**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 2020**

Course Number: 37:575:202:06

Day and Time: Tuesdays and Thursdays 3:20 – 4:40 PM

Location: Online

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. LEARNINING OBJECTIVES**

The following leaning 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).

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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 participate in your group summary 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 Assignments:

Work Group Summaries (11 @ 20pts per summary) (220.00pts)

Essay I Draft 1 (For Peer Review) (007.50pts)

Essay I Draft 1 Peer Review (007.50pts)

Essay I Draft 2 (100.00pts)

Essay I (Final) (100.00pts)

Essay II Draft 1 (For Peer Review) (007.50pts)

Essay II Draft 1 Peer Review (007.50pts)

Essay II (Final) (275.00pts)

Final Exam (275.00pts)

**Total Points 1,000.00**

**Work Group Summaries (11 @ 20pts per summary = 220pts)**

You will be assigned to a “Work Group” where working together with your group you will produce a weekly summary of the readings, viewings and Live Lecture/Large Group Discussions” (**note:**  live lectures will be short with questions and discussion built in to each—usually 30 to 45 minutes in length—that I will conduct during class time and they will usually be based on the “Questions to Consider”).  So, it will be vitally important that you come to class ready to take good notes, and most importantly, ask questions and/or contribute to the discussions that will be built into the Live Lectures.

The weekly summaries (there will be 11 of them) will be due every Monday by 11:59 PM.  For example, your first Group summary will be due on Monday, September 21st and it will cover everything you read, viewed, and discussed during class for the week of September 15th (Week 3 in the syllabus).

Most of the time your Work Group Summary grades will be between a 16 (B) and 18.5 (A) and the group grade will be your individual grade. Excellent summaries will get you and your group the full 20pts.  I will give you time to meet with your group at the end of each class (somewhere between 45 and 30 minutes) and working together you will write a draft of your Group Summary and then submit the final version by no later than the following Monday. I will create a Work Group rubric and have it ready for your review by the next time we meet. The rubric will be very similar to the one we will use for evaluating your Essays and the Final Exam.

The Work Groups will give you time to summarize what you have learned for the week and the Group time will give me an opportunity to meet with you in a smaller setting. I will visit with each group for a few minutes each week.

If you are not present for your weekly group meeting (i.e., when I drop into your meeting) you will get a zero for that week’s summary.  And the objective here is to “encourage” everyone to carry their own weight in the Work Group and make a real contribution for the good of the group (and of course your own grade).

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 missed group meetings by completing and submitting your own individual summary. 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.**

**Peer Review Essay Drafts (2 @ 15 Points per draft = 30pts)**

Essays I and II will undergo a peer review where you will read, comment and make suggested edits to a fellow classmates first draft. The goal is to help each other to improve your Essays and also improve your own editing skills. Peer review drafts of both papers are required. You will submit your Essay I (the first draft) on the scheduled due date and receive 7.5 points for submitting on time. Then you will receive an email from me where I will include you and another person from the class with instructions for reviewing each other’s papers. You will receive another 7.5 points for conducting the Peer Review and submitting it on the scheduled due date. The process will be repeated for Essay II—7.5pts for submitting the draft and 7.5pts for doing the Peer Review—thus Peer Reviews are worth 30 total points.

**Essays**

*Essay I Draft 2 and the final version (****both are worth 100pts for a total of 200pt****s)*

For the first Essay you will submit your 2nd draft. It will be graded and count for 100 points and a final version for another 100 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 the opportunity to have a personal consultation with me. These meetings will be scheduled for Week 9. I will provide details as we get closer to Week 9.

*Essay II* ***(worth 275 points)***

For Essay II you will be required to write a draft for *Peer Review* (as described above) but will not be required to submit a draft for grading. The final VERSION of Essay II will count for 275 points.

**The Final Exam (worth 275pts)**

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. 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 Canvas website.

**IX. SYLLABUS**

**Week 1:** Introductions, Overview, What We All Have in Common with Workers of the Past and Slavery and Freedom

**September 1** **– 3**

ReviewCourse Syllabus

Discussion: Are You A Commodity?

**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

**Week 2:** Slavery and Free Labor (continued)

**September 8th (No Tuesday Classes)**

**September 10th** –

**Readings:**

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

**Week 3:** Slavery and Free Labor (continued)

**September 15** – **17**

**Readings:**

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

**Documentary:** The Grand Army of Starvation

* **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

**Group Summary #1 Due September 21st @ 11:59PM (20pts)**

**Week 4:** Labor Republicans, the Knights of Labor and the AFL

**September 22 – 24**

**Readings:**

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

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

Gourevitch, Alex, From Slaver 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.

**Group Summary #2 Due September 28th @ 11:59PM (20pts)**

* **First Draft of Essay I Due in Assignments September 28th @ 11:59PM (7.5pts)**

**Week 5:** A Polarized Society: Industrial Capitalism and Worker Organizations in the Gilded Age (1877-1893)

**September 29– Oct 1**

**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 19th Century, Chapter 4: Labor Republicanism and the Cooperative Commonwealth, pp. 97-137.

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

* **Students conduct Peer Reviews (September 30 thru October 5th)**
* **Essay I Peer Reviews Due October 5th @ 11:59 PM (7.5pts)…students exchange Peer Reviews via email**

**Group Summary #3 Due October 5th @ 11:59PM (20pts)**

**Week 6:** The Triumph of Industrial Capitalism at Home and Abroad (1893-1900)

**October 6 – 8**

**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

**Group Summary #4 Due October 12th @ 11:59PM (20pts)**

* **Draft 2 of Essay I due October 12th @ 11:59PM (100pts)**

**Week 7:** Reform and Radicalism in the Progressive Era (1900-1914)

**October 13– 15**

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

**Group Summary #5 Due October 19th @ 11:59PM (20pts)**

**Week 8:** Writing Conferences

**October 20– 22**

**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](https://rutgers.instructure.com/courses/80035/files/10556224/download?wrap=1)

[Adam Smith “Wealth of Nations” (Education)](https://rutgers.instructure.com/courses/80035/files/10556220/download?wrap=1)

[Brown, Lauder, Ashton, The Global Auction, Chapter 2: The False Promise, pp. 15-28; Chapter 5: Digital Taylorism, pp. 65-82.](https://rutgers.instructure.com/courses/80035/files/10556226/download?wrap=1)

[Guendelsberger, Emily, On the Clock](https://rutgers.instructure.com/courses/80035/files/10556227/download?wrap=1)

* **Final Version of Essay I Due in Assignments October 26th @ 11:59PM (100pts)**

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

**October 27– 29**

**Readings:**

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

What Does the IWW Want?

The IWW

**Documentary:** The Wobblies

**Group Summary #6 Due October 26th @ 11:59PM (20pts)**

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

**November 3– 5**

**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” pp117-118

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

**Group Summary #7 Due November 9th @ 11:59PM (20pts)**

* **Handout Essay II Prompt**

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

**November 10– 12**

**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

**Group Summary #8 Due November 16th @ 11:59PM (20pts)**

* **First Draft of Essay II Due in Assignments November 16th @ 11:59PM (7.5pts)**

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

**November 17– 19**

**Readings:**

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

**Documentaries:** **The Uprising of 1934**

**Group Summary #9 Due November 23rd @ 11:59PM (20pts)**

* **Students conduct Peer Reviews (November 18th thru November 23rd)**
* **Essay I Peer Reviews Due November 23rd @ 11:59 PM (7.5pts)…students exchange Peer Reviews via email**

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

**November 24 – 26 (No Class – Thanksgiving Break)**

**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)

**December 1 – 3**

**Readings:**

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

**Documentary:** Rosie the Riveter

**Group Summary #10 Due December 7th @ 11:59PM (20pts)**

* **Final Version of Essay II due December 1st (275pts)**

**Week 15**

**December 8th** – 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)

**Group Summary #11 Due December 14th @ 11:59PM**

* **Take Home Final Exam (275pts)**