

**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 2018**

Course Number: 37:575:202:06  
Day and Time: Mondays and Thursdays 12:00PM - 1:20PM  
Location: Livingston, Tillet Hall B116

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

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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 has additional instructors who will facilitate writing instruction in the class, 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 or 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).

### **IV. EXPECTATIONS**

#### **Preparation**

We will be covering a lot of ground in a very short time so please read and bring the assigned material to each class and take good notes.

Texting, or talking on cell phones and emailing are all prohibited during class.

**Computers will not be allowed during the showing of documentaries or during large group (i.e., full class) discussions. And I will enforce!!!** That said, you can use your computer for course related activities including accessing readings or other information relevant to small group discussions.

### **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:

Class Preparation (Summaries)	(6pts) (.25pts per summary)
Class Attendance/Participation	(14pts) (.5pts per class)
Paper I	(20pts)
Mid-Term	(20pts)
Paper II	(20pts)
Final Exam	(20pts)

#### **Class Preparation (Summaries) (6pts)**

It is vitally important that you come to class ready to contribute to the discussion. With this in mind, everyone will be required to complete summaries based on weekly reading assignments. There will be 24 summary assignments (approximately 150-200 words per summary) and each will be worth 0.25 points for a total of 6pts. Summaries will be delivered to the Sakai drop box prior to the start of each class. (**Note:** We will read them and keep in touch on an as needed basis. Also, you will not be able to submit summaries after the due date. Summaries must be submitted before the start of the class for which they are assigned!)

#### **Attendance/Participation (14pts)**

Fourteen points (14pts) of your final grade will be based on attendance and class participation. For each class you will have the opportunity to earn 0.5 points for coming to class and making a contribution to the discussion. During most classes there will be two opportunities to participate—the first will be in your small group discussions and the second during full class discussions.

**In order to get an "A" for attendance and participation you obviously need to be here!** That means signing the sign-in sheet for every class. If you don't sign the sign-in sheet you won't get any 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 that was due for that day and answering the discussion questions that were assigned for the class you missed. For other excused absences (i.e., days when readings and/or summaries were 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 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.**

Students who are late to class will lose attendance points so please be punctual. And finally, if you leave early without permission you will be marked absent for the entire class.

### **Papers I and II (both are worth 20pts for a total of 40pts)**

For each of the two papers you will be given a topic to write about. For the first paper you will submit a draft version that will count for 10 points and a final version for another 10 points. (**Note:** The draft is required in order to submit the final version!) For the second paper you will be required to write a draft for *Peer Review* (see below) but will not be required to submit a draft for grading. The final draft of the second paper will count for all 20 points. (**Note:** For the second paper, you will have the option of scheduling an appointment with your assigned reader but the draft will not be graded.)

#### *Peer Review Sessions*

Both papers will undergo a peer review session where you and the members of your group will review and help each other to improve your papers. Peer review drafts of both papers are required. If you fail to produce drafts for peer review sessions, you will lose all of your attendance and participation points for that day of class. Two hardcopies should be printed out to share with members of your group on the days when peer reviews are scheduled during class.

#### *One-On-One Writing Conferences*

For your first paper you will also have the opportunity to have a personal consultation with your assigned reader. These meetings will be scheduled for Week 7. We will provide details as we get closer to Week 7. For one-on-one writing conferences, you should submit a copy of your draft to the Sakai drop box (at a date to be determined) and bring a hard copy with you to the conference.

### **Mid-Term and Final Exam (both are worth 20pts for a total of 40pts)**

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

## **VI. 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>.

## **VII. 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.

## **VIII. COURSE READINGS**

All materials for this course will be available on the course Sakai website. Students can access the course Sakai site by following these directions:

- Go to <http://sakai.rutgers.edu>
- Click on Net ID Login or Email ID Login and enter your Rutgers Net ID and password or User ID and password.
- In the upper right hand corner click on "sites".
- Then click on the tab: **37:575:202:06**
- Click on "resources" on the menu on the left hand side of the page. You should see a folder for each week of class and inside each folder you will find all of the course readings.

## **IX. SYLLABUS**

**WEEK 1** – Introductions, Overview and Connecting You With Workers of the Past

**Sept. 6<sup>th</sup>** – Intros and Review Course Syllabus

**WEEK 2** – Labor and Republicanism

**Sept. 10<sup>th</sup>** – Slavery and Republicanism

### **Reading #1:**

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

Discussion: Slavery, "Free Labor" and Are You a Commodity?

**Sept. 13<sup>th</sup> –**

**Reading #2:**

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

Brecher, The Great Upheaval, pp. 138-148

**Documentary:** The Grand Army of Starvation

**WEEK 3** – A Polarized Society: Industrial Capitalism And Worker Organizations in the Gilded Age (1877-1893) **(Part I)**

**Sept. 17<sup>th</sup> –**

**Reading #3:**

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

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

**Sept. 20<sup>th</sup> –**

**Reading #4:**

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.

**WEEK 4** – A Polarized Society: Industrial Capitalism And Worker Organizations in the Gilded Age (1877-1893) **(Part II)**

**Sept. 24<sup>th</sup> –**

**Reading #5:**

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.

**Sept. 27<sup>th</sup> –**

**Reading #6:**

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

Review the Rubric

How to write the essay

What does an A essay look like?

❖ **Handout Essay I Topic**

**WEEK 5** – The Triumph of Industrial Capitalism at Home and Abroad (1893-1900)

**Oct. 1<sup>st</sup> –**

**Reading #7:**

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

Montgomery, Workers Control

**Documentary:** The River Ran Red

**Oct. 4<sup>th</sup>** –

**Reading #8:**

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

“Statement from the Pullman Strikers,” pp. 234-236

**WEEK 6** – Reform and Radicalism in the Progressive Era (1900-1914)

**Oct. 8<sup>th</sup>** –

**Reading #9:**

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

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

**Oct. 11<sup>th</sup>** –

**Reading #10:**

Who Built America? Chapter 4, pp. 181-202, 216-217;

“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” (optional and you don’t have to include it in your summary)

❖ **Second (to be graded worth 10pts) Draft of Essay I due in drop box for Conferences**

**WEEK 7 Writing Conferences**

**Oct. 15<sup>th</sup>** – Writing Conferences (Students 1-35)

**Oct. 18<sup>th</sup>** – Writing Conferences (Students 36-70)

❖ **Take Home Midterm Exam**

**WEEK 8** – World War One and the Lean Years for American Workers (1914-1929)

**Oct. 22<sup>nd</sup>** –

**Readings #11:**

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

Dorothy Sue Cobble, "Pure and Simple Radicalism: Putting the Progressive Era AFL in its Time," *Labor: Studies in Working-Class History of the Americas* 10:4 (Winter 2013): pp. 61-88.

**Oct. 25<sup>th</sup>**

**Reading #12:**

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

The IWW

**Documentary:** The Wobblies

❖ **Midterm Exam due in drop box by 11:59 PM**

**WEEK 9** – The Great Depression and the New Deal **(Part I)**

**Oct. 29<sup>th</sup>** –

**Reading #13:**

Who Built America? Chapter 7, pp. 335-339, 343-352, 375-383

❖ **Final Draft of Essay I due in drop box by 11:59 PM**

**Nov. 1<sup>st</sup>** –

**Reading #14:**

Who Built America? Chapter 8, pp. 391-428

You will find the following in the Week 9 Folder and they are required reading but you don't have to include them in your summary. (Please note these readings will be the topic of a good portion of our discussion...so please read them, they are not long.)

Fitzgerald – "The Jazz Age"

Whiting Williams Endures Long Hours Working in a Steel Mill...1921

**WEEK 10** – The Great Depression and the New Deal **(Part II)**

**Nov. 5<sup>th</sup>** –

**Reading #15:**

Who Built America? Chapter 8, pp. 429-439

**Documentary:** The Great Depression

**Nov. 8<sup>th</sup>** –

**Reading #16:**

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

**WEEK 11** – Working People and World War II (**Part I:** The War At Home)

**Nov. 12<sup>th</sup>** –

**Reading #17:**

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

Boyer and Morais, Labor’s Untold Story, Chapter 10: Victory, pp. 290-309

**Documentary:** With Babies and Banners

❖ **Handout Essay II Topic**

**Nov. 15<sup>th</sup>** –

**Reading #18:**

Who Built America? Chapter 10, pp. 497-520

**WEEK 12** Working People and World War II (**Part I:** The War At Home (*continued*))

**Nov. 19<sup>th</sup>** –

**Reading #19:**

Who Built America? Chapter 10, pp. 520-547

**Documentary:** Sit-Down and Fight

**Nov. 20<sup>th</sup> (Thursday’s Class on Tuesday)** –

**Reading #20:**

Nelson Lichtenstein, Labor’s War At Home, Chapter 7 The Social Ecology of Shop Floor Conflict, pp. 110-135

**Documentary:** Rosie the Riveter

**THANKSGIVING BREAK**

**WEEK 13** – Working People and World War II (**Part 2:** Raising Expectations)

Nov. 26<sup>th</sup> –

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

Nov. 29<sup>th</sup> –

**Reading #21:**

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

**WEEK 14** – Working People and World War II (**Part 2:** Raising Expectations (*continued*))

DEC 3<sup>rd</sup> –

**Reading #22:**

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

**Reading #23:**

The Bracero Program (Reading to be announced)

Bracero Program: Harvest of Loneliness

<https://www.youtube.com/watch?v=PcV2EOo-Xdc>

**Take Home Final Exam**

DEC 6<sup>TH</sup> – Work and Wages: From 1877 to the Present

**Readings #24:**

**How Today's Unions Help Working People**

<http://www.epi.org/publication/how-todays-unions-help-working-people-giving-workers-the-power-to-improve-their-jobs-and-unrig-the-economy/>

❖ **Final Draft of Essay II due in drop box by 11:59 PM**

**WEEK 15**

DEC 10<sup>TH</sup> –

Course Wrap Up

**Final Exam due in class**