

**History of Labor and Work in the U.S. 1880-1945**  
**Labor Studies and Employment Relations**  
**School of Management and Labor Relations, Rutgers University**  
**Spring 2022**

Course Number: 37:575:202:07  
Day and Time: Monday/Wednesday 2:00 – 3:20 PM  
Location: Tillet Hall Rm 103C

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

Contact Info: carmenm@smlr.rutgers.edu  
Cell: 609-513-3504

Office Hours: By appointment

### **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 about 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 distribution 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 SAS graduate will be able to:

#### Core Curriculum: SCL, HST, WCr and WCd

- Understand the bases and development of human and societal endeavors across time and place (Goal h);
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization (Goal m);
- Apply concepts about human and social behavior to particular questions or situations (Goal n);
- Explain the development of some aspect of society or culture over time, including the history of ideas or history of science (Goal k);
- Employ historical reasoning to study human endeavors (Goal L);
- Communicate complex ideas effectively, in standard written English, to a general audience (Goal S1);
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (Goal S2);
- Communicate effectively in modes appropriate to a discipline or area of inquiry (Goal t);
- Evaluate and critically assess sources and the use of conventions of attribution and citation correctly (Goal u); and
- Analyze and synthesize information and ideas from multiple sources to generate new insights (Goal v).

#### Labor Studies and Employment Relations Department

- 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).

#### School of Management and Labor Relations

- 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). <sup>[L]</sup><sub>[SEP]</sub>

### IV. EXPECTATIONS

#### Preparation

We will be covering a lot of ground in a very short time so please do your reading/viewing assignments, pay attention to the "Questions to Consider," participate in group discussions and submit your weekly summaries.

#### 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:

Weekly Summaries	<b>110</b>	<i>11 summaries @ 10pts per summary = 110</i>
Attendance/Participation	<b>112</b>	<i>28 classes x 4pts per class = 112</i>
Essay 1 Peer Review	<b>14</b>	<i>You must attend class to complete the peer review and get the points</i>
Essay 1 Draft 2	<b>125</b>	<i>Prof will comment and provide advice for improving final draft</i>
Essay 1 Final	<b>125</b>	
Essay 2 Peer Review	<b>14</b>	<i>You must attend class to complete the peer review and get the points</i>
Essay 2 Final	<b>250</b>	
Final Exam	<b>250</b>	<i>Comprehensive Take Home Exam</i>
<b>Total</b>	<b>1,000</b>	

### **Weekly Summaries (11 @ 10pts per summary = 110pts)**

It is vitally important that you come to class ready to contribute to the discussion. With this in mind, everyone will be required to **answer two (2) “Questions to Consider”** for each weekly reading assignment—including weeks 2-13. **Each summary is worth 10 points of your final grade (for a total of 110pts).** The “Questions to Consider” will be posted with each week’s reading assignment. They will also serve as small group discussion questions for each week of class. Summaries must be uploaded to Canvas prior to the start of each week of class. Summaries must be a minimum of 300 words, and you are encouraged to write more. **(Note:** The total 300-word count will not include repeating the questions you chose to answer, and I will read summaries and keep in touch on an as needed basis.)

### **Attendance/Participation (112)**

For each class you will have an opportunity to earn a total of **4.00 points 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 completing the

summary and answering **all** the discussion questions that were assigned for the class you missed. For other excused absences (i.e., days when readings and summaries are not assigned) 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 3.2 out of 4 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 3.6 or higher).

**Peer Review Essay Drafts (2 @ 14 Points per draft = 28pts)**

Your first drafts of Essays I and II 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 your editing skills. Peer review drafts of both papers are required. You will receive 14 points for conducting the Peer Reviews but to get the points, you have to come to class and review at least 2 papers. The process will be repeated for Essay II thus, Peer Reviews are worth 28 total points.

**Essay I**

**Essay I Draft 2 and the final version (both are worth 125pts for a total of 250pts)**

For the first Essay you will submit your 2<sup>nd</sup> draft (the draft that would follow your peer reviews) for grading, and it will count for 125 points and a final version for another 125 points. (**Note:** The 2<sup>nd</sup> draft is required in order to submit the 3<sup>rd</sup> 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.

**Essay II (worth 250 points)**

For Essay II, you will be required to write a first draft for *Peer Review* (as described above) but will not be required to submit a second draft for grading. The final VERSION of Essay II will count for 250 points.

**The Final Exam (worth 250pts)**

The final exam will be comprehensive written take-home exam that will cover all course readings, lectures, discussion questions, films, group exercises, etc. You will have one week to complete the final exam.

**VI. Rutgers COVID-19 Protocols**

To protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.).

Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

## **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: Intros/Course Overview**

**January 19<sup>th</sup>**

Introductions, Overview, What We All Have in Common with Workers of the Past and Slavery and Freedom

Review Course Syllabus

Discussion: Are You A Commodity?

### **Week 2: Slavery and Free Labor**

**January 24<sup>th</sup> – 26<sup>th</sup>**

**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

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

**Watch Documentary:** The Grand Army of Starvation (on Canvas)

**Summary #1 Due January 24<sup>th</sup> @ 1:00pm (10pts)**

**Week 3: Slavery and Free Labor (continued)**  
**January 31<sup>st</sup> – February 2<sup>nd</sup>**

**Readings:**

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

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

❖ **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 4: Labor Republicans, the Knights of Labor and the AFL**  
**February 7<sup>th</sup> – 9<sup>th</sup>**

**Readings:**

Gourevitch, Alex, From Slaver to the Cooperative Commonwealth: Labor and Republican Liberty in the 19<sup>th</sup> 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

**Summary #2 Due February 7<sup>th</sup> @ 1:00PM (10pts)**

❖ **First Drafts of Essay I due in class for Peer Review Sessions**

**Week 5: A Polarized Society: Industrial Capitalism and Worker Organizations in the Gilded Age (1877-1893)**  
**February 14<sup>th</sup> – 16<sup>th</sup>**

**Readings:**

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

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

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

**Documentary:** 10 Days that Changed America: The Homestead Strike

**Summary #3 Due February 14<sup>th</sup> @ 1:00PM (10pts)**

**Week 6: The Triumph of Industrial Capitalism at Home and Abroad (1893-1900)**  
**February 21<sup>st</sup> – 23<sup>rd</sup>**

**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

**Summary #4 Due February 21<sup>st</sup> @ 1:00PM (10pts)**

❖ **Draft 2 of Essay I due February 23<sup>rd</sup> @ 11:59PM (100pts)**

**Week 7: Reform and Radicalism in the Progressive Era (1900-1914)**  
**February 28<sup>th</sup> – March 2<sup>nd</sup>**

**Readings:**

Who Built America? Chapter 4, pp. 181-217;

"Frederick Winslow Taylor Explains," pp. 205-209

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

Samuel Gompers "What Does the Working Man Want?"

Adam Smith "Wealth of Nations"

❖ **Assign Prompt for Essay II**

**Summary #5 Due February 28<sup>th</sup> @ 1:00PM (10pts)**

**Week 8:** Writing Conferences (No Class)

**March 7<sup>th</sup> – 9<sup>th</sup>**

**Readings: (Note: These are required for Essay II)**

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

[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](#)

**Spring Break March 12<sup>th</sup> -20<sup>th</sup>**

**Week 9:** Reform and Radicalism in the Progressive Era (continued)

**March 21<sup>st</sup> – 23<sup>rd</sup>**

**Readings:**

[Who Built America?](#) Chapter 5, pp. 223-225, 241-255

What Does the IWW Want?

The IWW

**Documentary:** The Wobblies

**Summary #6 Due March 21<sup>st</sup> @ 1:00PM (10pts)**

❖ **Final Version of Essay I Due March 23<sup>rd</sup> @ 1:00PM (125pts)**

**Week 10:** World War One and the Lean Years for American Workers (1914-1929)

**March 28<sup>nd</sup> – 30<sup>th</sup>**

**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

**Documentary:** The Wobblies

**Summary #7 Due November 2<sup>nd</sup> @ 1:00PM (10pts)**

**Week 11: The Great Depression and the New Deal (Part I)**

**April 4<sup>th</sup> – 6<sup>th</sup>**

**Readings:**

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

**Documentary:** The Crash of 1929 and The Road to Rock Bottom

**Summary #8 Due April 4<sup>th</sup> @ 1:00PM (10pts)**

**Week 12: The Great Depression and the New Deal (Part II)**

**April 11<sup>th</sup> – 13<sup>th</sup>**

**Readings:**

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

**Documentaries:** The Uprising of 1934

**Summary #9 Due April 11<sup>th</sup> @ 1:00PM (10pts)**

❖ **First Drafts of Essay II due in class for Peer Review Sessions**

**Week 13: The Great Depression and the New Deal (Part III)**

**April 18<sup>th</sup> – 20<sup>th</sup>**

**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:** Sit-Down and Fight or With Babies and Banners

**Week 14: Working People and World War II (Raising Expectations)**

**April 25<sup>th</sup> – 27<sup>th</sup>**

**Readings:**

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

**Documentary:** Rosie the Riveter

**Summary #10 Due April 25<sup>th</sup> @ 11:59PM (10pts)**

**Week 15**

**May 2<sup>nd</sup>**

Work and Wages: From 1877 to the Present (Including You and Me!)

**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)

**Summary #11 Due May 2<sup>nd</sup> @ 11:59PM**

- ❖ **Final Version of Essay II due December 9<sup>th</sup> (250pts)**
- ❖ **Take Home Final Exam due date to be determined (250pts)**