businesses, politics, and cities, the issues of immigration, race, ethnic, and gender relations, and the social and cultural changes in each period.

We will also study the differing forms and ideologies of numerous workers' organizations to understand why some made a real difference and others had little lasting effect. The labor movement has changed dramatically from the early period of industrialization, when the United States was still primarily an agricultural country, through the explosive growth of mass production, to the decline of manufacturing and the increasing importance of the service sector. Our approach will highlight the fact that American history has not been a smooth narrative of progress, but rather that change has come about only after struggle over different views of what path the country should take.

The course will examine both historical periods and recurring themes. Topics will include the growth of industrial capitalism, corporations, labor unions, and finance; the rise of monopolies and the efforts to control their negative effects; impacts of wars and the military on working people; mass production and mass distribution; consumerism; the "new economy" of the 1920s and its collapse in the Great Depression; the New Deal and the role of government in the American economy; the post-World War II dominance of American capitalism; the crises of the 1970s and growing global competition; and recent developments in the information revolution, globalization, deindustrialization, the growth in inequality, and the spread of the market into ever more areas of American life. We will study well known organizations like the Knights of Labor and the AFL-CIO as well as lesser known groups like the Southern Tenant Farmers Union and today's worker centers.

An important goal of the course is for students to learn to think logically and critically about ideas and events in American history and to evaluate arguments from a variety of perspectives. This course also satisfies several specific Rutgers learning objectives that are detailed below after the course schedule. Please contact me at [daniel.sidorick@rutgers.edu](mailto:daniel.sidorick@rutgers.edu) if you have any questions about the course.

*Statement on Disability:* Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## Course Participation

Since this is an online course, students will not be discussing topics in class, but will be interacting with each other in discussion forums and peer review of writing assignments. Your active and thoughtful participation is critical to the success of the class and to the grade you receive for the course.

In our class, all points of view are welcome and encouraged. Some of the topics we will discuss can be contentious, and different viewpoints will make the class more lively and interesting, as long as we are respectful of others' views. In course discussions as well as all other parts of the course (such as writing assignments), you should feel free to express your honest opinions, as long as you back up your arguments with solid data from course materials and other reliable sources. Your grade in the class will depend entirely on whether and how well you do the work of the course, not on your point of view.

When participating in this online course it is expected that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus to encourage others to interact with you.
- Intellectually challenge peers to consider a topic by offering well-developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers.

## Course Readings

1. Required Book. The following required book is available for purchase at the Rutgers University Bookstore (732-246-8448). It may also be purchased online at [bn.com](http://bn.com) and other online booksellers. Rosenzweig, et al., *Who Built America?: Working People and the Nation's History, Volume II: Since 1877*, 3rd ed., Bedford / St. Martin's Press, 2008. (Referred to as WBA in following pages.)

2. Required Online Readings: In addition to the required books, all required excerpted readings are in the Document Sharing section of the "course shell" on e-College or are accessible at links provided below. The online readings complement the material in the text. Some of the online readings are primary sources and will be noted as (PS) in the syllabus – that is, they are from the time period discussed in the text. Other online readings are secondary sources; they are interpretations and evaluations of the events or developments.

## Class Schedule

Changes may be made in the schedule, readings, and videos -- be sure to check the course web site often for announcements.

### **GETTING STARTED:**

Tuesday, Jan. 20 to Sunday, Jan. 25

Become familiar with the web site that has the online course. This is called the “course shell.” Learn about the instructor and introduce yourself to other students by writing an online introduction. (Instructions for how to submit the introduction are provided in the course shell.)

### **Unit 1: A BRIEF REVIEW OF EARLY U.S. LABOR HISTORY**

Monday, Jan. 26 to Sunday, Feb. 1

Readings:

- Slott and Voos, “Summary of U.S. Labor History to 1877,” pp. 1-5.
- Brecher, “The Great Upheaval,” pp. 138-148.

Video Clips: “The Great Strike of 1877” and “Camden Station and the Great Railroad Strike of 1877”

Assignment: Writing Assignment #1 - Response Paper

### **Unit 2: A POLARIZED SOCIETY: INDUSTRIAL CAPITALISM & WORKER ORGANIZATIONS IN THE GILDED AGE (1877 to 1893)**

Monday, Feb. 2 to Sunday, Feb. 8

Readings:

- WBA Ch. 1 - pp. 23-49, 70-71.
- WBA Ch. 2 – pp. 77-79, 91-120.

Optional Reading: “Labor's True Woman”

Video Clips: “Haymarket Riot,” and “Homestead Strike and Andrew Carnegie”

Assignment: Course Notes Journal Entry Assignment

### **Unit 3: THE TRIUMPH OF INDUSTRIAL CAPITALISM AT HOME AND ABROAD (1893 to 1900)**

Monday, Feb. 9 to Sunday, Feb. 15

## Readings:

- WBA Ch. 3 – pp. 124-157, 167-174.
- “Statement from the Pullman Strikers,” pp. 234-236. [PS]
- “Eugene Debs, "Interview from Jail" and "A Call to the People.” [PS]

Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

**Unit 4: REFORM & RADICALISM IN THE PROGRESSIVE ERA (1900 to 1914)**

Monday, Feb. 16 to Sunday, Feb. 22

## Readings:

- WBA Ch. 4 - pp. 181-202, 216-217
- WBA Ch. 5 – pp. 223-225, 241-269
- “Frederick Winslow Taylor Explains....,” pp. 205-209. [PS]
- “Machinist Testifies on the Taylor System...,” pp. 83-85. [PS]
- “Lawrence Textile Strike,” pp. 272-277. [PS]

Video Clips: “The Beat of the System” and “1913 Massacre by Woody Guthrie”

Assignment – Submit 1st Draft of Writing Assignment 1 (by Saturday, 2/21)

**Unit 5: WORLD WAR I AND THE “LEAN DECADE” FOR AMERICAN WORKERS (1914 to 1929)**

Monday, Feb. 23 to Sunday, Mar. 1

## Readings:

- WBA Ch. 6 - pp. 279-280, 292-312, 320-329
- WBA Ch. 7 – pp. 335-339, 343-352, 375-384

Assignment -- Final Version of Writing Assignment 1 (by Sunday, 3/1)

**Unit 6: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1935)**

Monday, Mar. 2 to Sunday, Mar. 8

## Reading:

- WBA Ch. 8
- Sidorick - "Camden in the Great Depression"

Video Clips: “1929 Stock Market Crash,” “FDR Fireside Chat on Economic Recovery Plans,” “Rise and Fall of the National Industrial Recovery Act,” and “San Francisco General Strike.”

Assignment: "Big Picture" Forum Discussion

**Unit 7: LABOR UPSURGE: THE INDUSTRIAL UNION MOVEMENT AND THE SECOND NEW DEAL (1935 to 1939)**

Monday, Mar. 9 to Friday, Mar. 13

Readings:

- WBA Ch. 9
- “Dollinger Remembers the Flint Sit-down Strike,” pp. 345-349. [PS]
- Optional Graphic Comic: “Flint Sit-down Strike Comic” [link in course shell]

Video Clips: “AFL vs. CIO Split in 1935,” “Frances Perkins,” and “Chicago Memorial Day Massacre.”

Assignment: Exam #1 (Covers Units 1 through 7)

**Spring Break!** -- Saturday, Mar. 14 to Sunday, Mar. 22

**Unit 8: WORKING PEOPLE & WORLD WAR II (1939 to 1946)**

Monday, Mar. 23 to Sunday, Mar. 29

Reading:

- WBA Ch. 10

Video Clips: "Manpower Needs in World War II," "Rosie the Riveter: Real Women Workers in World War II," and "George Takei on Being in a Relocation Center for Japanese-Americans."

Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

**Unit 9: THE COLD WAR BOOM & THE SOCIAL COMPACT (1946 to 1960)**

Monday, Mar. 30 to Sunday, Apr. 5

Readings:

- WBA Ch.11
- “CIO Attacks a Communist-Led Union,” pp. 362-364. [PS]
- “James Lerner Defends the UE,” pp. 208-211. [PS]
- “Fortune Magazine on Labor Unions,” pp. 372-374. [PS]

Video Clip: “The Challenge”

Assignment: Submit 1st Draft of Writing Assignment 2 (by Saturday, 4/4)

**Unit 10: THE RIGHTS-CONSCIOUS '60s & THE RISE OF PUBLIC SECTOR UNIONISM (1960 to 1973)**

Monday, Apr. 6 to Sunday, Apr. 12

Reading:

- WBA Ch. 12

Video Clips: "Segregation at All Costs: Bull Connor and the Civil Rights Movement," and "I Am a Man: Dr. King and the Memphis Sanitation Strike."

Assignments:

- 1) Peer Review of Another Student's 1st Draft (by Thursday, 4/9)
- 2) Final Version of Writing Assignment 2 (by Sunday, 4/12)

**Unit 11: ECONOMIC ADVERSITY & THE DECLINE OF PRIVATE SECTOR UNIONISM (1973 to 1989)**

Monday, Apr. 13 to Sunday, Apr. 19

Readings:

- WBA Ch. 13
- Sidorick - "Campbell Soup Shutdown in Camden"

Video Clips: "Nightline Report on the Decline of Unions and the Ineffectiveness of Strikes," "1989 Pittston Coal Strike," and Bruce Springsteen performing "Youngstown."

Assignment: Group Forum Discussion (Each student will be assigned to a specific group)

**Unit 12: NEW CHALLENGES FOR LABOR IN THE ERA OF GLOBALIZATION (1989 to 2001)**

Monday, Apr. 20 to Sunday, Apr. 26

Readings:

- WBA Ch. 14
- "Sweeney's Victory Speech, Union Strike Victory at UPS" pp. 522-529. [PS]
- "Seattle Protest Against the WTO: Two Views," pp. 490-494. [PS]

Video Clip: "America's Victory: The 1997 UPS Strike"

Assignments: (1) Webliography Entry Due 4/23;

(2) Group Forum Discussion (Each student will be assigned to a specific group)

**Unit 13: AMERICA & LABOR IN THE TWENTY-FIRST CENTURY (2001 to the Present)**

Monday, Apr. 27 to Sunday, May 3

## Readings:

- WBA Ch. 15
- Slott – “Summary of U.S. Labor History: 1996 to 2012”
- Rachleff -- "The Past, Present, and Future of Collective Bargaining"
- Friedman -- "Why Passengers Cheered Vermont Bus Strike"

Assignment: "Big Picture" Forum Discussion

**FINAL ASSIGNMENTS – Due Sunday, May 10**

Writing Assignment 3

Exam #2 (Covers full course, with focus on Units 8 through 13)

Learning Objectives for This Course

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:"

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.

## Grading Criteria and Components

### Grading Criteria:

A	90-100%	900 to 1000 points
B+	85-90%	850 to 899 points
B	80-85%	800 to 849 points
C+	75-80%	750 to 799 points
C	70-75%	700 to 749 points
D	60-69%	600 to 699 points
F	59% and below	0 to 599 points

### Grading Components:

Grades are based on the following components:

Small-Group Forum Discussions: Units 3, 8, 11, & 12  
20% of the grade (Each forum discussion = 50 points)

"Big Picture" Forum Discussions: Units 6 & 13  
10% of the grade (Each forum discussion = 50 points)

Course Notes Journal Entry Assignment: Unit 2  
5% of the grade (50 points)

Exams: Unit 7 & Final Assignment  
(Exams are True/False, Multiple Choice, and Short Essay Questions, with one Essay Question)  
20% of the grade (Each exam = 100 points)

Peer Review of Another Student's Writing/Editing Assignment: Unit 10  
5% of the grade (50 points)

Writing Assignments: Units 1, 5, 10, & Final Assignment  
40% of the grade (Response Paper = 50 points; Essays 1 and 2 = 125 points; Essay 3 = 100 points)

Please note: All late papers will be downgraded one letter grade (e.g. A to B)