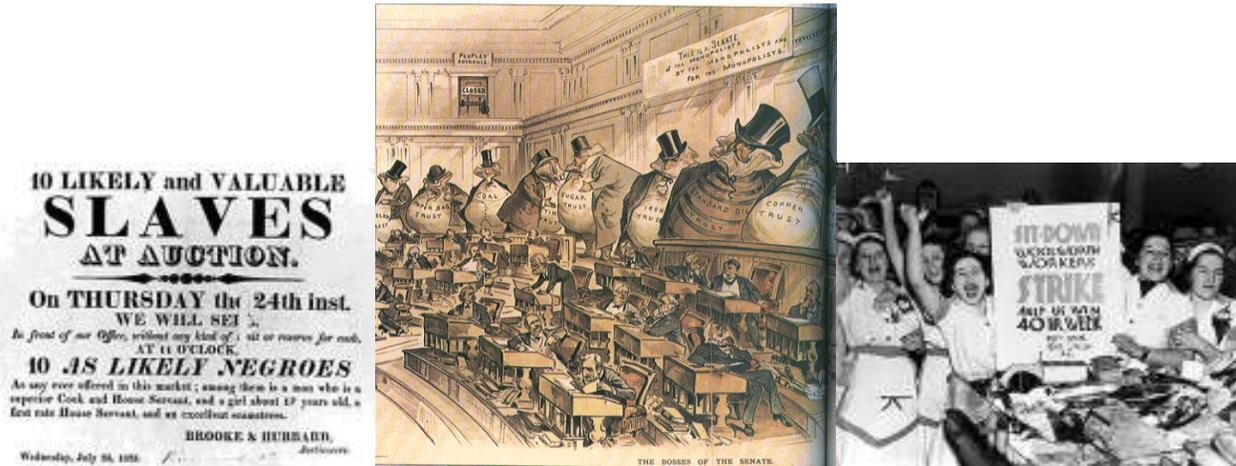


HIST/LABR 3P48
Wealth, Work, and Power in the United States

Brock University
Fall 2011



Thursdays, 10 a.m.-12 noon, WH 206

Instructor: Dr. Tami J. Friedman
Office: GL 225 (573 Glenridge)
Phone: (905) 688-5550, ext. 3709
Email: tfriedman@brocku.ca
Office hours: Tues., 2:30-3:30 p.m.; Thurs., 3:15-4:45 p.m.; and by appointment

Seminars: 1 Thurs., 2-3 p.m. TH 269C
2 Fri., 9-10 a.m. TH 315

COURSE DESCRIPTION

Today, in the United States and around the world, we're seeing dramatic evidence of economic conflict: attacks on workers in Wisconsin, efforts to impose austerity measures in Greece, the drive for massive cuts in public spending emanating from Washington, D.C. – and in each of these cases, widespread resistance by those most likely to experience hardship as a result.

These upheavals challenge widely-held assumptions about current economic affairs. Twenty years ago, as the Cold War between the United States and the Soviet Union came to an end, the capitalist system seemed triumphant; is it now in a state of collapse? Are we truly facing a crisis of scarce resources, or is the real problem an unequal distribution of resources between “haves” and “have-nots”?

In this course, we will consider these and other important questions by exploring the historical development of U.S. capitalism itself. We will examine the role of diverse economic actors (including workers, business leaders, government officials, and social reformers) in shaping U.S. society; the relationship between economic and political power; the formation of class identity; the influence of race, ethnicity, and gender in shaping workers' experiences; and the impact of competing ideas about how to organize economic life. By investigating the interplay between wealth, work, and power, we can more fully understand sharp contradictions in U.S. history, such as the persistence of economic inequality alongside the popular belief that anyone can achieve the "American dream."

Many of our readings this semester are primary sources, that is, documents produced by people who directly experienced the events we will explore. One important goal is to help you strengthen your skills at identifying a variety of perspectives and understanding the distinctive historical contexts in which they emerged. Another is to get you thinking about what we can learn from drawing on multiple approaches to studying the past.

REQUIRED READING

Required texts can be purchased at the Brock University Campus Store and are on three-hour reserve in the James A. Gibson Library:

Robert Heilbroner and Aaron Singer, *The Economic Transformation of America, 1600 to the Present*, 4th ed. Boston: Wadsworth/Cengage, 1999.

Horatio Alger, Jr., *Ragged Dick or, Street Life in New York with the Boot Blacks*. 1868; New York: Penguin/Signet Classic, 2005. [novel]

Frederick Winslow Taylor, *Principles of Scientific Management*. 1911; Mineola, N.Y.: Dover Publications, 1998.

Arthur Miller, *Death of a Salesman*. New York: Penguin Plays, 1976. [play]

Cheri Register, *Packinghouse Daughter: A Memoir*. New York: HarperCollins, 2001.

Additional **required readings** are in a course pack (CP) available for purchase at the Campus Store, or on three-hour library reserve (R), or available electronically (E), or some combination of these.

Primary-source readings for use in your first writing assignment ("Class Conflict in the Gilded Age and Progressive Era") will be on three-hour library reserve and/or available electronically.

The following book is **strongly recommended**:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. Boston: Bedford/St. Martins, 2010.

ASSIGNMENTS

20% Seminar participation While seminar attendance is mandatory, attendance alone will not count significantly toward your seminar grade; you are expected to participate actively and thoughtfully in seminar discussions.

NOTE: As part of your participation grade, each week you will submit a 1-page (typed, double-spaced) reaction paper in which you respond to a key theme in that week's seminar reading(s). The reaction paper is due at the beginning of seminar. (You will NOT do this for our first seminar meeting – and you can skip two weeks without penalty, but you must let me know when those weeks occur by submitting your “skip” passes.)

15% Seminar facilitation You will co-facilitate one seminar discussion. You must work with your partner ahead of time to plan the seminar, preparing a brief overview that introduces key themes in the week's seminar reading(s) (to be presented at the start of seminar) and a list of at least five substantive discussion questions. You must provide me with your typed overview (in formal short-essay format, 1-2 pages, double-spaced) and question list no later than 24 hours before “your” seminar meets. You are strongly encouraged to consult with me in advance about your facilitation plans.

15% “Class Conflict in the Gilded Age and Progressive Era” (6-8 pages) Drawing on primary sources from a range of perspectives, you will write a paper on a key aspect of class conflict in the late 19th and early 20th centuries, due in lecture on **Oct. 27**. (Paper guidelines are forthcoming.)

20% Memoir analysis (8-10 pages) You will write a paper analyzing Cheri Register's memoir *Packinghouse Daughter*, due in my office by 3:30 p.m. on **Nov. 29**. (Paper guidelines are forthcoming.)

30% Final exam Date/time TBA.

CLASS POLICIES

- You must complete all components of the course in order to pass the course.
- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the instructor will not be accepted.
- Seminar absences will result in a grade of 0 for missed seminars (except for documented emergencies, at the instructor's discretion). There are no “free” missed seminars.
- To be excused from a missed seminar, late assignment, etc., for medical reasons, you must obtain an official Brock medical certificate and submit it to the History Department; see www.brocku.ca/health-services/policies/exemption for details.
- You must keep backup copies of all written work you have turned in.
- You must keep all original assignments that have been graded and returned to you.

- Do not submit your work electronically unless authorized in advance by the instructor.
- Do not submit your work to the History Department drop box. If you cannot turn in an assignment when scheduled, contact the instructor to make other arrangements.

PLAGIARISM

If you use someone else's words or ideas, you must give credit. Otherwise you are committing *plagiarism* – a serious form of academic misconduct that can have severe consequences for your academic career. For more information, consult Rampolla, chapter 6; this web page:

www.brocku.ca/webcal/2011/undergrad/areg.html#sec68; and the resources on this web page: www.brocku.ca/library/help-lib/writing-citing/plagiarism.

UNIVERSITY DEADLINES

Please note the following deadlines (see the *Undergraduate Calendar* for other key deadlines).

- **Friday, Sept. 23** – Last day for late registration and course changes without instructor's permission; last day to drop without financial penalty
- **Friday, Nov. 4** – Last date to withdraw without academic penalty; last day to change from Credit to Audit without academic penalty

ACCOMMODATIONS

If you require disability-related accommodations, please obtain the necessary documentation from the Student Development Centre, ST 400, (905) 688-5550, ext. 3240, so that I can be informed of your needs.

COURSE OUTLINE

LECTURE SCHEDULE

Week 1: Sept. 8

- Introduction
- The economics of conquest

Week 2: Sept. 15 – *first seminars this week, Sept. 15-16; introductions; co-facilitation sign-up*

- Slavery and servitude
- The American Revolution: a class conflict?

Reading for lecture

- Heilbroner and Singer, chapters 1-4 (pp. 15-67, 71-90)

Week 3: Sept. 22

- Property, production, and power
- The Civil War: a fight over “free labor”

Reading for lecture

- Heilbroner and Singer, chapters 5-6 (pp. 91-147)

Week 4: Sept. 29

- The new economic order
- Class consciousness in the Gilded Age

Reading for lecture

- Heilbroner and Singer, chapters 7-9 (pp. 151-215)

Week 5: Oct. 6

- Challenges from below [film: *1877: The Grand Army of Starvation*, 30 min.]
- Economics and immigration

Reading for lecture

- Heilbroner and Singer, chapter 10 (pp. 216-242)

Week 6: Oct. 13

- Sex segregation and the family wage ideal
- Who controls the workplace? [film: *"The Quest of the One Best Way,"* 25 min.]

Reading for lecture

- Heilbroner and Singer, chapter 11 (pp. 243-59)

Week 7: Oct. 20

- The economics of Jim Crow
- "War is the health of the state"

No reading for lecture

Week 8: Oct. 27 – "Class Conflict in the Gilded Age and Progressive Era" paper due in lecture

- Dollar diplomacy
- The marketing revolution

No reading for lecture

Week 9: Nov. 3

- Capitalism in crisis: The Great Depression [film: *Labor's Turning Point: The Minneapolis Truck Strike of 1934*, 43 min. – subject to change]
- The rise of the "broker state"

Reading for lecture

- Heilbroner and Singer, chapters 12-13 (pp. 263-306)

Week 10: Nov. 10

- Selling free enterprise [film: *It's Everybody's Business*, 20 min. – subject to change]
- The myth of a classless society

Reading for lecture

- Heilbroner and Singer, chapter 14 (pp. 307-321)

Week 11: Nov. 17

- The military-industrial complex
- From production to consumption

No reading for lecture

Week 12: Nov. 24 – memoir paper due in my office on Nov. 29

- The end of prosperity?
- Summing up

Reading for lecture

- Heilbroner and Singer, chapters 15-17 (pp. 322-63)

SEMINAR SCHEDULE

Seminar 1: Sept. 15-16 Native notions of property and power

Reading for seminar

- Heilbroner and Singer, introduction (pp. 1-10)
- Handouts
 - John Lawson, “Customs of the Noble Savage” (1709), in Virgil J. Vogel, ed., *This Country Was Ours: A Documentary History of the American Indian* (New York: Harper & Row, 1974), 44-45
 - Nicolaes Van Wassenaer, “Indians of New Netherland, 1624”; Jerome Lalemant, “The Hurons, 1648”; Cadwallader Colden, “The Iroquois Confederacy, 1727”; and Louis Vivier, “The Illiniwek, 1750”; in Vogel, 258-259

Seminar 2: Sept. 22-23 Liberty for whom?

Reading for seminar

- [CP] Documents in Eileen Boris and Nelson Lichtenstein, eds., *Major Problems in the History of American Workers*, 2nd ed. (Boston: Houghton Mifflin, 2003), 24-27
 - “Traveler Peter Kalm on Unfree Labor in Pennsylvania, 1753”
 - “African Prince Olaudah Equiano Survives the Middle Passage, 1791”
- [CP/R] “Slaves’ Petition for Freedom, 1773,” in Melvyn Dubofsky and Joseph A. McCartin, eds., *American Labor: A Documentary Collection* (New York: Palgrave Macmillan, 2004), 24-25
- [E] John Adams to James Sullivan, May 26, 1776, in *The Papers of John Adams*: http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s10.html
- [CP] Documents in Eric Foner, ed., *Voices of Freedom: A Documentary History*, vol. 1, 3rd ed. (New York: W. W. Norton, 2011)
 - “The Right of ‘Free Suffrage’ (1776),” 104-106
 - “Petition of Slaves to the Massachusetts Legislature (1777),” 110-112
- [CP] Samuel Eliot Morison, ed., *Sources and Documents Illustrating the American Revolution, 1764-1788, and the Formation of the Federal Constitution*, 2nd ed. (New York: Oxford University Press, 1962)
 - Part of introduction (xxxviii-xli)
 - Selections from federal convention debates: “Sectional Interests and the Federal Ratio” (267-270, 273-274) and “Qualifications for Suffrage” (274-278).

Seminar 3: Sept. 29-30 “I will not be a slave”

Reading for seminar

- [E] Lise Vogel, “Their Own Work: Two Documents from the Nineteenth-Century Labor Movement,” *Signs*, 1, no. 3 (Spring 1976), 787-802:

<http://proxy.library.brocku.ca/login?url=http://www.jstor.org/stable/pdfplus/3173165.pdf?accEptTC=true>

- [CP] “George Fitzhugh and the Proslavery Argument (1854),” in Foner, 207-210
- [CP] “Letter by a Fugitive Slave (1840),” in Foner, 210-211
- [CP] Excerpt from “‘Git This Nigger to the Cotton Patch’: Jenny Proctor’s Complaint,” in Ronald Takaki, ed., *A Larger Memory: A History of Our Diversity, With Voices* (New York: Little, Brown, 1998), 96-99
- [CP] Excerpt from James Henry Hammond, “The Mudsill Speech” (1858), in Paul Finkelman, *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 2003), 80-81, 86-88
- [CP] Excerpt from Abraham Lincoln, “Annual Message to Congress,” Dec. 3, 1861, in Roy P. Basler, ed., *Abraham Lincoln: His Speeches and Writings* (New York: Da Capo Press, 1990), 632-634

Seminar 4: Oct. 6-7 Getting ahead in the Gilded Age

Reading for seminar

- Alger, *Ragged Dick* [entire]

Seminar 5: Oct. 13-14 Diversity and division in the working class

Reading for seminar

- [CP] Ronald Takaki, “Ethnicity and Class in Hawaii: The Plantation Labor Experience, 1835-1920,” in Robert Asher and Charles Stephenson, eds., *Labor Divided: Race and Ethnicity in United States Labor Struggles, 1835-1960* (Albany: State University of New York Press, 1990), 33-47 (and notes, 304-306)
- [CP/E] Terence V. Powderly, *Thirty Years of Labor, 1859 to 1889* (Columbus, Ohio: Excelsior, 1890), “Introduction of Foreign Labor,” 411-451:
<http://ia600204.us.archive.org/19/items/thirtyyearsoflab00powduoft/thirtyyearsoflab00powduoft.pdf>
- [CP/E] John Murray, Jr., “A Foretaste of the Orient,” *International Socialist Review*, 4 (July 1903-June 1904), 72-79:
<http://www.archive.org/stream/InternationalSocialistReview1900Vol04/ISR-volume04#page/n7/mode/2up>

Seminar 6: Oct. 20-21 Reorganizing industrial production

Reading for seminar

- Taylor, *Principles of Scientific Management* [entire]

Seminar 7: Oct. 27-28 War on the home front

Reading for seminar

- [CP/R] Stephen Meyer III, *Five Dollar Day: Labor Management and Social Control in the Ford Motor Company, 1908-1921* (Albany: State University of New York Press, 1981), chapter 8 (“The End of Ford Paternalism: World War, Labor Militancy, and Political Repression”), 169-194 (plus notes, 222-226)
- [R/E] Major General Smedley D. Butler, *War is a Racket* (1935; reprint, Los Angeles: Feral House, 2003), 25-45:
<http://ia600308.us.archive.org/16/items/WarIsARacket/WarIsARacket.pdf>

- [E] Robert W. Bruere, "Copper Camp Patriotism," *Nation*, Feb. 21, 1918, 202-203: http://www.library.arizona.edu/exhibits/bisbee/docs/nation_2_21_1918.html
- [E] Robert Bruere, "Copper Camp Patriotism: An Interpretation," *Nation*, Feb. 28, 1918, 235-236: http://www.library.arizona.edu/exhibits/bisbee/docs/nation_2_28_1918.html

Seminar 8: Nov. 3-4 The advertising age

Reading for seminar

- [CP/R] Roland Marchand, "*Advertising the American Dream: Making Way for Modernity, 1920-1940* (Berkeley: University of California Press, 1985), chapter 6 ("Advertisement as Social Tableaux"), 164-205 (and notes, 393-398)
- Advertisements from the 1920s (to be handed out)

Seminar 9: Nov. 10-11 The rising of the workers

Reading for seminar

- [CP] Melvyn Dubofsky, "Not So 'Turbulent Years': A New Look at the 1930s," in Charles Stephenson and Robert Asher, eds., *Life and Labor: Dimensions of American Working-Class History* (Albany: State University of New York Press, 1986), 205-223 (and notes, 323-325)
- [CP] Meridel Le Sueur, "I Was Marching," *Salute to Spring* (New York: International Publishers, 1940), 177-191
- [CP] Christine Ellis, "People Who Cannot be Bought," in Alice Lynd and Staughton Lynd, eds., *Rank and File: Personal Histories by Working-Class Organizers* (New York: Monthly Review Press, 1988), 2-25
- [CP/R] Bob Stinson, "The Sit-Down," in Studs Terkel, *Hard Times: An Oral History of the Great Depression* (New York: New Press, 1986), 129-133

Seminar 10: Nov. 17-18 A white-collar world

Reading for seminar

- Miller, *Death of a Salesman* [entire]

Seminar 11: Nov. 24-25 In defense of unions

Reading for seminar

- Register, Packinghouse Daughter [entire]