

History of Labor and Work in the United States, 1880 to 1945
Rutgers University 37:575:202:03 Tentative – Subject to Change
Spring 2018

Classroom: Room B115, Lucy Stone Hall (LSH B115), 54 Joyce Kilmer Ave, Piscataway NJ 08854 (Livingston Campus)

Course schedule: Tuesday and Friday, 10:20 – 11:40 am, September 4 – December 11, 2018

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Course Description: This course introduces the important development and themes in the U.S. labor movement from 1880 through World War II. We will take a close look at how American workers built labor unions, civil rights organizations, and social movements to defend their interests during wars, depressions, and periods of conflict with those who controlled wealth and capital. By focusing on these struggles, we will learn about some of the people, ideas, and institutions that shaped the labor movement, while also exploring in the workplace and the economy in political, social, and cultural terms.

Skills development: This course meets the writing distribution requirement for the School of Arts and Sciences. In addition to developing writing skills through writing successive drafts, students will learn to provide constructive feedback to their peers. The course has additional writing instructors who will read and comment on drafts, meet with students for one-on-one conferences, and assess final papers. At the conclusion of the course, students will demonstrate an increase in their knowledge and skills in writing and revising academic essays. Specifically, students 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.

Learning Objectives: This course covers several School of Arts and Sciences (SAS), School of Management and Labor Relations (SMLR), and Labor Studies and Employment Relations (LSER) Department learning objectives.

School of Arts and Sciences:

In the history and social science areas of the core (HST and SCL), students will be able to:

K: Explain the development of some aspect of a society or culture over time [HST].

L: Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments [HST].

M: Understand different theories of human culture, social identity, economic entities, political systems, and other forms of social organization [SCL].

In the writing and communication area of the core (WCR and WCD), students will be able to:

S: Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, and or supervisors through successive drafts and revision [WCR].

T: Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights [WCD].

School of Management and Labor Relations:

Students will be able to:

I: Communicate effectively at a level and in modes appropriate to an entry-level professional.

IV: Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

Labor Studies and Employment Relations Department:

Students will be able to:

I: Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.

4: Make an argument using contemporary or historical evidence.

Course Requirements:

1. **Read the entire syllabus** and make sure you understand it. This is your contract with your instructors.

2. **Be prepared for class.** Always complete any reading and writing assignments for a class day before the class meets. For instance, complete the reading for September 7 before our class meets that day.

Bring reading and writing assignments to class with you in case you need to refer to it (for instance, for an activity or for a discussion). Check your email regularly for class announcements.

3. **Be present and be on time.** Students are expected to attend all classes. Please note: the grade for attendance and participation will decline each time a student is absent, late, or leaves early. If you are late or leave early, you will be charged with one half of a class absence. If you have a legitimate reason for your absence, lateness or need to leave early, it must be provided to us in writing in advance or immediately after the occurrence using the University absence reporting website <https://sims.rutgers.edu/ssra/>. Not all absences will be excused.

4. **Participation.** This course will utilize a variety of formats, including class discussions and group activities. Class participation includes active, respectful listening as well as talking. **Note:** the course may also have periodic homework assignments and unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade. The use of phones is prohibited during class. Computers may only be used for note-taking or other designated in-class activities. Computers may not be used during full-class discussions or during documentary film showings.

5. **Academic Integrity:** Academic integrity requires that all academic work be the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of this course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. For more information on the Rutgers University Academic Integrity Policy, see

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The instructor for this course holds the copyright to the course teaching materials, including lecture slides, discussion questions, exams, and assignments. The copyrights to the readings and films belong to their rights holders (authors, producers, publishers, etc.). Students may not copy or distribute this material without the permission of the instructor. Unauthorized distributions of course materials are serious offenses. For more information on the Rutgers University Copyright Policy, see <http://policies.rutgers.edu/sites/policies/files/50.3.7-current.pdf>

6. 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.

7. Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. This course 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.

8. Missed Exams: All students are expected to take the scheduled in-class exams (midterm and final) at the designated times.

9. Sakai: This course uses the Rutgers Sakai course management system, accessible at <https://sakai.rutgers.edu>. To log on, enter your Rutgers ID and password in the upper right-hand corner. Click on the tab 37:575:202:03 and then click on modules on the menu on the left-hand side of the page. Course announcements, assignments, resources (including online required readings), the syllabus, and other important information will be added to the site throughout the semester.

10. Written Assignments: All drafts of Papers 1 and 2 will be collected at the beginning of class the day they are due. **You will submit all drafts of your papers electronically on Sakai and they will be checked using Turnitin. You must also bring a hard copy of your first drafts for the peer review exercises.**

11. Lateness Policy: All late assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. That is, a B paper will turn into a C paper if it is up to 24 hours late, and into a D paper if it is 24 to 48 hours late. While the drafts are not assigned letter grades, failing to turn them in or turning them in late will have the same effect on the final draft you hand in for a grade. If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please see me. Computer problems do not constitute personal emergencies.

12. Required Readings: Many of the reading assignments will be chapters from the following textbook, which has been digitized and will be available for you in the **resources** section of the course Sakai site. You may purchase a copy of the third edition of the textbook if you prefer:

Rosenzweig, Roy and Nelson Lichtenstein, eds. *Who Built America?: Working People and the Nation's History Volume Two: Since 1877*, Third Edition. Boston and New York: Bedford/St. Martin Press, 2008.

In addition to the textbook, there are other required readings that will either be assigned to read before a class meets or read and discussed during a class meeting. These will be posted as PDF files, Word documents, or web links in the resources section of the course Sakai site. Some of the additional readings

are primary sources: documents written in the past that provide perspectives and insight on historical developments and events. Other additional readings are secondary sources: commentaries and historical analysis provided after the events have taken place.

13. Evaluation:

Attendance and Participation: 20%

Paper 1: 20%

Paper 2: 20%

Midterm Exam: 20%

Final Exam: 20%

The syllabus, schedule, and assignments are subject to change as the course evolves.

Weekly Class Schedule

Week 1: Introduction, Course Requirements, and a Brief Review of Early U.S. Labor History

- Sept. 4: Review syllabus and discuss course expectations, assignments, and goals.
- Sept. 7: Artisan republicanism and labor in the 19th century. Hand-out Paper 1 assignment (first draft due Sept. 21)
 - Reading:
 - *Who Built America*, prologue, pp. 3-21, and chapter 1, pp. 23-49.

Week 2: Industrial Capitalism and Workers in the Gilded Age (Part 1)

- Sept. 11: Student writing surveys; The Knights of Labor in the 1870s-80s
 - Readings:
 - *Who Built America*, chapter 2, pp. 77-106.
 - Alex Gourevitch, “Our Forgotten Labor Revolution,” *Jacobin*, August 26, 2015, <https://www.jacobinmag.com/2015/08/knights-of-labor-jim-crow-labor-populism-reconstruction>
- Sept. 14: The Haymarket Affair
 - Reading:
 - James Green, *Death in the Haymarket*, prologue, pp. 3-14, chapters 10 and 11, pp. 160-191.

Week 3: Industrial Capitalism and Workers in the Gilded Age (Part 2)

- Sept. 18: Craft Unionism and The American Federation of Labor
 - Readings:
 - *Who Built America*, chapter 2, pp. 106-120.
 - Andrew Carnegie, “The Gospel of Wealth,” 1889, pp. 15-29.
 - Samuel Gompers, “What Does Labor Want?,” September 1893, <http://www.gompers.umd.edu/1893%20more%20speech.htm>
- Sept. 21: Paper 1 first draft due and peer review (draft 2 due Sept. 24)

Week 4: The Triumph of Capitalism at Home and Abroad

- Sept. 25: Eugene V. Debs and the Pullman Strike; Paper 1 second draft due (final draft due Oct. 12)
 - Readings:
 - *Who Built America*, chapter 3, 125-144.

- “Statement from the Pullman Strikers,” June 15, 1894, <http://www.historyisaweapon.com/defcon1/pullmanstrikersstatement.html>
- Sept. 28: Racism, Nativism, and Empire
Readings:
 - *Who Built America*, chapter 3, 144-174.
 - Ida B. Wells, “Lynch Law in America,” 1900, <http://www.blackpast.org/1900-ida-b-wells-lynch-law-america>

Week 5: Reform and Radicalism in the Progressive Era (Part 1)

- Oct. 2: Progressivism, Women’s Labor Activism, and the Triangle Fire
Readings:
 - *Who Built America*, chapter 4, pp. 223-244.
 - Documents from Remembering the Triangle Factory Fire website, <http://trianglefire.ilr.cornell.edu/index.html>
- Oct. 5: Film excerpt and discussion: *The Wobblies*; Paper 1 final draft due
Readings:
 - *Who Built America*, chapter 4, pp. 244-255.
 - Steve Golin, *The Fragile Bridge* excerpt, <http://patersongreatfalls.org/silkstrike.html>

Week 6: Writing Conferences

- Oct. 9: Writing conferences
- Oct. 12: Writing conferences

Week 7: Reform and Radicalism in the Progressive Era (Part 2)

- Oct. 16: Revisiting the AFL; Midterm review
 - Reading: 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 (2013).
- Oct. 19: Midterm Exam (in-class)

Week 8: World War I and the Red Scare

- Oct. 23: World War I and Industrial Democracy
Readings:
 - *Who Built America*, chapter 6, pp. 279-300.
 - Joseph McCartin, “Fighting for Industrial Democracy in World War I,” pp. 272-281.
- Oct. 26: The Red Scare and the 1919 Strike Wave
Readings:
 - *Who Built America*, chapter 6, 307-312, 320-328.
 - Emma Goldman on Patriotism, July 9, 1917; <https://www.americanyawp.com/reader/21-world-war-i/emma-goldman-on-patriotism-july-9-1917/>
 - Two Anti-War Speeches by Eugene V. Debs, 1918.
 - Anna Louise Strong, “No One Knows Where,” February 4, 1919, <http://www.historylink.org/File/739>

Week 9: Capitalism and Culture in the 1910s and 1920s

- Oct. 30: Scientific Management and Welfare Capitalism
Readings:
 - *Who Built America*, chapter 4, pp. 182-192.
 - “Frederick Taylor Explains Scientific Management,” pp. 205-209.

- “Machinist Orrin Cheney Testifies to Congress on the Taylor System of Shop Management, 1911,” pp. 83-85.
- “Mrs. L.L. Ray Outlines Welfare Capitalism in a New York Department Store,” pp. 129-131.
- Nov. 2: Paper 2 draft 1 due and peer review (draft 2 due Nov. 6)

Week 10: The Great Depression and the New Deal (Part 1)

- Nov. 6: Culture, Conflict, and the Crash; Paper 2 draft 2 due
Readings:
 - *Who Built America*, chapter 7, pp. 335-352; 366-384.
- Nov. 9: The First New Deal
Readings:
 - *Who Built America*, chapter 8, pp. 391-429.
 - Franklin D. Roosevelt, “The Second Fireside Chat,” May 7, 1933, <http://www.presidency.ucsb.edu/ws/index.php?pid=14636>

Week 11: The Great Depression and the New Deal (Part 2)/Writing Conferences

- Nov. 13: The revival of organized labor; Film excerpt and discussion: *From Wharf Rats to Lords of the Docks*
Readings:
 - *Who Built America*, chapter 8, pp. 429-441.
 - Bruce Nelson, “The Big Strike,” pp. 128-155.
- Nov. 16: Writing conferences

Week 12: Writing Conferences/The Great Depression and the New Deal (Part 3)

- NO Class on Tuesday 11/20 or Friday 11/23 because of Thanksgiving week class schedule
- WEDNESDAY Nov. 21: Writing conferences
- Nov. 27: The CIO; Film excerpt and discussion: *With Babies and Banners*
Readings:
 - *Who Built America*, chapter 9, pp. 445-491.
 - “Louis Adamic Lists the Virtues and Advantages of the Sitdown Strike, 1936,” pp. 164-167.
 - “Genora (Johnson) Dollinger Remembers the 1936-37 GM Sit-Down Strike,” pp. 345-349.

Week 13: World War II and the Arsenal of Democracy

- Nov. 30: The War at Home
Readings:
 - *Who Built America*, chapter 10, pp. 497-547.
 - A. Philip Randolph, “Why Should We March?,” *Survey Graphic*, pp. 488-489, http://college.cengage.com/history/ayers_primary_sources/randolph_whyshouldwemarch_1942.htm
- Dec. 4: Film excerpt and discussion: *The Life and Times of Rosie the Riveter*; Paper 2 final draft due

Week 14: Work, Culture, and Society

- Dec. 7: Work and wages from past to present; final exam review
- Dec. 11: Final exam (in class)