

Common Course Outline

LBST 134

History of American Labor I (1492-1905)

3 semester hours

Note: this course was previously HIST 134 but has been designated as an LBST course.

Description. This course examines the development of the union movement in the United States to the close of the 19th century and assesses common workplace and social issues. Students learn various ways of recording history, emphasizing non-traditional workers' history, such as oral history, music and industrial archeology. The course covers legal, political and social issues affecting American workers, using readings, videos, music and interviews to demonstrate the diversity of the American labor movement. Prerequisites: LVR 2, LVE Skill 2/RDNG 052/ENGL 052

Overall Course Objectives.

Upon completion of this course, the student will be able to:

1. Assess various methods of historiography--how history has been recorded, with an emphasis on "reading" the history of those who could not write through oral history, music and art;
2. Create a personal labor history using personal recollections and documents, as well as formal union records;
3. Define important terms in labor history;
4. Distinguish between different kinds of labor movements, including craft unionism, industrial unionism and the cooperative movement;
5. Relate the significance of issues of race, sex, national origin and community to various periods in the history of labor;
6. Evaluate a wide range of historical sources;
7. Examine the role of government in the development of the union movement;
8. Differentiate among current labor problems, with an emphasis on their historical development;
9. Identify important individuals who have contributed to the development of the labor movement and
10. Analyze the culture of the labor movement, including negative stereotypes, worker "heroes" and culture, such as music, literature and art.

Major Topics

- I. The early conditions of workers in colonial America, including indentured servants, free labor and slaves
- II. The role of workers in the American War of Independence
- III. Early union movements, especially in the Baltimore area, in the 19th century

- A. Understand the role of labor parties in the 1800s, as well as the importance of the Jackson campaign
 - B. Assess the importance of utopian schemes
- IV. The rise of the factory system and the emergence of a “working class,” with a focus upon “the factory girls” of Lowell, MA
- V. The development of slavery as a labor system and culture
- VI. The economic expansion of the United States in the late 19th century
 - A. Assess the conditions of workers during the Civil War
 - B. Evaluate the importance of free blacks in the work force
 - C. Judge the impact of immigration into the United States after the Civil War
- VII. The rise of the trade union movement
 - A. the development of craft unionism and the founding of the American Federation of Labor
 - B. The Knights of Labor
 - C. The mine workers, both in the coal counties of Pennsylvania and in the hard rock areas of the west
 - D. The railroad strike of 1877, especially in Baltimore
 - E. The American Railroad Union and the Pullman strike of 1894
- VIII. The Spanish-American War and the conflicts within the union movement

Course Requirements

Grading/Exams: Grading procedures will be determined by the individual faculty member but will include the following:

- A written mid-term exam
- Two class presentations on selected topics
- A written book report on a selected book of workers history

Other Course Information

Individual faculty members may include additional course objectives, major topics and other course requirements to the minimum expectations stated in the Common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We

ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.