

History of Labor and Work in the United States, 1880 to 1945 - 37575:202:09, Fall 2022

This course runs from Wednesdays, September 7 through December 21.

Class meets: on Wednesdays, 5:40 PM - 8:40 PM (EST). In-person, on College Avenue Campus, Hardenbergh Hall, Room A3.

Instructor: Professor Joe Catania

E-mail: jc2912@smlr.rutgers.edu

Preference is to message instructor through Canvas.

Virtual Office Hours: By appointment on Zoom or in person before or after class.

How to contact your instructor

Email me through the Canvas Inbox feature (left Navigation tab, red section). This ensures I receive your email and know which student, from which course site is emailing.

If you cannot access Canvas for some reason and just want to email, email me from your Rutgers email account and include the course name and number.

Course 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 - you will be able to:

- *HST-1*: Explain the development of some aspect of a society or culture over time.
- *SCL-1*: Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- *WCR*: 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.
- *WCD*: 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.

School of Management and Labor Relations - you 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 - you 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 Materials

Required Readings: Free, digitized book in PDF

- Rosenzweig, Roy and Lichtenstein, Nelson 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.
 - Most of the readings will be chapters from the textbook (noted above), which has been digitized and is available for you on this Canvas Course site. You may purchase a copy of the *third edition* of the textbook if you prefer a hard copy.
- In addition to the textbook, there are other required materials, including primary sources, videos, podcasts, etc. that I will assign either in class meetings and make available on Canvas in the Modules section each week. I will post readings other than the required text as PDF files, video files or web links in the Canvas modules. Some of the additional readings are *primary source documents* written in the past that provide perspectives and insight on historical developments and events. Other additional readings are articles from academic journals, or *secondary source* commentaries and historical analyses written after the events have taken place.

Course Description

This course will explore the history of working people in the United States from the end of Reconstruction through the end of World War II. Through looking at labor history, we will learn about social and political history in this pivotal period in the lives of the ordinary people of the United States.

This course is aimed primarily at students who have little or no experience with college-level history and assumes no prior knowledge of the historical developments we will cover.

We will examine and discuss 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. You will learn about the origins and purpose of labor unions and worker organizing; the political agenda and goals of labor unions; the impact of labor unions and worker organizing on politics, the economy and culture; and finally, you will learn about the strategies and tactics of labor unions and workers. By focusing on the struggles of ordinary people, we will learn about some of the people, ideas, and institutions that shaped the labor movement, while also exploring the workplace and the economy in political, social, and cultural terms. Importantly, this course will challenge some of the assumptions you may have U.S. society and will require you to step outside of your comfort zone in thinking about the relationship between historical and contemporary social problems and possible solutions and alternatives.

This course will take a "bottom-up" approach to history. We will not prioritize stories and interpretations from the perspective of the powerful, although those will be part of the course. We will focus on the stories of the "grassroots," the working people of the United States. In doing so, the course will focus on race, class and gender with a particular emphasis on the conflicts between labor and capital. We will emphasize the fundamental conflicts and the social movements that have shaped the country's social, political and economic life, making the country better through collective action and organizing for social justice.

A basic assumption of the course is that one cannot understand the United States today without an understanding of our treatment of Native Americans, the role of slavery and the construction of race, whiteness and structural racism. The United States as we live in it today was not inevitable. It is the result of choices, great effort and the exercise of power, and it was and is full of intense struggle and conflict. As you study, I will ask you to apply an intersectional lens (race, class, gender) to all course materials, readings and discussions. I will ask you to trace connections of the current moment to episodes, decisions and forces between 1880-1945. While telling the stories about the impact of the powerful, we will also privilege the agency of the powerless in society during the time-period of this course— 1880-1945 - studying how working people, the oppressed and less privileged people of the United States shaped and wrote their own histories.

Many students tend to think of studying history as memorizing names and dates. Facts are certainly important, and I expect you will know more information about the history of working people and trade unions at the end of the course than in the beginning. But new information is only part of historical study. The first step is to learn to ask questions of the past: What happened? Why did it happen? Does it matter? Why does it matter? How does our point of view shape the answers? Seeking new information and evaluating its reliability are probably the next steps, followed by tentative answers, and then perhaps by new questions. Dedicated historians never run out of questions, but eventually we must pause and formulate some answers both orally and in writing. Learning to pursue the question-and-answer part of history will be our fundamental goal in this class.

The course takes up the themes through these central historical questions:

1. What is the story of workers in the United States?

2. How do people create positive social change?
3. Can democracy and capitalism co-exist? Can capitalism exist without inequality (based on race, class or gender)

What are/will be your questions about this history?

Read each section carefully. Note: if you are new to Canvas, complete the Canvas tutorials under [Course Tools Tutorials](#).

Special Needs Accommodations

Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the [Office of Disability Services \(Links to an external site.\)](#), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. Below is the full contact information for the Office of Disability Services:

Office of Disability Services contact and address

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

How to Access Zoom

Virtual office hours are conducted through a scheduled ZOOM meeting. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts. Follow the steps below:

- Follow instructions on [Creating Rutgers ZOOM Account \(Links to an external site.\) \(Links to an external site.\)](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
- Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format **netid@rutgers.edu**. Follow instructions on [How to check and set your Canvas Default Email](#) if needed. Then you can access the scheduled ZOOM class sessions.

- To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage \(Links to an external site.\)](#).

ZOOM etiquettes:

- For audio clarity, mute your microphone when not speaking, unmute only when you are speaking.
- Allow for the brief delay that happens when a conversation from one speaker transitions to another. Be patient and allow the person to speak.
- You have the option to turn on/off your webcam.
- You can use the Chat box to ask questions, share your thoughts.

Canvas Tutorials & Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students \(Links to an external site.\)](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk \(Links to an external site.\)](#). 833-648-4357, help@oit.rutgers.edu.
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- View tutorials at [Course Tools Tutorials](#) (in the Modules section)

Computer and other Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - highly recommended
- Webcam - optional
- Microsoft Word
- [Basic Computer Specifications for Canvas \(Links to an external site.\)](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

Course Structure

The course content is organized by **Modules**. Each Module will be aligned with chapter(s) readings in the assigned text or a specific topic.

Your work in the Modules includes:

- Independent reading from assigned text that will provide the foundation for the topics we discuss.
- Posting analysis of readings (Based on readings with specific prompts) in discussion groups OR discussing readings and analyzing historical conflicts in small, class discussion groups.
- Viewing slide presentations and videos, and listen to podcasts intended to provide a historical overview of the topic and to expose you to different perspectives than in the text.
- Analyzing and interpreting online primary and secondary source documents (visual images, speeches, interviews, and videos).

Module Topics

- Week 1: Welcome and introductions
- Week 2: Reconstruction; The Knights of Labor
- Week 3: Industrial Capitalism and Workers in the Gilded Age
- Week 4: The IWW, The UMWA, and Mother Jones
- Week 5: Race, Immigration, and Exclusion
- Week 6: Writing Conferences
- Week 7: The Uprising of the 20,000 and the Triangle Shirtwaist Fire
- Week 8: World War I and The Red Scare; Midterm assessment (open book and online)
- Week 9: Work in the Roaring Twenties
- Week 10: The Great Depression and the First New Deal
- Week 11: The Rise of the CIO and the Second New Deal
- Week 12: Working in the Arsenal of Democracy
- Week 13: Writing Conferences
- Week 14: Paper 2 Final Draft; Final Exam Review
- Week 15: Final assessment (open book and online)

Note: course schedules and content are subject to change based on class and student interests.

Course Requirements

Read the entire syllabus and make sure you understand it. Be prepared for class. Always complete any reading, discussion and writing assignments by their due dates. Check Canvas regularly for class announcements. You should participate fully in these forums and assignments.

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 instructor will meet with students for one-on-one conferences, provide feedback on draft papers 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, you should be able to:

- Enter 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.

Grading Structure/Evaluation

The table below lists the grading components and their percentages towards your final grade for the course

Grading Components	% of Final Course Grade
Attendance and participation in discussions (Class and on Canvas) based on readings (8 total)	20%
Paper 1 (draft, writing conference, peer review, final)	20%
Mid-course assessment (open book)	20%
Paper 2 (draft, writing conference, peer review, final)	20%
End of course assessment (open book)	20%
TOTAL	100%

Writing Assignments

The course is designed to help you learn the history of working people **and** become a better writer. Writing requires practice, revision and editing. The writing workshop or peer review—in which students respond to their peers' works-in-progress—is a very important part of the course. My expectation is that you will respond to each other's work seriously and critically and approach each essay with sensitivity, insight and imagination.

For both major writing assignments, we will have an in-class workshop/peer review after you have submitted first versions. The peer editing form will guide you through the process. There will also be individual conferences where I will provide feedback on your drafts before you write the final version of your paper.

All paper drafts, peer reviews and writing conferences must be completed for full credit on the assignment. You will submit all drafts of your papers electronically on Canvas and they will be checked using Turnitin. You will write two papers this semester. Each accounts for 20% of your final grade. You will write a draft and a final version of each paper. There will be a writing conference where I provide feedback on first draft and a peer review where another student will provide feedback. You must participate in all of these to earn full credit. If you miss a peer review session, it is your responsibility to make it up, or you will receive no credit for it. Missing your writing conference, or coming unprepared, will earn you a significant reduction on your paper grade. Each part of the process counts toward your final assignment grade. I expect an honest attempt at a full paper for all drafts. It is your responsibility to make sure you turn in each draft and your peer editing form. Declining to make substantial changes to your drafts (unless otherwise advised) will result in a failing grade. Turning in no final paper, or turning in only a final paper, or turning in the same paper multiple times, will result in a failing grade.

Student Support Services

- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs \(Links to an external site.\)](#)
- [Universitywide COVID-19 Information \(Links to an external site.\)](#)

Attendance

I expect you to attend all classes; however, I understand that sometimes life requires you to be absent from class. However, your grade for attendance and participation will decline each time you are absent, late, or leave early without communicating this in advance to me through a Canvas message. 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, please tell me *in writing* in advance AND immediately after the occurrence using the [University absence reporting website \(Links to an external site.\)](#).

Academic Integrity

- Be sure to review and abide by the [Rutgers Academic Integrity \(Links to an external site.\)](#)
- Complete and submit [Assignment: Academic Integrity Contract](#)

TurnItIn Statement

Students (You) agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** (via Canvas Assignments Portal) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the [Usage Policy \(Links to an external site.\)](#) posted on the Turnitin.com site.

If you do not agree please contact me immediately.

Policy on Electronic Devices for the in-person Classroom

All students in our classroom community have an equal right to a distraction-free educational environment that is most conducive to presence, focus and learning. I do encourage the use of laptops to access course materials posted on Canvas and to complete assignments in class. There are also times when I may ask you to use your smart phone. However, the unnecessary or unapproved use of electronic devices in the classroom ("multitasking") is distracting and unfair to other students and to me.

You may use your laptop computers to access online readings or assignments. Otherwise, your laptop computers and other electronic devices must be closed. Computers may not be used during full-class discussions or during documentary film showings or presentations.

You must put your cell phones away and on silent or vibrate. If you need to use your phone in any way, please step out of the classroom or wait for a break.

Late Assignment Policy

All late paper assignments will be marked down 10 points for every 24-hour period they are late. All drafts, peer reviews, and writing conferences have point values. If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please contact me through a Canvas message.

Communication

I will always leave time in class for a "check-in" on how you are doing and if you have any general questions about the course or assignments.

If your question is specific to your situation, email me through Canvas to get the quickest response. I am happy to meet with you by appointment. I will have a very brief time after class to schedule appointments or answer a quick question, but generally I want you to send me a message so we can schedule to meet by zoom or in person and I can ensure I give you sufficient time and attention.

If you email from within this Canvas site via the Inbox feature (left red navigation menu), I will know which course the email is coming from. If you email me from your Rutgers email, be sure to include the full Course Number and Section in the subject of all messages.

You can generally expect a response within 24 hours, excluding weekends and holidays. If you do not hear back within 24 hours, please resend your message.

Student Communication

TBD..As students I expect and encourage to create your own forum for communicating with each other about the class. This serves as basis for communicating your needs to me during the semester.

History Quotes

“If there is no struggle, there is no progress. Those who profess to favor freedom, and yet *depreciate agitation*, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. *This struggle* may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. *Power* concedes nothing without a demand. It never did and it never will...”

- Frederick Douglass (1855) *From My Bondage and My Freedom*

“The past is never dead. It's not even past.”

- William Faulkner, *Requiem for a Nun* (1951)

“Anyone reading history should understand from the start that there is no such thing as impartial history. All written history is partial in two senses. It is partial in that it is only a tiny part of what really happened. That is a limitation that can never be overcome. And it is partial in that it inevitably takes sides, by what it includes or omits, what it emphasizes or deemphasizes. It may do this openly or deceptively, consciously or subconsciously.”

- Howard Zinn, *Declarations of Independence* (1990)

...They will come to understand that consciousness is not changed by lessons, lectures and eloquent sermons, but by the action of human beings on the world. Consciousness does not arbitrarily create reality.”

- Paulo Freire, *The Politics of Education: Culture, Power and Liberation*

“The manufacturer has a vote; the bosses have votes; the foremen have votes, the inspectors have votes. The working girl has no vote. When she asks to have a building in which she must work made clean and safe, the officials do not have to listen. When she asks not to work such long hours, they do not have to listen. The bosses can say to the officials: ‘Our votes put you in office...never mind what they say...they can’t do anything.’ That is true. For until the men in the legislature at Albany represent her as well as the bosses and the foremen, she will not get

justice; she will not get fair conditions. That is why the working woman now says that she must have the vote.”^[1]

- Clara Lemlich Shavelson, union organizer, 1912

^[1] Annelise Orleck, *Common Sense and a Little Fire: Women and Working Class Politics in the United States, 1900-1965* (Chapel Hill: University of North Carolina Press, 1995), 91.

Where to Next?

After reviewing the content of this Course Syllabus, proceed to Modules, and:

- review the [Learning Support Resources](#) module. You can come back to these resources as you need throughout the semester
- complete the [Assignment: Academic Integrity Contract](#)

Course Summary:

Date	Details
Sun Sep 11, 2022	Discussion Topic Week 1 Discussion Forum: Student Introduction and 1877: The Grand A
Sun Sep 18, 2022	Discussion Topic Week 2 Discussion: The Knights of Labor and "Our Forgotten Labor Re
Sun Sep 25, 2022	Discussion Topic Week 3 Discussion: Gompers vs. Carnegie
Wed Sep 28, 2022	Assignment Paper 1 Draft 1 and Peer Review
Fri Sep 30, 2022	Assignment Paper 1 Draft 2 and Writing Conference
Sun Oct 9, 2022	Discussion Topic Week 5 Discussion: Ida B. Wells and the Anti-Lynching Movement; W Immigrants
Wed Oct 12, 2022	Assignment Paper 1 Final Draft

Date	Details
Sun Oct 23, 2022	Discussion Topic Week 7 Discussion: Legacies of the Triangle Fire
Tue Nov 1, 2022	Assignment Mid-Course Assessment
Sun Nov 6, 2022	Discussion Topic Week 9 Discussion: A Job at Ford's
Sun Nov 13, 2022	Discussion Topic Week 10 Discussion: The Big Strike
Wed Nov 16, 2022	Assignment Paper 2 Draft 1 and Peer Review
Fri Nov 18, 2022	Assignment Paper 2 Draft 2 and Writing Conference
Sun Dec 4, 2022	Discussion Topic Week 12 Discussion: The Life and Times of Rosie the Riveter
Wed Dec 14, 2022	Assignment Paper 2 Final Draft
Mon Dec 19, 2022	Assignment End of Course Assessment