

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HSTY 255
Course Title: Labor History

Year: 2023-2024
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course focuses on the individual and collective experience of workers from European colonization to the early twentieth century. Students are introduced to some of the major events in the history of the American working class through readings, lecture, online sources, videos and discussions. The course explores the construction of class and class-consciousness; studies changes in union philosophies and activities; and begins to understand the historical forces that helped shape the contemporary workplace. Material unfolds conceptually as the course considers how and why the workforce has changed over time. HSTY 255 fulfills the SUNY General Education American History requirement. Prerequisites: MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall semester.

Course Context/Audience

This course fulfills liberal arts, or an unrestricted elective requirement. This course serves as a three credit option for SUNY General Education Area #4: American History. It should be considered by students planning to transfer to a social science baccalaureate degree program. In addition, it should be of interest to individuals who have a general interest in the labor movement and history.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.
Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Successful completion of this course will enable students to:

1. Appreciate the varied interpretations of American labor history.
2. Develop an historical perspective by examining the themes in the history of American labor including the rise of industrialization, the emergence of the working class, and the entry of women and immigrants into the labor market.
3. Understand the critical thinking and writing process within the discipline of labor history.
4. Utilize the historical methodologies of inquiry, research, and synthesis of information.
5. Increase their information literacy skills.

Course Objectives/Topics

Objective/Topic	# Hours
Students will be able to recognize the major schools of historical interpretation including traditional, revisionist, and post-revisionist historians and place topics in broader historic context.	3 Hours
Students will be able to distinguish between and describe the northern and southern colonial labor systems.	3 Hours
Students will be able to describe the level of participation among Native American, Black, and White laborers in pre-Revolutionary America.	3 Hours
Students will be able to trace the evolution of laborers from indentured servitude to slavery.	3 Hours
Students will be able to describe prevailing nineteenth century ideologies associated with the emergence of the factory system.	9 Hours
Students will be able to identify the impact of the American Civil War and Reconstruction on American workers.	6 Hours
Students will be able to describe the model of the railroad industry as the first American corporations.	6 Hours
Students will be able to describe the conditions that resulted in the ascendancy of big business and the protests against the system by the emerging labor movement.	6 Hours
Students will be able to identify the major problems encountered by women, immigrants, and minorities in the workplace in the Age of Reform.	6 Hours

General Education Objectives/Emphasis

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will be able to identify historic origins of issues facing workers in contemporary American workplace through developing questions.</p> <p>Students will learn how to distinguish between primary and secondary research resources and to use those sources to begin to collect evidence to enable them to begin to pose answers to questions.</p> <p>Students will read "The Big Squeeze" by Steven Greenhouse and react to various chapters.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will begin to understand that labor issues in U.S. extend beyond our borders. Will also view the effects of immigration policy in U.S. workers/businesses.</p> <p>Students will study labor activism throughout U.S. history from 19th century forward.</p> <p>As students study labor conflicts and consequences of actions, will realize how collective activism impacts the economy.</p> <p>Students will study implementation of EPA policies in American workplace. Will also learn that costs involved in federal regulation of workplaces resulted in part in deindustrialization.</p>

Instructional Methods

A variety of learning techniques should be employed in this course. Methods of instruction and participation should include conversational lectures, library research instruction, and analysis of supplemental reading, group evaluations of primary source documents, videos, and oral student presentations. Students will also be required to visit the Kheel Labor-Management Documentation Center at Cornell University at least twice during the course of their research.

Methods of Assessment/Evaluation

Method	% Course Grade
Documentation Interpretation Project (A separate guide sheet will be distributed)	40%
Exam II	30%
Exam I	20%
Participation	10%

Text(s)

Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Freedom, Berlin, Ira et.al., Latest edition, © 1998 New York: New Press.

Transforming Women's Work: New England Lives in the Industrial Revolution, Dublin, Thomas, Latest edition, © 1994 Ithaca: Cornell University Press.

Industrialization and the American Worker, 1865-1920, Dubofsky, Melvyn, Latest edition, © 1996 Wheeling Illinois: Harlan Davidson.

Standing at Armageddon: The United States, 1877-1919, Painter, Nell Irvin, Latest edition, © 1987 New York: W.W. Norton.

Chants Democratic: New York City and the Rise of the American Working Class, Wilentz, Sean, Latest edition, © 1984 New York: Oxford University Press.

Face of Decline, Dublin, Thomas and Licht, Walter, Latest edition, © 2005 Cornell University.

The Working Class Majority, Zweig, Michael, Latest edition, © 2000 Cornell Paperback.

Nickel and Dimed, Ehrenreich, Barbara, Latest edition, © 2001 Henry Holt and Company.

Who Built America? Working People and the Nation's Economy, Politics, Culture and Society. Vol. II 1877 to the Present, America Social History Project, Latest edition, © 2006.

Required

From the Folks Who Brought You The Weekend, Murolo and Chitty, Latest edition, © 2003 New Press.

Required

Bibliography

General:

Asher, Robert and Stephenson, Charles. Eds., Life and Labor: Dimensions of American Working-Class History. Albany: SUNY Press, © 1986.

Dubofsky, Melvyn and VanTine, Warren. Eds., Labor Leaders in America. Urbana: University of Illinois Press, © 1987.

Licht, Walter. Industrializing America. Baltimore: John Hopkins University Press, © 1995.

Lichtenstein, Nelson. State of the Union: A Century of American Labor. New York: Columbia University Press, © 2002.

Introduction and Historiography:

Baron, David. *Gender and Labor History*, in Baron, ed. Work Engendered: Toward a New History of American Labor. Ithaca: Cornell University Press, © 1991.

Brody, David. *Reconciling the Old Labor History and the New*, Pacific Historical Review (© 1993), 1-18.

Fink, Leon. *Intellectuals' versus 'Workers': Requirements and the Creation of Labor History*, AHR 96 (© 1991).

Hill, Herbert. "The Problem of Race in American Labor History", Reviews in American History 24 (© June 1996), 189-208.

Wilentz, Sean. "Against Exceptionalism: Class Consciousness and the American Labor Movement", with responses by Nick Salvatore and Michael Hanagan, International Labor and Working-Class History 26 (© 1984), 1-36.

Colonial Labor Systems and Revolution:

Richter, Daniel. Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization. Chapel Hill: University of North Carolina Press, © 1992.

Stratton, Joanne. Pioneer Women: Voices From the Kansas Frontier. New York: Simon and Schuster, © 1981.

Ulrich, Laurel Thatcher. Goodwives: Image and Reality in the Lives of Women in Northern New England. New York: Vintage Books, © 1991.

Ulrich. A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812. New York: Random House, © 1991.

Emergence of the Factory System and Nineteenth Century Work and Working Class Ideology and Leisure:

Blewett, Mary H. Men, Women, and Work: A Study of Class, Gender, and Protest in the Nineteenth-Century New England Shoe Industry. Urbana: University of Illinois Press, © 1988.

Diner, Hasia R. Erin's Daughters in America: Irish Immigrant Women in the Nineteenth Century. Baltimore: John Hopkins University Press, © 1983.

Duis, Perry. The Saloon: Public Drinking in Chicago and Boston, 1880-1920. Urbana: University of Illinois Press, © 1983.

Jensen, Joan and Davidson, Sue, eds., A Needle, a Bobbin, a Strike: Women Needleworkers in America. Philadelphia: Temple University Press, © 1984.

Licht, Walter. Working for the Railroad: The Organization of Work in the Nineteenth Century. Princeton: Princeton University Press, © 1983.

Oestreicher, Richard J. Solidarity and Fragmentation: Working People and Class Consciousness in Detroit, 1875-1900. Urbana: University of Illinois Press, © 1986.

Schneider, Dorothee. Trade Unions and Community: The German Working Class in New York City, 1870-1900. Urbana: University of Illinois Press, © 1994.

Turbin, Carole. Working Women of Collar City: Gender, Class, and Community in Troy, 1864-86. Urbana: University of Illinois Press, © 1992.

Working Class Protests, 1870s-1890s:

Cooper, Jerry M. *The Army as Strikebreaker: The Railroad Strikes of 1877 and 1894*," Labor History 18 (© 1977), 179-96.

Foner, Philip S. The Great Labor Uprising of 1877. New York: Monad Press, © 1977.

Jentz, John. *Class and Politics in an Emerging Industrial City: Chicago in the 1860s and 1870s*," Journal of Urban History 17 (© 1991), 227-264.

Kraus, Paul. The Battle for Homestead, 1880-1892. Pittsburgh: University of Pittsburgh Press, © 1992.

Letwin, Daniel. *Interracial Unionism, Gender, and 'Social Equality' in the Alabama Coalfields, 1878-1908*, Journal of Southern History 61 (3) (© 1995), 519-54.

Nadel, Stanley. *Those Who Would Be Free: The Eight-Hour Day Strikes of 1872*, Labor's Heritage 2 (© 1990), 70-77.

Salvatore, Nick. Eugene Debs: Citizen and Socialist. Urbana: University of Illinois Press, © 1982.

Stromquist, Shelton. A Generation of Boomers: The Pattern of Railroad Labor Conflict in Nineteenth Century America. Urbana: University of Illinois Press, © 1987.

Knights of Labor, Socialists, and the American Federation of Labor, 1880s-1890s:

Brundage, David. The Making of Western Labor Radicalism: Denver's Organized Workers, 1878-1905. Urbana: University of Illinois Press, © 1994.

Fink, Leon. Workingmen's Democracy: The Knights of Labor and American Politics. Urbana: University of Illinois Press, © 1983.

Greene, Julie. Pure and Simple Politics: The American Federation of Labor and Political Activism, 1881-1917. Cambridge and New York: Cambridge University Press, © 1998.

Laslett, John H.M. *Samuel Gompers and the Rise of American Business Unionism*, in Melvyn Dubofsky and Warren Van Tine, eds. Labor Leaders in America. Urbana: University of Illinois Press, © 1987.

Levine, Susan. *Labor's True Woman: Domesticity and Equal Rights in the Knights of Labor*, Journal of American History 70 (© 1983). 323-39.

Rachleff, Peter J. Black Labor in the South: Richmond, Virginia, 1865-1900. Philadelphia: Temple University Press, © 1984.

Voss, Kim. The Making of American Exceptionalism: The Knights of Labor and Class Formation in the Nineteenth Century. Ithaca: Cornell University Press, © 1993.

Women, Immigrants, and Labor in the Age of Reform:

Ewen, Elizabeth. Immigrant Women in the Land of Dollars: Life and Culture on the Lower East Side, 1890-1925. New York: Monthly Review Press, © 1985.

Glenn, Susan A. Daughters of the Shtetl: Life and Labor in the Immigrant Generation. Ithaca: Cornell University Press, © 1990.

Green, Nancy L. Women and Immigrants in the Sweatshop: Categories of Labor Segmentation Revisited, Comparative Studies in Society and History 38 (© July 1996), 411-33.

Hall, Jacqueline Dowd, et.al. Like a Family: The Making of a Southern Cotton Mill World. Chapel Hill: University of North Carolina Press, © 1987.

Peiss, Kathy. Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York. Philadelphia: Temple University Press, © 1986.

Reviewed Spr 14

Tenter, Leslie Woodcock. Wage-Earning Women: Industrial Work and Family Life in the United States, 1900-1930. New York: Oxford University Press, © 1979.

Weinberg, Sydney Stahl. The World of Our Mothers: The Lives of Jewish Immigrant Women. Chapel Hill: University of North Carolina Press, © 1988.

Yan-McLaughlin, Virginia. Family and Community: Italian Immigrants in Buffalo, 1880-1930. Ithaca: Cornell University Press, © 1977.

Other Learning Resources

Audiovisual

Mary Silliman's War

Sins of our Mothers

Going Back to T'Town 1877

Electronic

TC3 History Webpage-Labor History Resources

Students will be required to consult selected websites including:

American Memory from the Library of Congress

National Archives Online

New York State Archives Online

On the Lower East Side

The Triangle Shirtwaist Factory Fire

IWW Website

Other

James Henretta, et.al., America's History (on reserve)

See mediography in Media Center