



History of Labor and Work in the U.S.: 1880-1945 (on-line)

37:575: 202 (Section 91) – Spring 2023

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Office Hours via Zoom: Meetings will be scheduled by mutual agreement

COURSE DESCRIPTION:

This course explores the history of the labor movement in the U.S. from 1880 to 1945. Course themes include the sources and forms of conflict between workers and employers; changes in technology, production, and workplace organization in an evolving capitalist economy; the impact of racism and sexism on the labor movement; the different types of unions and worker organizations which were formed in this period; and the on-going debate over the goals and purposes of unions.

Although unions are not the exclusive focus of the course, we will closely study how labor unions were affected by changes in our economy, political system, and culture, as well as how working people and their unions impacted and shaped these systems. Through this process of mutual interaction, who labor unions represented, what they sought to accomplish in the short- and long-term, and how they attempted to reach their goals evolved. At the same time, the basic purpose of the labor movement - to defend and advance the interests of working people vis-à-vis powerful employers and a government which often supported employers - remained unchanged.

In this course, we will look at how the labor movement's ability to improve their members' living standards and working conditions widely fluctuated from 1880 to 1945. In the late 19th and early 20th centuries unions were relatively weak most of the time, almost marginal in their influence. However, in response to the crisis conditions of the Great Depression of the 1930s, workers organized powerful unions and became a central element of a new, progressive coalition which reshaped our economy and political system.

LEARNING OBJECTIVES:

Rutgers University and the School of Management and Labor Relations (SMLR) have established the following learning objectives for this course:

From the Rutgers University Core Curriculum: HST, SCL, WCR and WCD

- Explain the development of some aspect of 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 the use of conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. (WCD).

From the School of Management and Labor Relations (SMLR):

- Knowledge of Theory, Practice and Application – including:
 - Analyze the degree to which forms of human difference shape a person’s experience of and perspectives on work
 - Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
 - Analyze issues related to business strategies, organizational structures, and work systems
 - Analyze issues of social justice related to work across local and global contexts
- Professional Development – including:
 - Develop effective presentation skills appropriate for different settings and audiences
 - Develop career management skills to navigate one’s career
 - Develop capabilities to work and lead in a multicultural and diverse environment
 - Work productively in teams, in social networks, and on an individual basis
 - Develop cultural agility competencies
 - Demonstrate lifelong personal and professional development skills

Instructor’s Learning Objectives:

In addition to the learning objectives listed above, the following learning objectives are based on the specific topics and issues covered in the course:

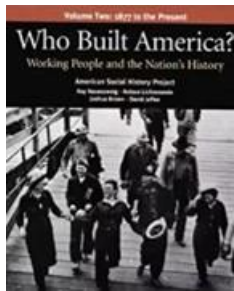
- Understand the critical role of the labor movement in our society.
- Recognize why and how workers have formed different types of labor organizations.
- Demonstrate an understanding of how workers and their organizations (including unions) have been shaped by the larger society of which they are a part but have also contributed to changing the larger society.

Statement on Disabilities: 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>.

Resources for SMLR Students:

1. **Student resources** – Click on the following link if you are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>
2. **Scholarships** – For information on scholarships offered through SMLR, go to: <https://smlr.rutgers.edu/academic-programs/scholarships>

COURSE READINGS:



1. **Who Built America?: Working People and the Nation's History, Volume II: Since 1877**, 3rd ed., Bedford / St. Martin's Press, 2008. (Referred to as **WBA?** in the following pages of the syllabus.) This is the **textbook** for the course. All assigned readings from the textbook are available on **Canvas**.

2. **Other Required Readings:** In addition to the textbook, the other required readings are also available online with the course. Most of the online readings are **primary sources and will be noted** in the syllabus – i.e., they are from the time period discussed in the text. Other readings are secondary sources; they are interpretations and evaluations of events or developments.

The primary sources are from the following books:

- **American Labor: A Documentary Collection (AL)**, edited by M. Dubofsky and J. McCartin, Palgrave Macmillan, 2004.
- **Major Problems in the History of American Workers (MPHAW)**, edited by E. Boris and N. Lichtenstein, 2nd ed., Wadsworth/Cengage Learning, 2003.
- **Voices of a People's History of the United States (VPHUS)**, edited by H. Zinn and A. Arnove, Seven Stories Press, 2004.
- **Voices of Freedom: Documentary History, volume 2 (VOF)**, edited by Eric Foner, 4th ed., W.W. Norton & Co., 2014.
- **The Voice of the People (VOP)**, edited by J. Rees and J. Pollack, Harlan Davidson, Inc., 2004.

COURSE OUTLINE

Week 1: INTRODUCTION TO THE COURSE

Tuesday, Jan. 17 to Sunday, Jan. 22

Become familiar with the web site for this on-line course. Then, read the syllabus and a very brief summary of U.S. labor history until 1877. You will also find a video introduction about my background and teaching philosophy.

Readings:

- Course Syllabus
- Slott and Voos, "A Very Brief History of U.S. Labor until 1877," pp. 1-4.

→ Assignments due by Jan. 22:

- 1) Introduce yourself to other students by writing an on-line introduction
- 2) Provide "Account Related Information" for the Canvas website
- 3) Respond to the "Four Questions on Labor Unions" (non-graded)

Week 2: THE GREAT UPHEAVAL OF 1877

Monday, Jan. 23 to Sunday, Jan.29

Reading:

- Brecher, "The Great Upheaval," pp. 138-148. [MPHAW]

Video Clip: "The Grand Army of Starvation"

→ Assignment due by Jan. 29: Response Paper/Writing Assignment 1

Week 3: INDUSTRIAL CAPITALISM IN THE GILDED AGE (1880 to 1893)

Monday, Jan. 30 to Sunday, Feb. 5

Readings:

- WBA? Chapter 1 - pp. 23-49, 64-71 (begin on p. 64 with the section "Extractive Industries and Exploited Workers").

→ Assignment due by Feb. 5: Group Forum Discussion

[Please note: the initial submission to the forum discussion is due by Friday of this week.]

Week 4: WORKING PEOPLE'S RESPONSES TO INDUSTRIAL CAPITALISM (1880 to 1893)

Monday, Feb. 6 to Sunday, Feb. 12

Readings:

- WBA? Chapter 2 – pp. 77-78, 91-120 (begin on p. 91 with the section “The Workingman’s Hour”).

Video Clip: “Homestead Strike of 1892”

→Assignment due by Feb. 12: Exam #1 – Online, “open book” exam based on the “Check Your Understanding” questions for Weeks 2, 3 and 4

Week 5: INDUSTRIAL CAPITALISM TRIUMPHS (1893 to 1900)

Monday, Feb. 13 to Sunday, Feb. 19

- WBA? Chapter 3 – pp. 125-157, 167-174 (begin on p. 167 with the section “Business on the Rebound”).
- “Statement from the Pullman Strikers” (1894), pp. 234-236. [Primary Source - VPHUS]
- “How to Write an Argumentative Essay”

Video Clip: “Video on Writing Assignment 2”

→Assignment due by Feb. 19: First Draft of Writing Assignment 2

Week 6: THE TRANSFORMATION OF WORK AND HOME (1900 to 1914)

Monday, Feb. 20 to Sunday, Feb. 26

Readings:

- WBA? Chapter 4 - pp. 180-202.
- “Machinist Orrin Cheney Testifies to Congress on the Taylor System of Shop Management” (1911), pp. 83-85. [Primary Source - VOP]

Video Clip: “The Beat of the System”

→Assignment due by Feb. 26: Peer Review and Edit of another student’s Writing Assignment 2

Week 7: REFORM AND RADICALISM IN THE PROGRESSIVE ERA (1900 TO 1914)

Monday, Feb. 27 to Sunday, March 5

Readings:

- WBA? Chapter 5 – pp. 223-255.
- “Radical Alternatives” (pp. 134-137). [Primary Source - AL]
- “Proclamation of the Striking Textile Workers of Lawrence” (1912), pp. 272-275. [Primary Source - VOPH]

→Assignment due by March 5: Final Version of Writing Assignment 2

Week 8: CURRENT LABOR EVENT & ITS RELATIONSHIP TO U.S. LABOR HISTORY

Monday, March 6 to Friday, March 10

Reading:

- “What the Labor Movement Can Learn from Its Past” - <https://www.theatlantic.com/ideas/archive/2022/05/kim-kelly-interview-labor-unions/629716/>

→Assignment due by March 10: Summary of an article on a current labor event, including a discussion of its relationship to the events discussed in the course. To complete the assignment, schedule a Zoom meeting with the instructor to discuss the article. The Zoom meeting must be scheduled by the end of Week 14.

SPRING BREAK – March 11 to March 19

Week 9: THE IMPACT OF WORLD WAR I ON WORKERS AND THEIR ORGANIZATIONS (1914 to 1920)

Monday, March 20 to Sunday, March 26

Readings:

- WBA? Chapter 6 – pp. 279-294, 307-312, and 320-329.
- “Post-War Backlash” (pp. 149-154). [Primary Source - AL]

Video Clip: “The Seattle General Strike”

→Assignment due by March 26: Exam #2 – Online, “open book” exam based on the “Check Your Understanding” questions for Weeks 5, 6, 7, and 9

Week 10: THE “LEAN YEARS” FOR AMERICAN WORKERS (1920 to 1929)

Monday, March 27 to Sunday, April 2

Readings:

- WBA? Ch. 7 – pp. 335-352, 375-385.

→Assignment due by April 2: Group Forum Discussion

[Please note: the initial submission to the forum discussion is due by Friday of this week.]

Week 11: THE GREAT DEPRESSION & THE FIRST NEW DEAL (1929 to 1934)

Monday, April 3 to Sunday, April 9

Reading:

- WBA? Chapter 8

Video Clip: “San Francisco General Strike”

→Assignment due by April 9: First Draft of Writing Assignment 3

WEEK 12: FDR’s SECOND NEW DEAL (1935 to 1939)

Monday, April 10 to Sunday, April 16

Reading:

- WBA? Chapter 9 - pp. 445-455, 473-480.

→Assignment due by April 16: Peer Review and Edit of another student’s Writing Assignment 3

Week 13: THE CIO & THE INDUSTRIAL UNION MOVEMENT (1935 to 1939)

Monday, April 17 to Sunday, April 23

Readings:

- WBA? Chapter 9 - pp. 455-473, 480-491.
- “Industrial Union Upsurge” (pp. 187-193). [Primary Source - AL]

Video Clip: “AFL vs. CIO Split in 1935”

→Assignment due by April 23: Final Version of Writing Assignment 3

Week 14: WORKING PEOPLE & WORLD WAR II (1939 to 1946)

Monday, April 24 to Sunday, April 30

Reading:

- WBA? Chapter 10 – pp. 497-505, 517-536, and 541-547.
- "World War II" (pp. 194-205). [**Primary Source - AL**]

Video Clips: "Manpower Needs in World War II" and "Rosie the Riveter: Real Women Workers in World War II."

→ Assignment due by April 30: Group Forum Discussion

[Please note: the initial submission to the forum discussion is due by Friday of this week.]

Final Assignment – Exam #3

Thursday, May 4 to Sunday, May 7

Exam is available on Canvas on Thursday, May 4 through Sunday, May 7.

This is an online, "open book" exam based on the "Check Your Understanding" questions for Weeks 10, 11, 12, 13, and 14. There will also be a short essay question.

GRADING CRITERIA AND COMPONENTS

Grading Criteria:

A	90-100%	900 to 1000 points
B+	85-90%	850 to 899 points
B	80-85%	800 to 849 points
C+	75-80%	750 to 799 points
C	70-75%	700 to 749 points
D	60-69%	600 to 699 points
F	59% and below	0 to 599 points

Grading Components:

#1 – Forum Discussions: Weeks 3, 10, & 14

Each forum discussion = 50 points. 3 x 50 = 150 points – 15% of the grade

#2 – Peer Review and Edit of another Student’s Writing Assignment: Weeks 6 & 12

Each peer review = 50 points. 2 x 50 = 100 points = 10% of the grade

#3 – Writing Assignments: Weeks 2, 5, 7, 8, 11, & 13

Week 2 - Response Paper/Writing Assignment 1 = 50 points

Week 5 - First Draft of Writing Assignment 2 = 50 points

Week 7 – Final Version of Writing Assignment 2 = 100 points

Week 8 – Summary of current labor event = 50 points¹

Week 11 - First Draft of Writing Assignment 3 = 50 points

Week 13 – Final Version of Writing Assignment 3 – 100 points

Total: = 400 points = 40% of the grade

Unless there is prior notification and a legitimate reason, all late papers will be downgraded ½ letter grade (e.g. A→B+)

#4 – Exams

All exams are “open book” and online. The questions are based on the “Check Your Understanding” questions for each week of the course.

Week 4, Exam #1 (Weeks 2, 3, and 4) = 80 points

Week 9, Exam #2 (Weeks 5, 6, 7, and 9) = 120 points

Final Assignment, Exam #3 (Weeks 10, 11, 12, 13, and 14) = 150 points

Total: = 350 points = 35% of the grade

Total Course Points = 1000 = 100% of the grade.

¹ To complete the assignment, the student needs to schedule a Zoom meeting with the instructor to discuss the article.