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Development of the Labor Movement II
SMLR, Rutgers University
Spring 2016
Wed 9:50a.m.-12:50p.m.
Murray Hall 211

Instructor: Andrea Estepa

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Office: Labor Education Center (LEC) 136

Office Hours:

Wednesday, 4:30-5:30 pm, Au Bon Pain, CAC

Thursday, 1-2:30 pm, LEC 136 or by appointment

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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, writing assistants, and your fellow students. You will use that feedback to guide 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 revision, you will learn to provide constructive feedback on 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?* Other readings are in the Resources section of Sakai.

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 and submit short writing assignments (some to be done in class and some at home) and submit online discussion questions when scheduled.

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 you should take notes by hand in a notebook. 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 office 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; I check and respond to e-mail every day. 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.

Assignments and Grading

Attendance and

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

Course Schedule

Please note: The instructor reserves the right to change assignments on the course schedule after the semester has begun.

Jan 20 **Introduction to Course**

Jan 27 **Industrial Labor and the Great Uprising**

Read: WBA, 23-54; Jeremy Brecher, "The Great Upheaval"; Henry George, "Paradox of Capitalist Growth"; Andrew Carnegie, "Wealth"

Write and Turn In: Summarize the thesis/argument of the Brecher article in 1-3 sentences.

Feb 3 **Class Conflicts: The 8-hour Day, The Haymarket Affair, and the Pullman Strike**

Read: WBA, 91-120 [pay special attention to the images and caption on p. 92 and the poem on p.102], 126-144; and **ONE** of the following **sets** of documents:

Pullman Strike: A Pullman Striker's Statement, 1894"; "Statement of George Pullman, 1894"; Letters to Pullman from Governor Altgeld; Eugene V. Debs, "Pullman Strike Speech, 1895"*

OR

Haymarket Affair: Terence Powderly on Haymarket; Albert Parsons Response to Powderly; a Knights of Labor member on Haymarket; Haymarket Defendant Oscar Neebe to Judge.

Paper Assignment 1 Distributed

Feb 10 **The Immigrant City: Sweatshops, Tenements, and Home Work**

Read: WBA, 144-157, 167-174; Jacob Riis, "How the Other Half Lives, 1890," chapters IX, XII, and XX ; John R. Commons, "The Sweating System"; Annelise Orleck, "The Uprising of Women Garment Workers, 1909-1915"

Feb 17 **Peer Review and Discussion of First Drafts**

Turn in Paper 1 First Draft: Submit your paper on Sakai before class and bring two hard copies to class for the peer review

Feb 24 **The Progressive Era: Reform through Legislation**

Read: WBA, 181-206, 223-269; excerpt from Upton Sinclair, "The Jungle"

Mar 2 **Boom and Bust in the 1920s**

Read: WBA, 335-360, 366-375, 383-385; Congressional Testimonies re: 1919 Steel Strike; Weinberg, *A Short History of American Capitalism*, 209-218 (The 1920s)

- Mar 9** **The Great Depression and the New Deal**
Read: WBA, 391-439, 445-491; “Preamble of the National Labor Relations Act”; “White Collar Workers Organize”; UAW, “How to Win for the Union”
Paper 1 Second Draft Due on Sakai before class; Paper 2 Assignment Distributed
- Mar 16** **Spring Break**
- Mar 23** **World War II**
Read: WBA, 497-547; 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.
- Mar 30** **Red (Scare), White (Collar), and Blue (Collar)**
Read: WBA, 567-606; Ellen Schrecker, “Labor Encounters the Anticommunist Crusade”
Paper 2 First Draft Due on Sakai before Class
- Apr 6** **Civil Rights, Social Justice, Equal Opportunity**
Read: WBA, 615-637, 638, 657-675; “Demands of the March on Washington for Jobs and Freedom”; Matt Garcia, “The UFW Grape Boycott and Farmworker Justice”; Dorothy Sue Cobble, “Feminism Transforms Women Service Workers”
- Apr 13** **Deindustrialization and Outsourcing**
Read: WBA 683-700, 707-723, 741-746, 751, 757-761, 774
- Apr 20** **Globalization and the Decline of Unions**
Read: David Morgan, “Air Traffic Controllers Strike of 1981”; Kim Moody, “A Certain Kind of Globalization”; Andrew Ross, “Sweated Labor in Cyberspace”
Paper 2 Second Draft Due on Sakai before Class
- Apr 27** **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”; Paul Booth, “Labor at a Crossroads”

Final Exam Date TBA

Discussion Question Assignment

Once over the course of the semester you are expected to submit a question you would like the class to discuss on the Forums section on Sakai. On the weeks when you are not responsible for submitting a question, you should read the questions that have been submitted before coming to class.

The purpose of your discussion questions should be to start a conversation or spark a debate. Avoid questions that can be answered with a “yes” or “no” or a statement of fact. Questions that begin with “How” or “Why” or that focus on comparing and contrasting or cause and effect are more likely to get people talking. For more tips on coming up with questions, see “Designing Effective Discussion Questions” in the Resources section of Sakai.

Schedule

Submit your questions no later than 8 p.m. the Monday before class.

If your last name begins with A-Ca, submit discussion questions re: 2/10 readings by 2/8

If your last name begins with Ce-E, submit discussion questions re: 2/17 readings by 2/15

If your last name begins with F-H, submit discussion questions re: 2/24 readings by 2/22

If your last name begins with J-K, submit discussion questions re: 3/2 readings by 2/29

If your last name begins with L-Mc, submit discussion questions re: 3/9 readings by 3/7

If your last name begins with Me-P, submit discussion questions re: 3/23 readings by 3/21

If your last name begins with Q-R, submit discussion questions re: 3/30 readings by 3/28

If your last name begins with S-T, submit discussion questions re: 4/6 readings by 4/4

If your last name begins with U-Z, submit discussion questions re: 4/13 readings by 4/11