

## **DEVELOPMENT OF THE LABOR MOVEMENT II (On-Line)**

37:575: 202 (Section 90) – Spring 2016

Instructor: Mike Slott  
Phone #: 973-979-0703 (cell)  
Email: mslott@work.rutgers.edu

### **COURSE DESCRIPTION:**

This on-line course traces the history of the labor movement in the U.S. from the mass strike movement of 1877 (the “Great Upheaval”) to the current attack on worker standards and collective bargaining rights. Course themes include the sources and forms of labor-capital conflict; the impact of the civil rights and women’s movements on the workplace and society-at-large; changes in technology, production, and workplace organization in an evolving capitalist economy; the rise and fall of private sector, industrial unionism; the growth of public sector unionism in the 1960s and the current efforts to weaken public employee unions; and the future of worker rights and labor movements in the United States.

Although not the exclusive focus of the course, we will closely study how labor unions have responded to changes in our economy, political system, and culture. *Who* labor unions represent, *what* they seek to accomplish in the short- and long-term, and *how* they attempt to reach their goals has evolved, even though the basic rationale for union organization – to defend and advance the interests of working people vis-à-vis powerful employers - has remained the same. In this course, we will look at how unions’ ability to improve their members’ living standards and working conditions has widely fluctuated. At times, unions have been quite weak, almost marginal in their influence. However, during other periods, unions have had a central role in shaping the economic and political systems in the U.S.

### **LEARNING 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:”

**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.

### **COURSE PARTICIPATION GUIDELINES:**

We will examine U.S. history from the perspective of the role and needs of working people. However, students are encouraged to freely express their views, including those that are critical of labor unions, as well as public policies, such as labor law reform, advocated by unions and their allies. Respect for and appreciation of different viewpoints will be a guiding principle in the class.

Since this an on-line 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.

When participating in this on-line course it is an expectation 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), located across from the New Brunswick train station in Ferren Plaza. It may also be purchased online at <http://www.barnesandnoble.com/>.

***Who Built America?: Working People and the Nation's History, Volume II: Since 1877***, 3<sup>rd</sup> ed., Bedford / St. Martin's Press, 2008. (Referred to as WBA? in following pages.)

**2. Required Online Readings:** In addition to the textbook, the other required readings are in the **Document Sharing** section of the "course shell". Some of the online readings are **primary sources and will be noted** in the syllabus – i.e. 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.

Most primary sources and some of the secondary sources are from the following books:

- ***Major Problems in the History of American Workers*** (MPHAW), edited by E. Boris and N. Lichtenstein, 2<sup>nd</sup> ed., Wadsworth/Cengage Learning, 2003.
- ***Voices of a People's History of the United States*** (VPHUS), edited by H. Zinn and A. Arnove, Seven Stories Press, 2004.
- ***Voices of Freedom: Documentary History, volume 2*** (VOF), edited by Eric Foner, 4<sup>th</sup> ed., W.W. Norton & Co., 2014.
- ***The Voice of the People*** (VOP), edited by J. Rees and J. Pollack, Harlan Davidson, Inc., 2004.

## **OUTLINE OF COURSE UNITS**

### **GETTING STARTED:**

Tuesday, Jan. 19 to Sunday, Jan. 24

Become familiar with the web site that has the on-line course. This is called the “course shell.” Learn about the instructor and introduce yourself to other students by writing an on-line 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. 25 to Sunday, Jan. 31

Readings:

- Slott and Voos, “A Very Brief History of U.S. Labor until 1877,” pp. 1-4.
- Who Built America? (WBA?) Prologue – pp. 3-21.
- Brecher, “The Great Upheaval,” pp. 138-148. [MPHAW]

→Assignment: Response Paper

### **Unit 2: INDUSTRIAL CAPITALISM IN THE GILDED AGE (1877 to 1900)**

Monday, Feb. 1 to Sunday, Feb. 7

Readings:

- WBA? Ch. 1 - pp. 23-52, 64-71 (begin on p. 64 with the section “Extractive Industries and Exploited Workers”).

→Assignment: Peer Review of Another Student’s Response Paper

### **Unit 3: WORKERS’ LIVES AND WORKERS’ ORGANIZATIONS IN THE GILDED AGE (1877 to 1900)**

Monday, Feb. 8 to Sunday, Feb. 14

Readings:

- WBA? Ch. 2 – pp. 77-84, 91-120 (begin on p. 91 with the section, “The Workingman’s Hour”).
- WBA? Ch. 3 – pp. 125-134 (read up to but not including the section, “The Populist Movement”), 167-174 (begin on p. 167 with the section, “Business on the Rebound”).

- “Statement from the Pullman Strikers” (1894), pp. 234-236. **[Primary Source - VPHUS]**

Video Clip: “Andrew Carnegie and the Homestead Strike”

→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. 15 to Sunday, Feb. 21

Readings:

- WBA? Ch. 4 - pp. 181-202, 216-217
- WBA? Ch. 5 – pp. 223-225, 241-269
- “Machinist Orrin Cheney Testifies to Congress on the Taylor System of Shop Management” (1911), pp. 83-85. **[Primary Source - VOP]**
- Frederick W. Taylor – Excerpts from “The Principles of Scientific Management” (1911), **[Primary Source - <http://legacy.fordham.edu/halsall/mod/1911taylor.html>]**

Video Clip: “The Beat of the System”

→Assignment – First Draft of Writing Assignment 1

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

Monday, Feb. 22 to Sunday, Feb. 28

Readings:

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

Video Clip: “The Seattle General Strike”

→Assignment - Peer Review of Another Student’s Writing Assignment 1

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

Monday, Feb. 29 to Sunday, March 6

Reading:

- WBA? Ch. 8

Video Clips: “1929 Stock Market Crash,” FDR Fireside Chat on Economic Recovery Plans,” and “San Francisco General Strike.”

→Assignment: Final Version of Writing Assignment 1

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

Monday, March 7 to Friday, March 12

Readings:

- WBA? Ch. 9
- “Dollinger Remembers the Flint Sit-down Strike,” pp. 345-349. [VPHUS]
- “Steelworkers Organizing Committee, a New Declaration of Independence” (1936), pp. 163-166. [Primary Source – VOF]

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

**SPRING BREAK – SATURDAY, MARCH 12 TO SUNDAY, MARCH 20**

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

Monday, March 21 to Sunday, March 27

Reading:

- WBA? Ch. 10

Video Clips: “Manpower Needs in World War II” and “Rosie the Riveter: Real Women Workers in World War II.”

→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, March 28 to Sunday, April 3

Readings:

- WBA? Ch.11
- “James Lerner Defends the UE,” pp. 208-211. [VOP]
- “Fortune Magazine on Labor Unions” (1951), pp. 372-374. [Primary Source - MPHAW]

Video Clip: “The Challenge”

→Assignment: Submit 1<sup>st</sup> Draft of Writing Assignment 2

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

Monday, April 4 to Sunday, April 10

Reading:

- WBA? Ch. 12
- Cesar Chavez – “Letter from Delano (1969),” pp. 294-298. [Primary Source – VOF]

Video Clips: “I Am a Man: Dr. King and the Memphis Sanitation Strike.”

→Assignments: Peer Review of Another Student’s 1<sup>st</sup> Draft

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

Monday, April 11 to Sunday, April 17

Readings:

- WBA? Ch. 13

Video Clip: “Nightline Report on the Decline of Unions and the Ineffectiveness of Strikes”

→Assignment: Final Version of Writing Assignment 2

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

Monday, April 18 to Sunday, April 24

Readings:

- WBA? Ch. 14
- “Sweeney’s Victory Speech” (1995), pp. 522-524. [Primary Source - MPHAW]
- “Union Strike Victory at UPS” (1997), pp. 527-529. [Primary Source - MPHAW]

Video Clip: “America’s Victory: The 1997 UPS Strike”

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

### **Unit 13: AFTER 9/11: AMERICA & LABOR (2001 to 2014)**

Monday, April 25 to Sunday, May 1

Readings:

- WBA? Ch. 15
- Slott – “Summary of U.S. Labor History: 1996 to 2015”

Video Clips: “Wal-Mart Workers Flash Mob” and  
“Michael Moore Joins Wisconsin Labor Protests: ‘America Is Not Broke’”

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

### **Unit 14: Final Assignments**

Monday, May 2 to Sunday, May 8

Readings:

- Anderson, William, “Jimmy John's Foreshadows a Union-Free Future - and Unions May Be to Blame,” *Truthout*, December 23, 2014, pp. 1-3.  
<http://www.truth-out.org/news/item/28159-jimmy-john-s-foreshadows-a-union-free-future-and-unions-may-be-to-blame#>
- Compa, Lance, “Labor at the Crossroads: How Unions Can Thrive in the 21<sup>st</sup> Century,” *American Prospect*, January 27, 2015, pp. 1-6,  
<http://prospect.org/article/labor-crossroads-how-unions-can-thrive-21st-century>
- Fine, Janice, “Why Labor Needs a Plan B,” *New Labor Forum*, Spring 2007, pp. 35-44.
- Lichtenstein, Nelson, “Two Roads Forward: The AFL-CIO’s New Agenda,” *Dissent*, Winter 2014, pp. 54-58.

→Assignment: Writing Assignment 3



## GRADING CRITERIA AND COMPONENTS

### Grading Criteria:

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

### Grading Components:

Grades are based on the following components:

#### **#1 –Forum Discussions: Units 3, 8, 12 & 13**

**20%** of the grade

Each forum discussion = 50 points. 4 x 50 = **200** points

#### **#2 – Peer Review of Another Student’s Writing/Editing Assignment: Units 2, 5 & 10**

**15%** of the grade

Each peer review = 50 points. 3 x 50 = **150** points

#### **#3 – Writing Assignments: Units 1, 4, 6, 9, 11, & Final Assignment**

**65%** of the grade

Unit 1 - Response Paper = 50 points

Unit 4 - First Draft of Writing Assignment 1 = 50 points

Unit 6 – Final Version of Writing Assignment 1 = 150 points

Unit 9 - First Draft of Writing Assignment 2 = 50 points

Unit 11 – Final Version of Writing Assignment 2 – 150 points

Final Assignment = 200 points.

Total = **650** points

Please note:

***All late papers will be downgraded one letter grade (e.g. A →B)***