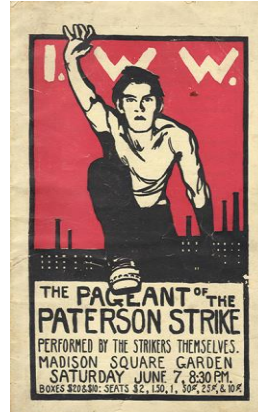


RUTGERS UNIVERSITY– SYLLABUS FALL 2024

UNITED STATES WORK & LABOR – THE GILDED AGE TO WORLD WAR II

PEOPLE AND POWER

37:575:202:09



Instructor: Howard Swerdloff howard.swerdloff@rutgers.edu

Class meets on Thursdays, from 10:20 AM to 1:20 PM (Eastern Standard Time). Attendance is required. The course runs **from September 5, 2024 through December 5, 2024.**

Where: Labor Education Center [LEC-133](#)

Office hours by appointment on Zoom <https://rutgers.zoom.us/j/95954011373>

Passcode 169805

Course Description: Welcome to U.S. Work and Labor from the Gilded Age to World War II. To succeed in this class you must arrive having read the material and ready to discuss it. There is a substantial reading load! The readings are the basis for weekly discussion posts on Canvas, in-class group work, and 2 essays; the latter comprise more than half the final course grade

A 3-hour class can be mind-numbing, so we will need to work together to keep everyone engaged. I will try to limit my time "talking at you." Instead, we will do breakout groups to encourage social interaction. And we will take a break midway through the class.

This course is designed to introduce you to both the field of history as a discipline including specific critical thinking skills, and the content of labor studies: the people, events, and ideas that produced our world today. This class also will help you to hone your writing and research skills. (See the Rutgers Core WCR and WCD goals below.)

History has often been presented as the story of "great men." 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 machine operators, office workers, sharecroppers, housewives, coal miners, immigrants, teachers, and retail workers during the period of American industrial dominance, 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 together with the actions and ideologies of working-class people and their organizations. And we will look at the world surrounding the labor movement and the social and cultural changes in each period.

Participation in class discussion is vitally important; the expectation is that every one of you has something to contribute, and the more you engage in the work of the class, the more enjoyable and richer your learning experience will be.

Goals

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.

Rutgers Core - 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 revisions.
- 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:

- 1: 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 Objectives:

- To develop strong writing and critical thinking skills
- To develop the practice of asking productive, conceptual questions
- To learn how to participate effectively and contribute meaningfully to class discussion
- To understand the work of historical scholarship
- To understand labor history as diverse, contested, and nonlinear
- To be able to discuss and debate the structures of class in American society
- To have an introductory knowledge of class as historically contingent and a social construction

Expectations

- To come to class each day prepared and ready to engage in the work
- To turn in all work complete and on time
- To provide fellow students with helpful feedback and constructive criticism
- To take responsibility for your learning, and our collective learning environment
- To be respectful of others' views even if different from your own

Essays

There will be two short essays this term. Each essay will ask you to craft a unique argument using class readings. Rough drafts and peer reviews are required. Academic integrity requires you to do your own work, but composing an essay is not a solitary endeavor; it is a collaborative process. Writing, revising/rethinking, and editing can and should involve colleagues and teachers.

Plagiarism and Academic Integrity

The process of learning is hard, students are under pressure, and sometimes they are tempted to take shortcuts in the form of plagiarism. Talk to me before you succumb to that urge! Any student who violates the standards of academic integrity will be given a failing grade and reported for further action in line with the University's policies. This includes using AI-generated content. We will talk more about what constitutes plagiarism and how to avoid it.

Late Assignments

Late assignments will be downgraded one letter grade (e.g. A to B) and will not be accepted more than one week after due date. Contact me immediately if you experience or anticipate any problems and we will make arrangements as necessary.

Assignments and Grading Policies

- 10% Attendance (I will deduct 1 point for every absence)
- 10% Participation in class (I will grade in-class group work 2, 1, 0)
- 25% Online discussion forums (See Rubric for criteria)
- 25% Essay 1 (See Rubric for criteria)
- 30% Essay 2 (See Rubric for criteria)

Textbooks

The American Social History Project/Center for Media and Learning at the Graduate Center of the City University of New York [digitized the textbook](#) for this course and has made it available for free online this summer, with a whole range of additional resources. There are only a few differences with the 2008 version. For example, the online version uses updated language like Black instead of black and the proper Native American names. The website also formats nicely to phones and tablets. We will be using Volume 2 as our foundational text. You can print PDFs of the chapters from the [ASHP website](#) if you prefer to work from hard copies. (Also, it is difficult but possible to find used copies of Volume 2, but make sure if you decide to purchase that you buy the 3rd edition: 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)

All other readings listed below will be available on Canvas or via the Web. In order to participate actively in discussions, you must complete the readings by the day they are due. Be sure to read the additional readings as well as the textbook -- they give additional

in-depth insights that may be missing in the textbook, and content from both textbook and supplemental readings will be required to be used in your essays.

Academic Freedom

Faculty and students alike are free to express their viewpoints at appropriate times in class, including perspectives that differ from most in the Rutgers University community. Students may be exposed to views they find challenging, uncomfortable, or distressing. But, since Rutgers is a public institution, First Amendment speech protections apply. Legally, feelings of discomfort are not sufficient to restrict speech. Pedagogically, exposing people to different ideas—even challenging their most deeply held beliefs—is a feature, not a flaw, of academic life. Free inquiry is essential to a robust learning environment. Students and professors are at our best—and best able to contribute to society—when we are exposed to a wide range of challenging ideas.

Finding Support At Rutgers:

Rutgers Health Services

- **Medical** <http://health.rutgers.edu>
- **Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS)** <http://rhscaps.rutgers.edu>
- **Health Outreach, Promotion & Education (H.O.P.E.)** <http://rhshope.rutgers.edu>

Academic Deans and the Office of Academic Services

- <http://sasundergrad.rutgers.edu>
- <https://sebs.rutgers.edu/academics/>
- <http://www.business.rutgers.edu/>
- <http://www.masongross.rutgers.edu/content/undergraduate-academic-advisors>
- <http://soe.rutgers.edu/oas/advising>

Dean of Students

- <http://deanofstudents.rutgers.edu>
- <https://undergraduate.rutgers.edu/for-students/student-resources/campus-deans>

Rutgers Learning Centers -- (All Courses)

- <https://rlc.rutgers.edu>

Office of Violence Prevention & Victim Assistance

- <http://vpva.rutgers.edu>

Center for Social Justice & LGBTQ Communities

- <http://socialjustice.rutgers.edu/>

Public Safety

- RUPD <http://publicsafety.rutgers.edu/rupd/>
- Department of Transportation Services <http://rudots.rutgers.edu/>

Comprehensive Student Success

- <https://success.rutgers.edu/>