New Course Request

Indiana University

Check Appropriate Boxes:
Undergraduate credit [ ]
Graduate credit [ ]
Professional credit [ ]

1. School/Division Liberal Arts
2. Academic Subject Code Hist
3. Course Number A318 (must be cleared with University Enrollment Services)
4. Instructor McKivigan
5. Course Title The History of Work in America
   Recommended Abbreviation (Optional) Hist of Work in America
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Sp 2008
7. Credit Hours: Fixed at 3 or Variable from _________ to _________
8. Is this course to be graded S-F (only)? Yes [ ] No [X]
9. Is variable title approval being requested? Yes [ ] No [X]
10. Course description (not to exceed 50 words) for Bulletin publication: The History of Work in America examines the major transformations in the lives of American working people from the colonial era to modern times. This course explores shifting patterns of work, working class life and community, organized labor movements, and the relationship of workers and unions to the state.
11. Lecture Contact Hours: Fixed at 3 or Variable from _________ to _________
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _________ to _________
13. Estimated enrollment: 40 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: every 2 years
15. Will this course be required for majors? [ ] Yes [X]
16. Justification for new course: See attached sheet
17. Are the necessary reading materials currently available in the appropriate library? [ ] Yes [X]
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. See attached sheet

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:
Robert St. Bower Date 11/20/06
Department Chairman/Division Director

Approved by:
Date 1-11-07
Dean

Dean of Graduate School (when required)
Date

Chancellor/Vice-President
Date

University Enrollment Services
Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UP 724
University Enrollment Services Final—White: Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Expanded Answers:

15. Justification for new course: Work is an experience shared by all American throughout our history regardless of their race, gender, or region. The history of work in America intersects with many of the broader patterns of American political, social, and economic history; no existing course offering has as its principal focus the examination of the evolution of the working place from the household, to the craft shop, to the factory, to the "virtual work environments" of today. The applicant has offer the currently proposed class as a variable topic, listed under the H421 "Special Topics in History" in spring 2000 and spring 2002 and now desires to make this a regular offering in the Department of History’s curriculum.

18. Overlaps with existing courses: (1) Currently Peter Seybold in the Department of Sociology offers R517 Sociology of Work every few semesters. The proposed course differs essentially in the way that history and sociology differ in their approach to a topic. The History of Work in America aims to derive insight about the conditions of working American today by tracing the evolution of working conditions over the past approximately three centuries. Heavily influenced by "American Studies" methodology (a program with which this course will seek a cross listing), the proposed course will draw upon literature, art, music, economics, cultural anthropology, social psychology, as well as sociology to more deeply examine the shifting patterns of work relationships in our nation’s history. Please note that Professor Seybold has assisted the applicant in the preparation of this course. (2) The Indiana University Division of Labor Studies in the past has offered L101; a course entitled "American Labor History." The proposed course differs considerably from the labor Studies offering in that its focus is upon work in general as distinguished from that performed by members of organized labor unions. The History of Work in America also will be aimed at a Liberal Arts audience rather than the professional labor leaders in training of the Labor Studies program. In addition, the fate of all Labor Studies courses in the university is uncertain and L101 currently is not offered on the IUPUI campus. Please note that Professor Steven Ashby of the IU Bloomington Labor Studies center has assisted the applicant in the preparation of this course.
A. COURSE DESCRIPTION:

The History of Work in America is designed to introduce students to the major historical transformations in the lives of American working people from the colonial era to modern times. This course will survey the history of work and the worker in the United States, devoting special attention to the diversity of the American working class in terms of occupation, gender, ethnicity and region. The History of Work in America will explore such issues such as shifting patterns of work, working class life and community, the evolution of organized labor movements, and the relationship of workers and unions to the state. Beginning with a brief study of work life in the colonial era, this course will then explore the ways in which the nature of work changed as a result of the market revolution and the rise of industrialization. Considerable attention will be devoted to the rise of a labor movement in the nineteenth century and the conflict of workers with emerging industrial capitalism. The course will chart the successes and failures of labor's struggle for better wages, hours, working conditions, and benefits through the
twentieth century and assess the status of the American worker at the start of the new millennium. Effort will be made to connect the history of work in America to the broader patterns of American political, social, and economic history.

B. COURSE REQUIREMENTS:

The success of this course depends upon the completion of reading assignments and participation in class discussion by the students. If a student falls behind in her/his readings he/she will soon find it difficult to follow the subject matter of class discussion or join in it. Students should feel free to talk to the instructor about any course related problems especially in cases when a student believes that her/his assignment grades do not accurately reflect his/her performance in the course. Students should plan to meet individually with the instructor at least once during the semester to discuss the progress of their major paper.

There will be four graded assignments for students in this course of the semester:

1. & 2. Students are required to take a mid-term examination tentatively scheduled for February 27th and a final examination during Examination Week on May 3rd at 1-3 PM. On both examinations, students will prepare answers for two out of four essay questions presented by the instructor. The general content of these questions will be drawn from the topics dealt with in course reading and class discussion. Each question will be framed to encourage students to exercise their own judgment and interpretative skills in dealing with an important subject of historical debate. The subject matter covered on each of the two examinations will not be cumulative. (Value: each examination worth 30% of course grade.)

3. In addition to the two examinations, there will be five take-home quizzes during the course of the semester. The subject matter of these quizzes will be the current course reading assignment. The format of these quizzes will be short answer or mini-essay. There will be no make-up for these quizzes but the instructor will count only the student’s four best scores to determine this portion of the grade. (Value: 20% of the course grade.)

4. Student will prepare a final paper of 8-10 pages, addressing in a manner of their own choosing the subject of the “lessons” that workers in the twentieth-first century can draw upon from the earlier history of the American working class. Students will have the opportunity to focus this question to meet their own specific interests regarding working class history. Students can elect to “survey” the impact of past historical forces on today’s workers. Alternatively, student could decide to concentrate on past developments on a particular category of modern worker, e.g. black workers, female workers, immigrant workers, auto workers, office workers, government workers, etc. Students might elect to study the impact on American workers of a particular long-term phenomenon, e.g. technology, immigration, racism, etc. Students could analyze the influence of shifting ideological/cultural forces on the values and behaviors of American workers, e.g. democracy, individualism, anti-capitalism, etc. Students can trace the
evolution down to today of tactics employed by American workers, e.g. unionism, political lobbying, etc. Students are expected to draw upon course readings in preparing this paper but also are highly encouraged to draw upon additional works from history and other relevant disciplines. A brief description is due by February 18th. The essay is due on April 22th. (Value: 20 % of the course grade.)

Grades will be apportioned in the following manner: A+ = 100-97.00%; A = 96.99% - 93.00%; A- = 92.99-90.00%; B+ = 89.99-87.00%; B = 86.99% - 83.00%; B- = 82.99% - 80.00%; C+ = 79.99-77.00%; C = 76.99% - 73.00%; C- = 72.99% - 70.00%; D+ = 69.99-67.00%; D = 66.99% - 63.00%; D- = 62.99% - 60.00%; F = 59.99% or less.

The instructor regards deadlines as extremely important. Failure to turn in a reaction paper or the final paper by the announced deadline, without prior permission from the instructor, will automatically result in a penalty in grading. Although specific grade values have been apportioned to each assignment, elements such as effort, interest, improvement, attendance, and participation in class discussion all will be weighed by the instructor in determining final course grades.

Attendance Policies: The instructor regards deadlines and attendance as extremely important. Failure to take an examination or turn in a quiz by the announced deadline, without prior permission from the instructor, will automatically result in a one letter grade penalty in grading. Students who miss more than five classes without evidence of medical or personal emergencies will be assessed a one letter grade penalty in final grading. If you decide to drop the class, please note that you must submit an official "drop slip" to the Office of the Registrar (signed by all of the persons indicated on that form). University policy requires assigning a grade of "F" to a student whose name is on the final grade roster, even if that student verbally informed the instructor of his/her intention to withdraw from the course.

IUPUI Principles of Undergraduate Learning: The instructor endorses the university’s Principles of Undergraduate Learning and has designed this course according to them: (1) Students will be given the opportunity to enhance their communication skills both orally in classroom discussions and in writing on quizzes, tests, and assignments; (2) Students will be given the opportunity to enhance their critical thinking skills through exercises designed to analyze complex historical issues and make informed judgments; (3) Students will be given the opportunity to enhance their skills at integrating and applying knowledge through an interdisciplinary approach to historical analysis; (4) Students will be given the opportunity to recognize their own cultural traditions and appreciate the diversity of the human experience by frequent comparisons of the historical experiences of Americans with that of other people in our readings, lectures, and class discussions; and (5) Students will be given the opportunity to apply ethical and moral judgments to the study of the personal and public choices made by historical figures in various written assignment.

Intellectual Honesty: developing your intellectual skills is possible only when you yourself completed the work assigned. All plagiarism and/or cheating will entail a
grading penalty and will be reported to the School of Liberal Arts’ dean’s office for additional disciplinary action. The University policy on plagiarism, as stated in the IUPUI Campus Bulletin, 2004-2006 (pp. 37-38) is:

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other material, unless that information is common knowledge.

To ensure that no student obtains an unfair advantage by violating the above university’s policies, the instructor will use all available means, including electronic software, to detect violations.

**IUPUI Adaptive Services:** The Adaptive Services Office is available to any student with disabilities. They will work together with instructors to meet special needs while maintaining high academic standards. The Adaptive Services office will always maintain student confidentiality when dealing with instructors or outside agencies, and will only generate letters to instructors with permission from the student. You can contact them at 274-3241 or [http://www.life.iupui.edu/aes/testing.asp](http://www.life.iupui.edu/aes/testing.asp).

**Student Advocate Office:** Do you have a problem you don’t know how to solve? Is there information you cannot find? Do you have a question that needs an answer or a problem that is affecting your class attendance?

The Student Advocate Office is here to help! I will answer your questions, direct you to appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices.

Jennifer Thompson, MSW, LSW, Student Advocate is located in UC002 and can be contacted by phone at 278-7594 or email at studevoc@iupui.edu. For more information, see the Student Advocate website at: [http://www.life.iupui.edu/advocate/](http://www.life.iupui.edu/advocate/)

**C. ASSIGNED READINGS:**

All of the following books are paperbacks and are available at the IUPUI Bookstore.

(1) Bruce Laurie, *Artisans into Workers: Labor in Nineteenth-Century America*

(2) David Papke, *The Pullman Case: The Clash of Labor and Capital in Industrial America*


(4) Toni Gilpin et al, *On Strike for Respect: The Clerical and Technical Workers*
Strike at Yale University, 1984-85

(5) Vanessa Tait, Poor Workers’ Unions: Rebuilding Labor from Below

In addition to the required books, the instructor will distribute several shorter readings to the class during the course of the semester.

D. TENTATIVE COURSE OUTLINE:

The following is a description of course lecture/reading/discussion topics on a weekly basis. Addition to the required books, additional assigned articles and chapters to read are listed below. The instructor will distribute the latter to the class one week prior to when assigned.

Jan 7  Introduction
Jan 9  Is There An American Working Class?
       Readings: Laurie, “Introduction”
Jan 14 Forced Labor Black and White in Early America
       Readings: Morgan article
Jan 16 The Pre-Industrial Worker: The Household Economy
       Readings: Laurie, Chaps. 1 & 2
Jan 21 Martin Luther King Day – Holiday
Jan 23 The Pre-Industrial Worker: The Handicraft System
Jan 28 The Early Industrial Revolution and America’s First Proletariat
       Readings: Laurie, Chap. 3
Jan 30 The Civil War and the Crisis of Free Labor
       Readings: Laurie, Chap. 4
Feb 4 Reconstruction and the Decline of Free Labor
Feb 6 Workers and the Emerging Industrial Workplace
       Readings: Laurie, Chap. 5
Feb 11  The Knights of Labor and the Challenge of Labor Reformism
Feb 13  Craft Consciousness and the Rise of the AFL
        Readings: Papke; Laurie, Chap. 6
        Assignment Term paper prospectus due
Feb 18  The Industrial Battleground
Feb 20  Why No Socialism in the United States?
        Readings: Foner article; Laurie, Chap. 7 (Epilogue)
Feb 25  Catch-up & Review
Feb 27  First Examination
Mar 4   The New American Worker: Ethnic Diversity
Mar 6   The New American Worker: Women Workers
        Readings: DeVault article
Mar 11 & 13 Spring Break
Mar 18  The Age of Welfare Capitalism
        Readings: Green, Chaps. 1-4
Mar 20  The Great Depression: New Deal to the Rescue
        Readings: Green, Chap. 5
Mar 25  The Great Depression: Unions to the Rescue
Mar 27  Labor at War
        Readings: Green, Chap. 6
Apr  8  Free Enterprise vs. Organized Labor
Apr 10  Big Labor and State Unionism
        Readings: Green, Chap. 7
Apr 15  Blue Collar Blues
  Readings: Gilpin et al., *On Strike for Respect*, pp. 1-17; Tait, *Poor Workers' Unions*, 1-76

Apr 17  The New High-Tech Worker
  Readings: Gilpin et al., *On Strike for Respect*, pp. 18-96

Apr 22  The Post-Industrial Economy
  Readings: Tait, *Poor Workers' Unions*, 77-258
  Assignment **Term paper due**

Apr 24  The Future of Work in America

Apr 29  Catch-up & Review

May X  **Final Examination** (Time as on university schedule)

**DISCLAIMER:** "The above schedule and procedures are subject to change in the event of extenuating circumstances."