History of Labor and Work in the United States, 1880 to 1945
Rutgers University 37:575:202:12

Course Description: This course introduces the important developments 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 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 instructor 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

*Students will learn 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

*Students will learn 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 learn 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 instructor.

2. **Be prepared for class.** Always complete any reading and writing assignments for a class day before the class meets. Check your email regularly for class announcements.

3. **Be present and be on time.** Students are expected to attend all classes. Please note that the grade for attendance and participation will decline each time a student is absent, late, or leaves early without a valid explanation. 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 or lateness, or need to leave early, it must be provided in writing by email in advance or immediately after the occurrence.

4. **Participation.** This course will utilize a variety of formats, including class discussions and group activities. Class participation includes active listening and talking. **The course may also include unannounced quizzes based upon assigned readings.** These grades will be evaluated as part of the overall participation grade. We will be using Cisco Webex as the platform our synchronous weekly meetings.

Webex Best Practices

- Connect a few minutes early, if possible, to allow time for setup.
- Keep your device (phone, computer, etc.) on mute unless you are speaking

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/](http://academicintegrity.rutgers.edu/academic-integrity-policy/)

6. **Copyright:** 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](http://policies.rutgers.edu/sites/policies/files/50.3.7-current.pdf)

7. **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](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 instructor 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

8. 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.

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

10. Course site: The course site features the syllabus and weekly modules with the reading, viewing, and writing assignments.

10. Written Assignments: You will submit all drafts of your papers electronically before the beginning of class on the day that they are due and 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 paper assignments will be marked down. Ten (10) points will be deducted for every 24-hour period (or portion thereof) your final paper is late. While the drafts are not assigned point grades, failing to turn in a first or second draft will result in a loss of 33 points on the final paper grade. If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please contact your instructor. Computer problems do not constitute personal emergencies, as there are computer labs in the Rutgers libraries.

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


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 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, Jan. 19: Introduction and Course Requirements
- Review syllabus and discuss course expectations, assignments, and goals.
- Hand-out Paper 1 assignment (first draft due Feb. 2)

Week 2, Jan. 26: Industrial Capitalism and Workers in the Gilded Age (Part 1)
Student writing surveys
Artisan labor and republicanism in the 19th century
The Knights of Labor
Readings:
  - Who Built America, prologue, pp. 3-21, chapter 1, pp. 23-49, and chapter 2, 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

Week 3, Feb. 2: Industrial Capitalism and Workers in the Gilded Age (Part 2)
Paper 1 first draft due and peer review (draft 2 due Feb. 9)
Craft unionism and the American Federation of Labor.  Paper 1 second draft due (final draft due Feb. 26)
Eugene V. Debs and the Pullman Strike
Readings:
  - Who Built America, chapter 2, pp. 106-120 and chapter 4, 125-144.
  - “Statement from the Pullman Strikers,” June 15, 1894,
    http://www.historyisaweapon.com/defcon1/pullmanstrikersstatement.html

Week 4, Feb. 9: Race, Immigration, and Exclusion
Paper 1 Draft 2 Due
The development of Immigration and the Chinese Exclusion Act
Readings:
  - Who Built America, chapter 3, 144-174.
    lynch-law-america
  - “Our Misery and Despair”: Kearney Blasts Chinese Immigration,
    http://historymatters.gmu.edu/d/5046/

Week 5, Feb. 16: Writing Conferences
Writing conferences with your writing instructor in Webex meeting

Week 6, Feb. 23: Reform and Radicalism in the Progressive Era
Paper 1 final draft due.
Mother Jones, the Coal Wars, and the Progressive Era.
Film excerpt and discussion, The Wobblies
Readings:
  - Who Built America, chapter 5, pp. 223-255.


**Week 7, Mar. 2: Midterm**

**Midterm Exam**

**Week 8, Mar. 9: World War I and The Red Scare**

Hand-out Paper 2 assignment (first draft due Mar. 30)

World War I and industrial democracy

The Red Scare and the 1919 strike wave

Readings:

**Spring Break- No Class Mar. 16**

**Week 9, Mar. 23 Work in Roaring 20s**

- Scientific management and welfare capitalism
- Film excerpt and discussion: *The Great Depression: A Job at Ford’s*
  - Readings:

**Week 10, Mar. 30: The Great Depression and the First New Deal**

- Paper 2 first draft due and peer review (peer review due Friday, Apr. 2, draft 2 due Apr. 6)
- The First New Deal
- The Big Strike of 1934
  - Readings:
    - *Who Built America*, chapter 8, pp. 391-441.

**Week 11, Apr. 6: The Rise of the CIO**

- Paper 2 second draft due
- Film excerpt and discussion: *With Babies and Banners*
  - Readings:
    - *Who Built America*, chapter 9, pp. 445-491
    - “Genora (Johnson) Dollinger Remembers the 1936-37 GM Sit-Down Strike,” pp. 345-349.
Week 12, Apr. 13: Writing Conferences
  • Writing conferences with your writing instructor during class time

Week 13, Apr. 20: Pop and Politics in the 1930s and 1940s
  • Paper 2 final draft due
  • The arts and politics of the Popular Front-era, including Woody Guthrie and Paul Robeson
  • A. Philip Randolph and the March on Washington Movement
    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

Week 14, Apr. 28 World War II and the Arsenal of Democracy
  • Film and discussion, The Life and Times of Rosie the Riveter
  • Final exam review

Week 15, May 4: Final Exam Due