

History of Labor and Work in the U.S. 1880-1945
Labor Studies and Employment Relations
School of Management and Labor Relations, Rutgers University
Fall 2026

Course Number: 37:575:202:04
Day and Time: Tuesday and Thursday, 3:50pm – 5:10pm
Location: Tillett Hall Room 230

Professor: Carmen Martino
Office Location: Labor Education Center, 50 Labor Center Way,
New Brunswick, NJ 08901

Contact Info: carmenm@smlr.rutgers.edu

Office Hours: By appointment on Zoom

I. COURSE DESCRIPTION

This class will introduce the important developments and themes of the U.S. labor movement from the end of Reconstruction (1877) through World War II. We will take a close look at how American workers built and organized their unions and communities to defend their interests through wars, depressions and intense conflicts with increasingly powerful owners of wealth and capital. Through examination of these struggles we will gain a deeper understanding of the important historical role played by workers and their trade unions as well as learning how U.S. citizens responded more broadly to the nature of the workplace in political, social and cultural terms.

II. SKILLS DEVELOPMENT

This course meets the writing with revision requirement for the School of Arts and Sciences. In addition to developing your own writing skills through writing successive drafts, you will learn to provide constructive feedback to other students' writing. As part of the writing component, the class instructor(s) will facilitate writing instruction, coordinate peer review sessions on designated days, and assess final writing projects. At the conclusion of the course, students should be able demonstrate an increase in their knowledge and skills in writing/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 that incorporate thesis development, logic/organization, tone, vocabulary, and spelling.

III. 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 student will be able to:

Core Curriculum: SCL, HST, WCr and WCd

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

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- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations (Goal 1); and
- Make an argument using contemporary or historical evidence (Goal 4).

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- Communicate effectively at a level and in modes appropriate to an entry level professional (Goal I); and
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation (Goal IV). ☐

IV. EXPECTATIONS

Preparation

We will be covering a lot of ground in a very short time so please do your reading assignments, pay attention to the (Questions to Consider) and come to class ready to discuss what you have learned from the readings and viewings.

Communication

I will communicate with you via email on a weekly basis. Most of the time I will be providing you with updates, reminders, adjustments and/or reworking of the syllabus so please check your Rutgers email account regularly. Feel free to contact me via email with questions or concerns about the course. I will do my best to get back to you within 24 hours.

When emailing always include **"History of Labor and Work"** in the subject line of your email.

V. EVALUATION

Final grades will be based on the following:

Attendance/Participation	140	<i>28 classes x 5pts per class = 140</i>
Essay 1 Peer Review	50	<i>You must attend class to complete the peer review and get the points</i>
Essay 1 Draft 2	150	<i>Prof will comment and provide advice for improving final draft</i>
Essay 1 Final	150	<i>Prof will compare final version with Draft 2</i>
Ted (style) Talk Storyboard	100	<i>You must bring a storyboard draft to class, complete the storyboard workshop and submit your storyboard to receive all the points!</i>
Ted (style) Talk	260	<i>Video of you arguing for or against Taylorism</i>
Final Exam (Essay 2)	150	<i>Essay 2 (take home exam)</i>
Total	1,000	

Attendance/Participation (28 classes @ 5pts per class = 140pts)

For each class you will have an opportunity to earn a total of **5 pts for Attendance and Participation**. You get points for coming to class and signing the Attendance sheet. So, it is vitally important that you come to every class. Failure to sign the sign-in sheet will result in a loss of attendance and participation points. You can only be excused for an illness, death in the family or other real emergencies. It's important to note that being excused means that you will have an opportunity to make up the class by answering the **"Questions to Consider"** (*see below for more info on Questions to Consider*) for the class you missed. For other excused absences you will need to see me, and we can figure out how best to provide you with an opportunity to earn missed attendance/participation points. And just to clarify, in order to qualify for an excused absence, you need to send me an email prior to the class, or in the case of an emergency, no more than 24 hours after the class.

You earn more points per class based on your contribution to the class discussion. There will be two opportunities to participate—the first opportunity will be in your small group discussions and the second during full class discussions. **In order to get full credit for participation you will need to participate in both the small group and full class discussions.** I will ask for volunteers to keep track of student participation for each class. For purposes of clarity, if you come to class and only participate in small group discussions, you will earn 4.25 out of 5 points. If you come to class and participate in both the small group and full class discussion you will get more points and closer to a perfect score for the day (e.g., a 4.5 or higher).

Peer Review for Essay I (50pt)

Your first drafts of Essay I will undergo *in-class peer reviews* where you will read, comment, and make suggested edits to fellow classmates first drafts. The goal is to help each other to improve your essays and improve your own editing skills. Peer review drafts of Essay 1 are

required. You will receive 50 points for conducting the Peer Reviews but to get the points, you must come to class and review at least 2 drafts of other student essays.

Storyboard for Ted (style) Talk (100pts)

The storyboard is for your Taylorism Ted (style) Talks. Instead of writing another essay, you will produce a video of yourself based on taking a position for or against Taylorism. The storyboard will be the equivalent of your first draft of Essay 1. The storyboard will require you to develop an argument, organize evidence, receive feedback, revise, and then produce the final work. We will go through the details of the storyboard and Ted (style) Talk later during Week 7 and 8.

Essay I (Draft 2 @ 150pts + Final Version @ 150pts = 300pts)

Essay I, Draft 2, and the final version, are worth 150pts each for a total of 250pts)

For the first Essay you will submit your 2nd draft (the draft that would follow your peer reviews) for grading, and it will count for 150 points and then a final version for another 150 points.

(**Note:** The 2nd draft is required in order to submit the 3rd and final version!)

One-On-One Writing Conferences

For Essay I, between Draft 2 and the final version of your Essay, you will also have a personal consultation with me. These meetings will be scheduled for Week 8. I will provide details as we get closer to Week 8.

Ted (style) Talk (260 pts)

The Ted (style) Talk, (that you will have develop based on your storyboard as described above) will be produced as a Zoom recording of yourself and it will count for 260 points.

The Final Exam (Written Take Home Essay @ 150pts)

The written take home final exam will cover course readings, lectures, discussion questions, films, group exercises, etc. You will have one week to complete the final exam. You will be assigned one of two prompts.

The “Questions to Consider”

In each course module on Canvas, you will find “*Questions to Consider*” and they are posted with each weekly reading assignment. We will use them as the basis for all class discussions (and my “riffs”—*planned and unplanned mini lectures*). You will find the Questions to Consider very useful for helping you know what to look for in the readings. They will help you develop your essays, as well as the take home and oral parts of the final exam.

It is strongly suggested/encouraged that before you do the readings each week (and here I would add that **you must do the readings before the start of each week of class**), you should review the Questions to Consider and try to answer them while you are doing the readings. It will make you a more active reader! In other words, if you answer the questions before the start of each week of class you will be ready to engage the class discussion and that is important because it impacts your “participation” grade for the course. In fact, if you know the answers to the Questions to Consider, you won’t have any problem writing good essays, producing your Ted (style) Talk or getting a good grade for class participation!

VI. RU Academic Integrity

(<https://policies.rutgers.edu/B.aspx?BookId=11914&PageId=459231>)

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Use of AI is Prohibited

Generative AI tools, such as ChatGPT, GPT-4, DALL·E and other AI-based content creation platforms, are strictly prohibited in writing essays and/or completing take-home exams. This prohibition does not extend to AI-powered tools commonly used for proofreading, grammar correction, accessibility checks, Microsoft Word's grammar correction tool, Grammarly, TurnItIn Draft Coach, and Google. Violations of this policy will be treated as academic dishonesty, in accordance with the Rutgers' Academic Integrity Policy on plagiarism and cheating. Please consult with me before using any form of technology that could raise concerns about academic integrity.

VII. DISABILITY STATEMENT

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

VIII. STATEMENT OF ACADEMIC FREEDOM

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class 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.

IX. COURSE READINGS

All materials for this course will be available on the course Canvas website.

X. SYLLABUS

Week 1: Are You a Commodity?

September 1st – 3rd

Readings:

The Wages of Whiteness, Chapter 3, Neither a Servant nor a Master Am I: Key Words in the Language of White Labor Republicanism, pp. 43-64

Optional Reading:

Egerton, Douglas, [Gabriel's Rebellion, Chapter 2, An Upright Man, pp. 18-33](#)

Week 2: Slavery and Free Labor

September 10th

Who Built America? Prologue—From the Civil War to the Great Uprising of Labor: Reconstructing the Nation, 1865-1877, pp. 3-21

❖ **Assign Essay I and explain the Peer Review Worksheet**

Review the Rubric

How to write the essay

What does an “A” essay look like?

How we will manage Peer Reviews

Week 3: The Great Upheaval

September 15th – 17th

Readings:

Who Built America? Chapter 1, pp. 23-49, 70-71

Brecher, Strike! Chapter 1: The Great Upheaval, pp. 13-37

Optional Reading:

Chang, Gordon H., [Ghosts of Gold Mountain, Chapter 7, The Strike, pp.138-164](#)

Documentary: The Grand Army of Starvation

Week 4: Labor and Employer Republicanism

September 22nd – 24th

Readings:

Gourevitch, Alex, From Slavery to the Cooperative Commonwealth: Labor and Republican Liberty in the 19th Century, Chapter 2: Independent Laborers by Voluntary Contract, pp. 47-66, and Chapter 3: The Sword of Want, pp. 67-96.

The Monied Metropolis, Chapter 6, pp. 172-195

Week 5: The Knights of Labor
September 29th – October 1st

Readings:

Who Built America? Chapter 2, pp. 77-79, 91-120

The Monied Metropolis, Chapter 9, pp. 279-285

Gourevitch, Alex, From Slavery to the Cooperative Commonwealth: Labor and Republican Liberty in the 19th Century, Chapter 4: Labor Republicanism and the Cooperative Commonwealth, pp. 97-137.

Documentary: PBS Frontline—COVID-19's Hidden Toll (*What would Labor Republicans have to say about COVID-19 "Essential Workers?"*)

❖ **First Drafts of Essay I due in class for Peer Review Session (Friday, Oct. 2nd)**

Week 6: Homestead, Workers Control and Carnegie's Inequality
October 6th – 8th

Readings:

Who Built America? Chapter 3, pp. 124-157, 167-174

Wilentz, Sean, The Politicians and the Egalitarians, Chapter 9: The Steel Town and the Gilded Age, pp. 233-249

David Montgomery, Workers Control

Andrew Carnegie, Wealth, 1889 (read in class)

"Statement from the Pullman Strikers," pp. 234-236

Documentary: The River Ran Red (The Homestead Strike)

❖ **Draft 2 of Essay I due October 9th @ 11:59PM (150pts)**

Week 7: Taylorism
October 13th – 15th

Readings: (Note: These are required readings for the Ted (style) Talks)
Who Built America? Chapter 4, pp. 181-217;

“Frederick Winslow Taylor Explains,” pp. 205-209

[Braverman H., Labor and Monopoly Capital, Chapter 4: Scientific Management; Chapter 5: The Primary Effects of Scientific Management, pp. 59-95.](#)

“Machinist Testifies on the Taylor System,” pp. 83-85

Adam Smith “Wealth of Nations”

[Rosenthal, Caitlin, Accounting for Slavery, Chapter 3: Slavery’s Scientific Management, pp. 85-120, Harvard University Press, Cambridge, Mass, London England, 2019](#)

Documentary: A Job at Ford’s (Part I)

❖ **Assign Prompt for Taylorism Ted (style) Talks**

Week 8: Digital Taylorism
October 20th – 22nd

Readings: (Note: These are required readings for the Ted (style) Talks)
[Adam Smith “Wealth of Nations” \(Education\)](#)

[Brown, Lauder, Ashton, The Global Auction, Chapter 2: The False Promise, pp. 15-28; Chapter 5: Digital Taylorism, pp. 65-82.](#)

[Guendelsberger, Emily, On the Clock, Three Weeks to Christmas pp. 58-89](#)

Week 9: Reform and Radicalism in the Progressive Era (Writing Conferences...No Classes)
October 27th – 29th

Readings:
Who Built America? Chapter 5, pp. 223-225, 241-255

What Does the IWW Want?

Gompers, Samuel, What Workers Want

[Gompers / Hillquit Debate](#)

Documentary: The Wobblies

Week 10: World War One and the Lean Years for American Workers (1914-1929)
November 3rd – 5th

Readings:

Who Built America? Chapter 6, pp. 279-280, 292-312, 320-329;

Two anti-war speeches by Eugene V. Debs, pp. 294-298

Joe Hill "The Preacher and the Slave" pp. 117-118

Elizabeth Gurley Flynn Justifies Sabotage pp. 148-150

"O'Connor on the Seattle General Strike," pp. 151-156

"Steel Mill Worker in 1921," pp. 132-135

❖ **Final Version of Essay I Due November 6th @ 11:59PM (150pts)**

Week 11: The Great Depression and the New Deal (Part I)
November 10th – 12th

Readings:

Who Built America? Chapter 7, pp. 335-339, 343-352, 375-384
Chapter 8, pp. 391-439

Documentary: A Job at Ford's (Part II)

❖ **Ted (style) Talk Storyboard due in class for Storyboard Workshop (Tuesday, Nov. 17th)**

Week 12: The Great Depression and the New Deal (Part II)
November 17th – 19th

Readings:

Brecher, Strike!, Chapter 5: Depression Decade pp. 159-192

Week 13: The Great Depression and the New Deal (Part III)
November 24th – (Note: No Thursday Class...Thanksgiving)

Readings:

Who Built America? Chapter 9, pp. 445-491

"Adamic on the sit-down strike" and "Dollinger Remembers the Flint Sit-down Strike," pp. 345-349

Jeremy Brecher, Strike!, Chapter 5 Depression Decade pp. 193-235

Documentary: With Babies and Banners

❖ **Ted (style) Talk due Friday, November 28th (260pts)**

Week 14: Working People and World War II (Raising Expectations)
December 1st – December 3rd

Readings:

Who Built America? Chapter 10, pp. 497-547

[Evelyn Gotzion Recalls Factory Work during World War II, pages 139-141](#)

[Marie Baker: Women's Work in a California Warplane Factory, 1941-'45, pages 334-337](#)

Documentary: Rosie the Riveter

Week 15: Work and Wages: From 1877 to the Present (Including You and Me!)
December 8th - 10th

Readings:

Sherna Berger Gluck, Rosie the Riveter Revisited: Women, the War and Social Change, Interview with Marie Baker (1987)

Robert Korstad and Nelson Lichtenstein, Opportunities Lost and Found: Labor, Radicals, and the Early Civil Rights Movement," Journal of American History, 75 (December 1988)

❖ **Take Home Final Exam due date to be determined (150pts)**