

School for New Learning
DePaul University

Course Syllabus: HC 373 The History of American Labor and Business
Spring 2009

1. General Information

Faculty: Emily Rosenberg
DePaul Labor Education Center, 25 E. Jackson 2nd floor, Chicago, IL
60604
erosenbe@depaul.edu
phone 312-362-5823
Fax number 312-362-8809
Office Hours available to students by appointment

Location: Loop Campus

Dates/Time: Wednesdays from April 1 to June 10. Class time- 630-900

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

Course Description The course will examine organized labor's relation to workers, business and society. The course will look at the role of organized labor has played in the work place and on business practices, as well as its role in social reform and in the political process.

Biography Emily J. Rosenberg is the Director of the DePaul Labor Education Center for the past 14 years. She teaches classes at the Labor Center on grievance handling, negotiations, labor history, arbitration and health and safety. Education- Bachelors Degree from Boston University, Master of Arts Degree from University of Massachusetts, Amherst in Labor Studies.

3. Competencies

FX- Understands the forces and counterforces that have shaped labor-management relations in the past and present.

1. Understands the roles of labor and management in the work place and how they interact.
2. Demonstrates how conflicts between labor and management brought about social change in America.

H1F Can describe and explain the roles of individuals, groups, societies or states in history.

1. Demonstrates an understanding of connections among selected events over time.
2. Uses an informal historical approach to interpret events or roles of individuals, groups or states.

Students demonstrate this competency by explaining what a particular event or series of events occurred when they did or why different circumstances are likely to result in particular outcomes. Students will consider a variety of conditions that may have influenced a particular event or process and demonstrate knowledge of current historical approaches.

H2A Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

1. Identifies and frames a social problem.
2. Identifies a social institution that addresses this problem.
3. Articulates criteria used to assess the effectiveness of the social institution.

Students demonstrate this competency by choosing an institution that addresses an important social problem. Students develop a rationale for the selection that speaks to the following questions- What is a social institution? Does it address a significant social problem? Students explore the ways the institution may or may not be effective. Courses applied to the competency will emphasize the analysis of institutional effectiveness.

4. Outcomes Students will learn how organized labor has played a critical role in shaping labor relations in both the organized and unorganized work force. In addition, students will understand how labor has impacted social and political structures, as well as examine the obstacles facing labor today including the globalization of labor. Students will be able to understand the relationship of increased technology as a benefit to workers' lives, but also as a tool to displace them from their work.

5. Learning Experience To understand the history of labor and business, students will examine the relationship through reading, small group discussions, films and a group project.

Required readings

Jeremy Brecher, *Strike*, (Boston: South End Press, 1997).

Bob Breving, *Changing Society*, (Chicago: Charles H. Kerr Publishing, 2007).

Howard Zinn, *A People's History of the United States*, (Harper Perennial Press, 1995).

Suggested readings

Jervis Anderson, *A. Philip Randolph A Biographical Portrait*, (New York: Harcourt, Brace Jovanovich, 1972).

Frank Cormier and William J. Eaton, *Reuther*, (Edgewood Cliffs: Prentice Hall Inc., 1970).

Melvin Dubovsky, *We Shall Be All A History of the Industrial Workers of the World*, (New York: Quadrangle, 1974.)

Sidney Fine. *Sit-Down, The General Motors Strike of 1936-37*, (Ann Arbor: University of Michigan Press, 1969).

D.F. Fleming, *The Origins and Legacies of World War I*, (Garden City, New York: Doubleday, 1968).

Philip Foner, *A History of the Labor Movement in the United States*. Four Volumes. (New York: International Publishers, 1947-1964).

General Strike Committee, *The Seattle General Strike*, (Charleston, Mass.: Gum Press, 1972).

Ray Ginger, *Eugene V. Debs A Biography*, (New York: Collier Books, 1973)

Elliott Gorn, *Mother Jones, The Most Dangerous Woman in America*, (New York: Hill and Wang Publishers, 2001).

Nicholas Lemann, *The Promised Land*, (New York: Vantage Books, 1992)

Upton Sinclair, *The Jungle*, (New York: Harper & Row, 1951).

Attendance and Participation

DePaul University expects all students will attend all classes. Students missing more than two classes of the ten week course will not have met the requirements for a passing grade.

Each student will participate in a project. How you divide the topic and the work is up to the group.

Your presentation may take any reasonable form. Be as creative as you want. Grades will be based on the substance and creativity of the project.

Each group will have 30 minutes to give the presentation and 10 minutes to answer questions.

Each member of the group must also write a five page paper on his/her research and findings.

The paper must include footnotes and a bibliography.

Papers will be submitted one week after the final project.

6. Evidence the Students will submit.

Each student is expected to be an active participant in class discussions on the topics of the class.

Students will be assigned a group project to be presented during class. The project will include a 30 minute presentation and ten minute question and answer period. Also, students will be required to write a five page paper on the topic of the 30 minute presentation.

Students will take a comprehensive final examination on the last class.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment.

20% of the grade will be based on class participation.

20% of the grade will be based on a paper.

30% of the grade will be based on the midterm project.

30% of the grade will be based on the final examination.

Grading Policy

Written work will be evaluated as follows

Grade of A- Work that demonstrates high quality in terms of

- 1) comprehensive understanding of the issues
- 2) clearly identified thesis and agreement
- 3) conclusions drawn from 1) and 2).
- 4) good syntax, spelling and grammar

Grade of B-

- 1) Work of good quality
- 2) Organized, comprehensive understanding of ideas and issues
- 3) Argument and conclusions that support ideas
- 4) Some spelling, syntactical or grammatical errors

Grade of C-

- 1) Work minimally meets requirements in assignments
- 2) Some organizational development of ideas
- 3) Argument and ideas are superficial and/or simplistic. Conclusions do not follow from ideas and arguments
- 4) Only addresses part of the assignment or is in other ways incomplete
- 5) Multiple mistakes in spelling, syntax or grammar.

Grade of D

- 1) Work is of poor quality and doesn’t meet requirements of assignment
- 2) Poor organization and poor development of ideas
- 3) Ideas, arguments and conclusions do not follow from one another
- 4) May not have conclusions
- 5) Spelling, syntax and grammar is poor

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

8. Class Schedule

Week 1- Course Introduction

2. The Industrial Revolution Labor in the Colonial Period
3. The Developing Labor Law
4. The Mill Girls of Lowell

Readings- *Peoples History of the United States*, pp. 110-123 and 209-239.

Video- Labor History Rediscovered

Week 2- Trade Unions in the 1800s

2. Civil War
3. Contract Labor Law
4. The National Labor Union
5. The eight hour movement
6. Study questions in class

Readings- *Strike*- Chapter 1& 2. Stop at page 96. Chapter 3.

People's History, Chapter 11

Week 3- The Great Upheaval

2. The Knights of Labor
3. The Haymarket Incident
4. Concentration of Wealth
5. Study questions in class

Readings- *Changing Society*, pp. 11-42. *People's History*, chapter 13.

Week 4- The Pullman and Homestead Strikes

2. Robber Barons and Muckrakers
3. The Triangle Shirtwaist Fire
4. The Progressive Movement
5. The IWW- Strikes in Seattle, Ludlow, Lawrence and Holly Grove
6. Study questions 3.

Video- Carnegie and the Homestead Steel Strike

Readings- *A People's History*, Chapter 14, War is the Health of the State

- Week 5- The IWW Free Speech Fights
 2. The Espionage Act
 3. The Palmer Raids
 4. The Anti-immigrant Movement
 5. Sacco & Vanzetti, Andrea Salcedo, Deportation
 Video-Triangle Shirt Waist Fire
 Presentation- Group I
 Readings *A People's History of the United States*, Chapter 15
 Changing Society, A. Philip Randolph, 54-64.
- Week 6- The IWW and the Seattle General Strike
 2. Post War Agitation
 3. The 1920s
 The Great Textile Strike in the South
 The Crash of 1929
 The West Coast Long Shoreman's Strike
 The STFU/ industrial North Experience
 Video-The Southern Tenant Farmers Union
 Presentation- Group II
 Readings *A People's History*, Chapter 5 "Depression Decade"
 Changing Society, Walter Reuther, p. 43-53.
- Week 7- The Rise of the CIO-Sit Down and Strike
 2. The New Deal , Section 7 of the National Recovery Act
 and its impact on organizing
 3. Aliquippa, PA and Republic Steel
 4. The Memorial Day Massacre
 Video-Sit Down and Strike
 Presentation- Group III
 Readings *Strike*, Chapter 6
- Week 8- World War II
 2. The War Labor Board
 3. The No-Strike Pledge
 4. Working class women, middle class women and the myth of "Rosie
 the Riveter"
 5. The Use of Wildcat Strikes
 6. Post War Strikes
 Video- Miles of Smiles, Years of Struggle
- Week 9- Organizing in the Public Sector, The Memphis Garbage Strike, Direct
 Action on the Shop floor
 2. Wildcat Strikes
 3. 1970 Postal Strike
 4. Teamsters and Coal Mines

5. The Use of the National Guard
6. High Unemployment, NAFTA, Globalization of Labor
7. The Social Compact and the New Corporate Agenda
8. The Air Traffic Controller Strike
9. Permanent Replacement of Striking Workers

Video- Out of the Darkness- The Pittston Coal Strike

Presentation V

- Week 10 Recent Developments in Labor-Management Relations
1. Labor-Management Cooperation
 Alternatives to Strikes
 2. Major Strikes- Staley, Bridgestone Firestone, Caterpillar, UPS
 3. Proposed Legislation Affecting Labor-Management Relations
 Employee Free Choice Act
 Universal Health Care
 Lilly Ledbetter Fair Pay Act

Instructions for Midterm Projects

This will be either a group or partnered mid-term project. How you divide the topic and the work is up to the group or you and your partner.

Your presentation may take any reasonable form. Be as creative as you want. The substance of the project and the creativity is what you will be graded on.

Each group/partnership will have 30 minutes to give the presentation. There will be 10 minutes to answer these questions.

Each member of the group must also write a five page paper on his/her research and findings. The paper must include footnotes and a bibliography. Papers must be submitted one week after the final project.

The paper is worth 20% of your final grade. The midterm project is worth 30% of your final grade. The final is worth 30% of your final grade. Class participation is worth 20% of your final grade.

Week 5- Presentation 1- 30 minute presentation with 10 additional minutes for questions.

The IWW-Who They Were and What Was Their Philosophy

I What methods did they use to 1) win strikes 2) win without strikes

II What tactics do unions use today that were inherited from the IWW

III Discuss the Free Speech Fights

IV In the opinion of the group, why do you think the IWW is sometimes left out of the many US and Labor Histories.

Week 6- Presentation 2- 30 minute presentation and 10 additional minutes for questions

Research and Present the similarities and differences between the Espionage Act and the Patriot Act

I Discuss the similarities/differences between how the government got working people involved in World War I and the war in Iraq.

- II What effect did the Espionage Act and the Palmer Raids have on
- a) Free Speech
 - b) Union leaders and activists
 - c) immigrants
 - d) the left

Week 7- Presentation 3- 30 minute presentation and 10 additional minutes for questions

Research and Present the topic when did the “Great Migrations” of African Americans from the South to the North occur?

- I How large in terms of numbers, was this migration?
- II What spurred the move north?
- III Where did these migrants live and in what jobs or industries did they work?
- IV Were they included in labor unions?
- V Were they included in the AFL? The CIO? The building trades?

Week 8- Presentation 4- 30 minute presentation and 10 additional minutes for questions

Research and Present the topic where did the Congress of Industrial Organizations come from, who lead it, and what were its purpose, philosophy and strategies?

- I Discuss the Sit down strike. Is this tactic still used today?
- II What effect did the Wagner Act of 1935 have on labor struggles. What is this law called and what are two other acts that comprise this law?
- III Discuss A. Philip Randolph and his role in integrating the war defense industries, the army and his role in organizing the 1963 Civil Rights March.

Week 9- Presentation 5- 30 minute presentation and 10 additional minutes for questions

Research and discuss the rise of Senator McCarthy and his impact on the labor movement

- I Discuss how McCarthy used a Senate Committee to do his “investigations”
Has there been a recent (last 15 years) use of a Senate Committee in the same way?
- II Identify and discuss the pros and cons of Privatization of Public Services and the Employee Free Choice Act

DePaul University **Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLUS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;

- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

Appendix A. Competence Alignment Worksheet

Course Title:

Competence Statement:

Discuss the connection between the competence statement and the particular content of the course

Competence Statement	Facets of the Competence	Learning Outcomes	Learning Activities leading to the Learning Outcomes	Assignments/ Deliverables demonstrating this competence	Criteria for Assessing Student Competence

Narrative/Explanation:

Student Opportunities for Reflecting on their Learning:

Appendix B. Course Blue Print Worksheet

Class session/ Module #, Title, Topic(s) What content do you want to cover in this class session/unit?	Learning Outcomes What do you want students to demonstrate they have learned to do? how? and how much?	Learning Resources What are the resources that students will have to work with? (lectures, Text book, readings, videos, web sites, guest speakers,	Learning Activities What, and how do you want students to practice, using the Resources to meet the Learning Outcomes?	Assignments for Assessment What evidence must students present to show they have met the learning outcomes? What will the student be graded on?	Discussion Topics What discussion / interactions would allow students to demonstrate movement towards Learning Outcomes?