



No Strength without Unions?

Setting the Stage

Ohio's history is the story of those who rolled steel, shaped metal, vulcanized rubber, and slaughtered hogs. Like workers across the country, Ohio workers have built machines, harvested crops, made soap, and nursed the sick. Yet, doing this work has not always been easy and free of trouble. Throughout the 20th century, Ohio workers struggled to ensure their employers recognized the value of their labor; simultaneously, employers struggled to create profitable, enduring businesses and industries. As a result, Ohio is home to some of the biggest advancements in labor relations — and some of the bitterest disputes.

UNIT OVERVIEW

Summary: Students will explore the history of labor/management relations in Ohio and in the nation and discover how lessons learned during past labor struggles can help shape today's labor negotiations and decisions.

Activities at a Glance

- Role-play a recent local labor dispute.
- Interview local laborers and employers for an oral history project.
- Create research-based proposals recommending ways to handle future industrial labor relations based on a review of 20th century industrial labor relations in Ohio and the nation.
- Participate in a state summit to discuss future strategies for labor/management relations.

Learning Outcomes

By the end of this unit, students will:

- Understand the transformation of labor and types of laborers in 20th century America;
- Have examined the changing nature of labor relations throughout the 20th century;
- Have explored the impact of the U.S. economy, politics, and culture on the labor movement;
- Have investigated the major labor disputes of the 20th century;
- Have brainstormed possible solutions for labor/management disagreements;
- Have discovered connections between historical labor relations and current labor problems;
- Have practiced collaboration;
- Know how to conduct interviews and create oral histories; and
- Have improved their research and writing abilities.

Curriculum Connections

- U.S. history, labor history, public administration, drama, and language arts

Along the way, students will probe why giant corporations such as Procter & Gamble and National Cash Register Co. earned stellar reputations for the way they treated employees, and consider whether these reputations are deserved. Students will learn why so many Ohioans joined a socialist union, the Industrial Workers of the World, in the early part of the century. They will discover why Ohio workers were the first to devise the highly effective sit-down strike method, and explore what happened during the violent Univis Lens Strike in Dayton in 1948.

Materials Needed

- 20th Century Interactive CD-ROM
- Internet
- Library resources
- Audiocassette recorders and audiocassettes
- Optional: camera and film; videocassette recorders and videocassettes

CD-ROM Materials

The 20th Century Interactive CD-ROM contains highly relevant historical reference materials — such as letters, background documents, book excerpts, newspaper and magazine articles, speeches, opinion pieces, leaflets and pamphlets, statements, songs, interviews, and photographs — for convenient, easy access by both teachers and students. Teachers are encouraged to review the CD-ROM, print out the List of Resources, and refer to this list frequently when preparing to teach each unit.

Words to Know

Teacher Tip: Explain the meaning of the following words as they are introduced in the context of this unit.

blacklisting: placing a person or organization under suspicion or disfavor; refusing to hire someone on this list of suspicion

blue collar: of or relating to wage earners who wear uniforms or work clothes and typically perform manual labor

closed shop: a condition in which an employer hires only members of a union recognized by contract

collective bargaining: negotiation between an employer and a union for determining wages, hours, rules, and working conditions

cooling-off period: time when employees may not strike

craft union: a labor union whose membership is limited to workers in the same craft

lockout: the closing of an industry by an employer to force employees to accept the employer's work terms

moratorium: suspension of an ongoing or planned activity

open shop: a condition in which an employer hires workers who may or may not be union members

outsourcing: the purchase of services or products from an outside supplier or manufacturer as a cost-cutting measure

pink collar: of or relating to a job traditionally filled by women (e.g., secretary or nurse)

right-to-work law: state law forbidding the required union membership of workers

scab: a negative term describing non-striking employees

sit-down strike: a work stoppage in which workers refuse to leave the premises until their demands are considered or met

strikebreaker: someone who works or provides an employer with workers during a strike

union: an organization of workers

Wagner Act: National Labor Relations Act of 1935, which legalized union practices such as collective bargaining and the closed shop and outlawed certain anti-union practices such as blacklisting

white collar: of or relating to workers who dress in more formal clothes and typically do not perform manual labor

wildcat strike: a strike unauthorized and often opposed by union leaders

worker's compensation: payments made through government-authorized insurance programs for medical care and loss of wages because of industrial accidents or illnesses

INTRODUCTORY ACTIVITY

Activity: Role-play a recent local labor dispute

Approximate time needed: 1 hour

1. Share a recent labor incident with the class.

In 1996, two Dayton plants that produced brake parts for nearly every vehicle General Motors made went on strike. The strike forced GM to close 26 of 29 assembly plants across North America and lay off more than 180,000 workers. The Dayton auto workers and their union, United Auto Workers, were protesting GM's

move to buy several brake components from a non-unionized plant outside Dayton — the Robert Bosch Co. in Charleston, S.C. — instead of from Delphi, a unionized, Dayton-based company. GM said it needed to outsource to remain competitive, but union leaders feared that outsourcing would eliminate union jobs.

2. **Ask students to read more about this event.** (See **Teacher Tip: Using INFOhio to Locate Articles Online.**)
3. **Devise solutions for the dispute.** Divide the class into several groups of four students each. Two students in each group should represent union interests while the other two represent management interests. Invite each group to think of a solution to this dispute. Then invite each group to share their ideas and discuss with the class. Ask students:

- Which strategies seem to be the most plausible? Why?
- What questions do you have about this issue?

4. **Tell the class the outcome.** (See **Teacher Tip: Using INFOhio to Locate Articles Online.**)

The final settlement occurred after a two-week strike. Although GM agreed to upgrade the Dayton plant's machinery and technology, the company still insisted on outsourcing and purchasing parts from the Robert Bosch Co.

Teacher Tip

Using INFOhio to Locate Articles Online

INFOhio is building a growing electronic information network that connects K-12 school libraries and provides instructional resources. Every K-12 public and non-public school has access to INFOhio's electronic resources. Students and teachers can access these resources for free from any Internet-accessible computer in the classroom or at home through June 2002. (Check with your school's technology specialist if you have questions about passwords or access to INFOhio's resources.)

Follow these easy steps to find additional articles about the 1996 UAW strike at GM in Dayton:

1. Log onto the INFOhio website at www.infohio.org. Enter your password if prompted.
2. Select the ProQuest® collections database.
3. Select "backfile" or "archive" to access articles published before 1999.
4. Enter a word, words, or a specific phrase in the search field.
5. Specify whether you wish to search through citations and summaries or the full text of an article. (Searching through citations or summaries will generally yield articles best suited to your needs.)
6. Choose the publication type — in this case, newspapers — and double click on the search button.
7. Scroll through the search results. Request full-text versions of articles you believe are most appropriate.

PART I – ORAL HISTORIES

Activity: Interview local laborers and employers for an oral history project

Approximate time needed: 1 hour in class, with interviews conducted outside class

1. **Conduct an oral history.** Invite students to investigate local labor relations history by conducting an oral history. Ask each student to interview an elderly relative or family friend who either was involved in management or a union at a local industry, or who is resistant to unionization. Tell students the interview should last 30 to 45 minutes. Invite students to take or request a photograph of their subject.

Before conducting the interview, students should read **Handout 2-A: Background Essay – No Strength without Unions?** and **Handout 2-B: Guidelines for the**

Oral History Project as well as additional background information on labor relations.

2. **Share interviews; discuss with the class.** Invite students to post their interviews and photos on a class website or in a class notebook. Ask students to read the interviews. Then as a class, discuss what students have learned about labor relations. Ask students:

- What are some of the major prevailing problems?
- What did you learn about what it's like to be a worker in Ohio? A manager in Ohio?
- What lessons did you learn from the interviews?

Teacher Tip

Students unable to locate an elderly relative or family friend for the oral history project should contact a local union or business and ask for a volunteer who might wish to be interviewed.

Finding Information

Students may check the website (www.20thcenturyinteractive.org), the 20th Century Interactive CD-ROM, Recommended Resources, or Additional Resources listed at the end of this unit.

PART II – COLLABORATIVE PROPOSAL WRITING

Activity: Create research-based proposals recommending ways to handle future industrial labor relations based on a review of 20th century industrial labor relations in Ohio and the nation

Approximate time needed: 4 hours

1. **Set up the scenario.** Divide the class into six teams. Challenge each team to create a research-based proposal that recommends ways to handle future industrial labor relations based on a review of 20th century industrial labor relations in Ohio and the nation. Each team should tailor their proposal in response to a specific letter of request for proposal from one of the following interest groups:

- Ohio Gov. Bob Taft;
- A committee of business leaders whose corporations are unionized (these leaders are concerned about their relationships with union members);

- A group of business leaders whose corporations are not unionized (however, these leaders believe union chapters will soon be formed);
- A group of non-unionized business leaders;
- A group of major mainstream union leaders; and
- A group of militant, radical union leaders.

See **Handout 2-C: Sample Letters of Request**. Team proposals should address how their assigned interest group should handle future union/management struggles.

TeacherTip

Teaching Collaborative Writing

- Before assigning teams, **explain the rationale** for the collaborative-writing assignment. (Because collaborative problem solving and writing are practices used frequently in the workplace, students need to gain collaborative-writing skills.)
- Before students begin the proposal-writing assignment, **assign exercises in collaborative writing**. For example, ask students to edit one another's papers; divide a paragraph into sentences and ask a group of students to reassemble the paragraph so it makes sense; or ask a team to construct a paragraph on a specific topic.
- Assure students that you will **give them guidelines for collaborating productively** so problems, such as one student doing all the work for the team, are minimized. Tell students that their individual contributions will be considered when determining grades.
- Encourage students to **view their peers as resources** rather than competitors. Remind students that each person on the team has special talents and abilities; students should tap into those talents by assigning appropriate tasks to each team member. Students might want to begin by discussing each other's strengths and special abilities.
- Stress that a team should **build trust** among its members. Ask teams to foster trust by listing ground rules for the team. What will the team do if someone is not contributing? What will the team do if someone becomes too bossy?
- **Explain how teams will be formed.** While students may be able to organize effectively into groups, they may learn more if you assign students to groups based on your observations and goals. If the team is diverse (i.e., in terms of talents, sex, ethnicity, socioeconomic class, and religion), it is likely that issues will be examined from many perspectives.
- **Present different models of collaboration.** Some teams use the "chunk" model (the sections are divided, and each student writes one part of the proposal). Other teams use the "raisin bread" model (one writer drafts the entire proposal based on detailed information and notes provided by each member of the team). Still others chose the "blended" model (students share the writing by creating an outline, drafting the proposal, and doing final editing together). The blended model is most successful when there is ample class time and sufficient time outside class for co-authoring.
- **Explain the grading process.** Consider allocating part of the grade for individual effort, and part for the co-authored proposal. The individual grade can be based on the student's level of participation in discussion and text production, ability to deal with individual differences, and accessibility to others in the group. Ask students to complete individual and self-evaluations to help you determine grades.

2. Discuss proposal requirements. Each proposal should:

- Provide background material on the history of industrial labor relations, strikes and other forms of labor unrest, labor-related legislation, and collective bargaining breakthroughs in 20th century Ohio and the nation;
- Offer information on current difficulties with labor;
- Issue recommendations for improvement based on the present historical context as well as lessons learned from history; and
- Consider carefully the needs and interests of the specific audience.

Tell students the proposals must anticipate and respond to what they believe are the major concerns of their interest group. Students must think as their audience would think.

3. Review handouts. Before teams begin, review these handouts with the class:

- **Handout 2-D: Guidelines on the Labor Relations Proposal Assignment;**
- **Handout 2-E: Writing Proposals;**
- **Handout 2-F: Creating Graphics;** and
- **Handout 2-G: Avoiding Plagiarism and Giving Credit.**

Remind students that each team must refer to at least two published books, one article, one set of statistics, one Internet source, and at least three primary sources (e.g., newspaper accounts and interviews). At least one primary source must be one of the oral history interviews that students conducted in Part I of this unit.

Statistics can be accessed online at FedStats (see **Teacher Tip: Locating Statistics Online**), in the *Handbook of Labor Statistics*, U.S. Census Bureau documents, *Statistical Abstract of the United States*, and Ohio government reports.

Teacher Tip

Locating Statistics Online

Statistics can be accessed at FedStats, the window on the full range of official statistics maintained by the federal government and available to the public. Follow these easy steps to access official statistics collected and published by more than 70 federal agencies:

1. Point your browser to <http://www.fedstats.gov/>
2. Select “search”
3. Enter search terms. Search results will appear in the browser window.
4. Scroll through the results to view information requested.

PART III — APPLYING AND REFLECTING

Activity: Participate in a state summit to discuss future strategies for labor/management relations

Approximate time needed: 2 hours

- 1. Display the proposals.** After teams have prepared, revised, and polished their proposals, place the proposals on display for one week on a class website or bulletin board or in a three-ring binder. Give teams sufficient time in class to read and study the proposals written by other teams. Students should study these proposals to prepare for a simulated state summit meeting hosted by the Ohio governor (i.e., the teacher).
- 2. Host the summit.** Ask each team to summarize their recommendations and justifications for those recommendations during a 10-minute presentation at the simulated state summit meeting. After the presentations,

teams should negotiate with each other to identify common goals for approaching future labor relations in Ohio, the country, and the world. Give each team equal time to talk and participate. (You should serve as mediator during the summit by role-playing as the governor of Ohio.)

Assessment

Invite students to complete **Handout 2-H: Self-Evaluation and Group-Evaluation Form.**

RECOMMENDED RESOURCES

Background

Green, James R. Excerpt from *The World of the Worker: Labor in Twentieth-Century America*. New York: Hill and Wang, 1980. 133-209.

National Cash Register

Tracy, Lena Harvey. Excerpt from *How My Heart Sang: The Story of Pioneer Industrial Welfare Work*. New York: Richard R. Smith, 1950. 97-168.

Procter & Gamble

Procter & Gamble. Excerpt from *The House that Ivory Built*. Lincolnwood, IL: NTC Business Books, 1988. 4-55.

ADDITIONAL RESOURCES

Books

Baxandall, Rosalyn and Linda Gordon, eds. *America's Working Women: A Documentary History, 1600 to Present*. New York: W. W. Norton, 1995.

Boryczka, Raymond and Lorin Lee Cary. *No Strength Without Union: An Illustrated History of Ohio Workers, 1803-1980*. Columbus, OH: Ohio Historical Society, 1982.

Filippelli, Ronald L. *Labor in the USA: A History*. New York: Alfred A. Knopf, 1984.

Foner, Philip S. *Organized Labor and the Black Worker*. New York: International Publishers, 1981.

Foner, Philip S. and Ronald L. Lewis, eds. *Black Workers: A Documentary History from Colonial Times to the Present*. Philadelphia: Temple University Press, 1989.

Green, James R. *The World of the Worker: Labor in Twentieth-Century America*. New York: Hill and Wang, 1980. (See especially pp. 133-209.)

Gutman, Herbert G. *Work, Culture and Society in Industrializing America*. New York: Alfred A. Knopf, 1976.

Jones, Jacqueline. *American Work: Four Centuries of Black and White Labor*. New York: W. W. Norton, 1998.

Kennedy, David. *Freedom from Fear: The American People in Depression and War, 1929-1945*. New York: Oxford University Press, 1999. (See especially Chapter 10.)

Lynd, Alice, and Staughton Lynd, eds. *Rank and File: Personal Histories by Working-Class Organizers*. New York: Monthly Review Press, 1988.

Morris, Richard B., ed. *The U.S. Department of Labor Bicentennial History of the American Worker*. Washington, DC: U.S. Government Printing Office, 1976.

Reef, Catherine. *Working in America: An Eyewitness History*. New York: Facts on File, Inc., 2000.

Websites

American Social History Project (CUNY; contains many primary sources on labor history) — <http://www.osc.cuny.edu/~ashp/>

History Matters (American Social History Project; NEH; contains primary sources on labor history). See especially “Thugs for Hire,” “Pride and Joy,” and “We Do Not Understand the Foreigners” — <http://historymatters.gmu.edu>

Miami Valley Cultural Heritage Project (high school student-generated oral history projects on union workers) — <http://MiaVX1.MUOhio.Edu/~OralHxCWIS/index.html>

“The African-American Experience in Ohio, 1850-1920” (Library of Congress; Ohio Historical Society) — <http://memory.loc.gov/ammem/award97/ohshtml/aaeohome.html>

Toledo's Attic: A Virtual Museum of Toledo (Toledo has an active history of labor issues) — <http://www.history.utoledo.edu/>

History of Garment Workers — <http://www.uniteunion.org/research/research.html>

Text of the Taft-Hartley Act (History Central) — <http://www.multieducator.com/documents/TaftHartley.html>

Future of the Labor Movement (NPR's Talk of the Nation segment, 30 August 1995) — <http://www.npr.org/ramarchives/ne083001.ram>

History of Procter & Gamble — <http://www.pg-ca.com/about/history.asp>

Videos and Films

American Dream. New York: HBO Video, 1992. [VHS Dolby; 98 min.] (The true story of a workers' strike in Austin, Minnesota; after the Hormel Meat Co. made \$2 million in profits, workers received a \$2-per-hour salary cut.)

The Global Assembly Line. New York: New Days Films/PBS, 1986. [VHS; 60 min.] (Portrays the lives of working men and women in developing countries and North America. It shows the international division of labor and the growing importance of women in the workforce.)

Labor's Future in the Global Economy. Princeton, NJ: Films for the Humanities, 1994. [VHS; 30 min.] (Bill Moyers interviews Gus Tyler, a leader in American labor since the Great Depression, on labor's place in history and in the new global economy.)

Handout 2-A Background Essay – No Strength without Unions?

Early Unions

One of the earliest national labor unions, **The Noble Order of the Knights of Labor**, was formed in 1869. The Knights hoped to organize all working men and women into a single union. Generally, they did not believe in strikes, and higher wages was not their primary goal. Instead, under the leadership of Terence Powderly, the Knights sought to improve society by ending child labor, instituting an eight-hour workday, and giving equal pay for equal work. However, by the end of the 19th century, and after a series of violent strikes such as the Haymarket Strike, the Knights had largely disappeared.

In the decades before World War I, numerous **craft unions** appeared and grew strong enough to win wage increases and workplace benefits for skilled laborers. In 1886, the **American Federation of Labor** was formed in Columbus, Ohio, to unite these skilled workers. While the AFL did not welcome unskilled or industrial workers, it still grew. By 1904, its national membership had reached 1.675 million. Some of its success may have resulted from the passage of the **Sherman Antitrust Act** in 1890, which attempted to limit trade or commerce caused by trusts — conglomerates of companies that operated as a single unit and thus often made huge profits. However, with labor's success came opposition: Employers organized an "open shop" policy and convinced most of the American public that trade unions such as the AFL violated the American tradition of free enterprise and were costly to the public. What's more, the federal government failed to strictly enforce the Sherman Antitrust Act, so large conglomerates continued operating.

Some unionists became dissatisfied with the AFL because of its inability to handle employer problems and because it excluded certain types of workers. The **Industrial Workers of the World**, a more militant socialist organization, formed in 1905 and attracted unskilled workers. In 1913, for example, the IWW rubber workers in Akron, Ohio, staged a walkout that eventually turned into a violent clash between police and strikers. (The Socialist party was so well received in Ohio that in 1912, it gained more than 90,000 votes for Eugene V. Debs, the Socialist presidential candidate.) Although the IWW Akron strike didn't achieve any results for the workers, many other IWW and AFL efforts were successful. By 1917, the AFL claimed that it had helped boost the average wage for skilled workers by 60 percent, and that average hours worked per week had dropped by 20 percent over the last 30 years.

Unions in the Early 20th Century

World War I greatly changed labor/management relations across the nation and in Ohio. Because the federal government wanted to increase production of war goods, it tried to build a good relationship with the more moderate AFL. President Woodrow Wilson created a **War Labor Board**, chaired by Ohioan William Howard Taft, which granted the eight-hour workday. While the board did not force employers to recognize or bargain with independent trade unions, AFL union membership continued increasing throughout the 1920s. The IWW, however, did not fare as well. Because of its radical tactics, the IWW was labeled Communist and fell into disfavor.

The **1929 stock market crash** and the **Great Depression** took a heavy toll on the labor movement. With 15 million Americans unemployed by 1933, unions simply struggled to maintain their membership and didn't try to gain political influence. Labor didn't make significant strides until 1933, when Franklin D. Roosevelt launched his **New Deal** program to provide relief to America's unemployed. That year the **National Industrial Recovery Act** — which guaranteed workers the right to organize their own unions and bargain collectively — was passed. This act spread rank-and-file demand for **unionism** throughout the nation.

Even with the NIRA in force, the AFL — labor's most powerful organization — made only limited progress. Employers continued to resist change, and the federal government refused to administer the NIRA as it was intended. In fact, the Supreme Court eventually ruled that the **NIRA was unconstitutional**. The AFL's exclusion of industrial workers also hampered progress. Because the AFL resisted industrial organization, a movement within the AFL — known as the **Committee for Industrial Organization** and later the **Congress for Industrial Organization** — emerged. The formation of the CIO and the passing of the **National Labor Relations Act (Wagner Act) of 1935** led to tremendous growth in the late 1930s. The United Automobile Workers, the United Rubber Workers, and the Steel Workers Organizing Committee (later known as the United Steel Workers) gained hundreds of thousands of members. Between 1940 and 1945, union membership grew from 9 million to 15 million, and 7 million new jobs were created. Although women and blacks were generally excluded from unions, they were able to enter the workforce in greater numbers than before.

Unions after World War II

Even with this growth in union membership, the AFL conceded to a **no-strike pledge** and a **moratorium on wage increases** despite huge wartime profits in industry. Furthermore, mandatory overtime had become common in most industries. Because the AFL refused to negotiate better conditions, many workers staged wildcat strikes. Nearly 5,000 work stoppages occurred in 1945 alone, and these disruptive strikes angered many Congressional leaders. Led by Ohio Sen. Robert A. Taft, Congress in 1947 passed the **Taft-Hartley Act**, which required union officials to sign pledges stating they were not Communists, and outlawed strikes, boycotts, and the closed shop. The act also allowed the President of the United States to declare an 80-day cooling-off period. During this time, strikers in industries that affected national interests had to return to work while the government studied the situation. This act passed in spite of President Harry Truman's veto.

The Taft-Hartley Act spawned a revival of labor's political activities and the 1955 merger of the AFL and the CIO. George Meany of the AFL was president of the merged organization and Walter Reuther of the CIO was president of the industrial department. The AFL-CIO was not entirely successful, and some aspects were found to be corrupt. The Teamsters Union — which consisted of workers in diverse fields such as transportation, warehousing, health care, office management, and construction as well as bakers, brewers, and other food workers — wielded great economic power because of its size and was subjected to numerous investigations for corrupt practices. In 1957, the Teamsters Union was expelled from the AFL-CIO on charges of corruption (it was allowed to rejoin in 1987). In 1959, Congress passed the **Landrum-Griffin Act**, which further limited union organization.

Since the 1960s, the United States has faced major changes in the workforce and in the nature of work. More women and blacks have gained jobs. In 1964, the **Civil Rights Act** was passed to reduce discrimination against women and blacks in the workforce. Because of increased technological advances beginning in the early 1970s, tens of thousands of steel, automobile, and rubber workers lost their union jobs. Since the 1970s, the United States has been moving from a manufacturing to a service economy; fewer Americans are being employed in the mass production of goods. Civil service jobs, pink-collar jobs, and civil service unions have grown dramatically in the last few decades.

Did You Know?

In 1886, the American Federation of Labor was founded in Columbus, Ohio.

In 1852, Ohio became the first state to have a labor law regulating the working of women.

In 1890, Mary Burke, a retail clerk from Findlay, Ohio, became the first female delegate to attend the AFL convention.

In 1920, women comprised 18 percent of the state's workforce, which totaled 410,000. Women's median weekly income was \$13.80 — about half that paid to men.

In 1936, rubber workers in Akron, Ohio, pioneered the sit-down strike, which made it difficult for management to use strikebreakers.

In 1938, the Fair Labor Standards Act established a minimum wage and workweek for some U.S. workers.

Handout 2-B Guidelines for the Oral History Project

Directions: Review the following information before beginning the oral history project.

1. Do Background Research

Oral histories are based on interviews. To conduct an effective interview, you should do background research before the interview. For example, after identifying your interviewee, spend time learning about his or her background, occupation, and place of business. For example, if he or she worked for a certain company and was a member of a particular union chapter, you may want to uncover more information about that company and union by researching material at the library or contacting those organizations directly.

2. Plan Your Questions

Before the interview, write down your questions or list the topics you want to cover. Consider testing the effectiveness of your questions by sharing them first with a friend or teacher. Study them sufficiently so you have them in mind and can hold a relaxed conversation. During the interview, avoid reading mechanically from your list; listen carefully to the interviewee. Ask follow-up questions to draw out interesting information, and steer away from biased or leading questions.

3. Prepare Your Materials

Gather note-taking materials, including a notebook and pens or pencils. It's important for oral historians to record the interview on a cassette tape or videotape. Remember to ask permission from the interviewee before taping the interview. Test your equipment before you leave for the interview to ensure it's working properly. If possible, use an external microphone so you can position it appropriately for recording your subject's voice.

4. Record the Interview

You can record the interview in three different ways. Each has its advantages and disadvantages:

Note Taking

Taking notes costs little and makes the interviewee feel at ease. However, it is difficult to think of new questions, listen carefully, and write everything down while taking notes. As a result, consider taking only a few notes during the interview and rely instead on a cassette tape or videotape to record the information you need.

Audiotaping

If the interviewee agrees to let you tape the interview, try recording a few words. Then stop and play them back to ensure the recorder is working before you proceed.

Videotaping

Videotaping allows you to record the interviewee's nonverbal behavior as well as his or her voice. However, videotaping is expensive and requires an appropriate environment — good lighting and little background noise and motion. Another person may need to operate the camera while you conduct the interview.

5. Conduct the Interview

Before asking your first question, record an opening statement. Speaking directly into the microphone, state the date and your name. Then state the name of the person you are interviewing and the interview topic. Casually tell the interviewee the purpose of the interview and ask permission to record the interview.

Begin by asking a few easy or general questions. Guide the interview intelligently, using good judgment about where to go next. If the interviewee wants to talk about something that interests him or her, you should probably permit it — shifts and tangents can sometimes be very revealing — but bring the conversation back to the main topic when you can. Don't be afraid to probe more deeply into answers. To get more detail, ask follow-up questions such as "Where?" or "Who else was there?" But don't fire off these questions too quickly. Silence is helpful in drawing out more information, so don't rush to fill every silence with more words. Give your interviewee time to think and answer at length.

Because notes and audiotape are not visual, you may have to put into words anything your interviewee demonstrates through gestures and facial expressions. If the interviewee says, "It was about this big," and gestures a certain length, you could judge the distance and say something like, "About 2 feet tall?" This will help preserve the information later for people who are only able to listen to the interview.

When you finish the interview, tell the interviewee what you will do with the information and where it will be archived. After the interview, send the interviewee a thank-you note and a copy of the oral history to express your appreciation for the time spent.

6. Write it Down

Immediately after the interview, write careful notes about the interview. Note where the interview occurred, what the interviewee looked like, and who else was present. Also note anything unusual that happened, such as interruptions and loud noises. After noting this background information, write up the interview. There are three ways to do this:

Transcripts

A transcript is a literal word-by-word record of the entire interview, including “umms” and “ahs,” pauses, laughter, and the incomplete or confusing sentences that are part of any conversation. Transcribing an interview is time consuming but often necessary to ensure no detail is omitted. Transcriptions are seldom published unedited, but they are often stored in oral history archives.

Dialogue or Edited Transcript

On paper, a dialogue looks like the script for a play, with the speaker’s name given in boldface or capital letters right before

the words. The words following a speaker’s name represent essentially what he or she said in the order it was said, but the sentences usually omit words such as “uh” to improve clarity and grammar. If you edit a transcript, include a note at the beginning or end describing the types of editorial changes you made. When adding a word or phrase for clarity, include it in brackets.

Interview Summary

The interview summary presents a condensed version of the interview with occasional quotes from the interviewee. The interview summary gives the writer more control in presenting the information gained during the interview. For example, the writer can select those parts that help him or her support a particular interpretation or overall claim. Of course, it is important not to distort what was said to make a certain point. However, the writer’s ability to select and determine the order of the presentation means the final document can be quite different from the interview itself.

Handout 2-C Sample Letters of Request

Letter 1

OFFICE OF THE GOVERNOR OF OHIO

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

Through nearly 20 decades of statehood, Ohio has earned considerable prominence for its remarkable economic, industrial, and technological success. Ohio has enjoyed such success primarily because it's been the home of many highly effective, innovative businesses and industries such as Procter & Gamble and the National Cash Register Co.

As governor of this great state, I would like to ensure that Ohio industries continue to thrive and prosper. One way I believe we can do that is by proposing laws that will further industrial expansion in Ohio. Yet, I want to propose laws that will be successful and do not repeat past mistakes.

For this reason, I seek your assistance. I am requesting from you a detailed proposal that first gives me in-depth knowledge of some of the key legislative obstacles to and successes in industrial expansion in the past century — both in Ohio and across the nation. I would like you to recommend specific legislation I can propose in the future, and I am particularly interested in how laws can better ensure that labor unions foster, rather than impede, industrial progress.

I look forward to receiving your thoughtful review and your recommendations for the future.

Sincerely,

Ohio Gov. Bob Taft

Letter 2

COALITION FOR SUCCESSFUL LABOR RELATIONS

*(A committee of business leaders whose corporations are unionized;
these leaders are concerned about their relationships with union members)*

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

We are a newly formed group of southwestern Ohio business leaders who own some of the largest unionized industries in the region. Although a majority of us own businesses in the auto industry, some of us spearhead other manufacturing businesses. All our companies have been unionized for the past several decades or more, and as chief executive officers, we are interested in our managers maintaining healthy and productive relationships with their employees. As our economy and industries become increasingly global and complex, the relationship between labor and management is necessarily changing. Tensions between labor and management have been increasing. To maintain profitable businesses, we are under increasing pressure to outsource and lay off local employees.

We seek your help with this difficult problem. We request a detailed report in which you provide us with historical background on labor/management relations in Ohio. What have been some of the major conflicts between Ohio labor unions and managers in the past? What lessons can we as business owners learn from these problems? What is your recommendation on how we can handle the current problems relating to globalization?

We will anxiously await your findings and recommendations.

Sincerely,

Chris J. Bennett, President, Coalition for Successful Labor Relations

Handout 2-C Sample Letters of Request (cont.)

Letter 3

NEW BUSINESS LEADERS ASSOCIATION

(A group of business leaders whose corporations are not unionized; however, these leaders believe union chapters will soon be formed)

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

We are a group of southwestern Ohio business leaders who have begun companies — primarily in electronics and computer technology — over the past five years. Because we are new, our employees have not yet formed or joined existing unions. However, many of us have noticed union leaders around our places of business. Although we've heard a few success stories related to unionized industries, we have heard many more stories that describe numerous difficulties with a unionized workforce.

We write to request your assistance on this issue. Would you prepare a report that details the historical background on labor/management relations in Ohio? We are interested in learning from the past to make wise decisions regarding labor unions in the future. What are some of the major pros and cons of having a unionized workforce? Should we take active steps to prevent unionization, or should we negotiate with union leaders to create good union/management relations?

We would appreciate a recommendation on next steps that is based on historical precedent. Thank you in advance for your assistance on this important issue.

Sincerely,

Elizabeth Drake, President, New Business Leaders Association

Letter 4

NON-UNIONIZED BUSINESS LEADERS ASSOCIATION

(A group of non-unionized business leaders)

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

Southwestern Ohio is home to many successful industries that maintain excellent employee-management relations without the intervention of unions. Our 10-year-old association consists of chief executive officers of some of the largest industries in the region whose employees are not unionized. We firmly believe that businesses have a greater chance of success and can foster good employee relations when they do not have to contend with organized labor.

For this reason, we seek to maintain the non-unionized status of our businesses. We would like to learn from other non-unionized industries that have been successful in the past. How did they avoid unionization? What did they do to maintain good employee/management relations? What mistakes were made?

We are requesting a detailed report that gives us useful historical background on the history of labor relations in Ohio industries, with particular attention to non-union industries. We seek your recommendations on what we can do to build good relations with our employees without unionization.

Thank you in advance for your careful work on this important project.

Sincerely,

Elmer Radcliff, President, Non-unionized Business Leaders Association

Handout 2-C Sample Letters of Request (cont.)

Letter 5

SOUTHWESTERN OHIO AFL-CIO LABOR COUNCIL

(A group of major mainstream union leaders)

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

We are group of AFL-CIO union leaders who live and work in southwestern Ohio. Formed in 1955, the American Federation of Labor-Congress of Industrial Organizations is the voluntary federation of America's unions, representing more than 13 million working men and women. Our mission is to bring social and economic justice to our nation by enabling working people to have a voice on the job, in government, in a changing global economy, and in their communities. The AFL-CIO membership includes 64 unions representing a range of trades.

Over the past four decades, Ohio has been home to some of the most successful and vibrant AFL-CIO union activity. We would like to continue that legacy. For this reason, we write you with an important request. We would like to know more about the history of union activity (particularly related to the AFL or CIO) in Ohio and the nation throughout the 20th century. What were some of the greatest successes and mistakes of unions? What can we learn from the past to help maintain a strong AFL-CIO union in the future?

We would like a detailed report with recommendations for us to implement in the coming decade. Thank you for your assistance in this matter.

Sincerely,

Meredith Butler, Delegate, Southwestern Ohio AFL-CIO Labor Council

Letter 6

OHIO CHAPTER OF THE INDUSTRIAL WORKERS OF THE WORLD

(A group of militant, radical union leaders)

Historical Youth Consultants, Inc.
Anytown High School
Anytown, Ohio

Dear Historical Youth Consultants, Inc.:

We are members of a local chapter of the Industrial Workers of the World. The IWW is a union for all workers. We are a union dedicated to organizing on the job, in our industries, and in our communities to win better conditions today and to build a world without bosses. We seek to build a world in which production and distribution are organized by workers to meet the needs of the entire population — not merely a handful of exploiters.

We are different from other major labor organizations because we organize industrially; we organize all workers on the job into one union instead of dividing workers by trade so we can pool our strength to fight the bosses together. Since the IWW was founded in 1905, we have recognized the need to build a truly international union movement to confront the global power of the bosses and to stand in solidarity with our fellow workers — no matter where they live.

We are open to all workers, whether or not the IWW happens to have representation rights in your workplace. We organize the worker, not the job, recognizing that unionism is not about government certification of employer recognition but about workers coming together to address common concerns. Sometimes this means striking or signing a contract. Sometimes it means refusing to work with unsafe equipment or following the bosses' orders so literally that nothing gets done. Sometimes it means agitating around issues or grievances in a specific workplace or across an industry.

Despite our important goals, the IWW has not had as much success in recruiting members as the AFL-CIO. We would like to expand our membership greatly in Ohio, and we seek your recommendations on how we might be able to do this. We request a report that provides us with detailed background information on past union successes in Ohio and in the nation. How have unions advanced in the past? How have they failed? What can we learn from these past efforts? We would also like to see in the report specific recommendations on tactics and strategies we can use to increase our membership and to improve conditions for workers in Ohio industries.

Sincerely,

Elise Mann, Ohio Chapter of the Industrial Workers of the World

Handout 2-D Guidelines on the Labor Relations Proposal Assignment

Directions: You have received a special request for a substantial and informative proposal on the topic of national labor relations with a special emphasis on Ohio. This proposal should:

- Provide background material on the history of industrial labor relations, strikes and other forms of labor unrest, labor-related legislation, and collective bargaining breakthroughs in 20th century Ohio and the nation;
- Offer information on current difficulties with labor;
- Issue recommendations for improvement based on the present historical context as well as lessons learned from history; and
- Consider carefully the needs and interests of the specific intended audience.

Your proposal must anticipate and respond to what you believe are the major concerns of your interest group (see **Handout 2-C: Sample Letters of Request**). You must think as your audience would think.

To do this, your team must conduct extensive research. You must refer to at least two published books, one article, one set of statistics, one Internet source, and at least three primary sources (e.g., newspaper accounts, interviews, papers, and oral histories). At least one primary source must be one of the oral history interviews you conducted in Part I of this unit. Statistics that might be investigated include the number of work stoppages that have occurred in the United States and Ohio over time, the union membership numbers in the United States and Ohio over time, average number of employees in Ohio industries over time, population figures, etc. Statistics can be accessed online at FedStats, in the *Handbook of Labor Statistics*, U.S. Census Bureau documents, *Statistical Abstract of the United States*, and Ohio government reports.

Each proposal must include the following:

- **Abstract:** Present a general, brief summary of the problem; state the purpose of the proposal; note the scope and limitations of the proposal; and explain the order topics are presented.
- **Discussion of Research Methodology:** Discuss how the research was gathered and what role each team member played in conducting the research.
- **Discussion of Current Problems with Industrial Labor Relations:** (Pay particular attention to the 1996 UAW-GM case discussed in the Introductory Activity.)
- **Historical Background on Industrial Labor Relations in Ohio and the Nation:** Include information about major legislation, strikes, and other forms of unrest as well as settlements. In particular, you may want to refer to some of the items listed below. Select events and issues that help make your case:
 - 1886 founding of the American Federation of Labor and issues surrounding Samuel Gompers, its president
 - 1890 Sherman Antitrust Act
 - 1894 Pullman Strike
 - 1899 Bickford Tool and Drill Co. Strike (Cincinnati workers protested the piece-rate system)
 - 1901 National Cash Register Co. Strike and Lockout
 - Welfare capitalism as evidenced in local businesses such as Procter & Gamble and the National Cash Register Co.
 - Open-shop policy offered by management
 - 1905 emergence of the Industrial Workers of the World (“Wobblies”), its leader “Big Bill” Haywood, and its involvement in the 1913 Akron Rubber Strike
 - 1909 Shirtwaist Strike
 - 1912 Lawrence Textile Strike
 - 1919 Steel Strike; Willys-Overland Strike in Toledo
 - National Industrial Recovery Act (see especially section 7a)
 - 1934 Electric Auto-Lite Plant Strike and Riot (Toledo); Akron Rubber Workers and the Fisher Auto Body sit-down strikes
 - 1935 Wagner Act
 - 1938 formation of the Congress of Industrial Organization and its clash and eventual merger with the AFL in 1955

Handout 2-D Guidelines on the Labor Relations Proposal Assignment (cont.)

- Wildcat strikes of the 1940s
- 1947 Taft-Hartley Act
- 1948 Univis Lens Strike in Dayton and the threat of Communism in the union
- 1959 Landrum-Griffin Act
- Struggle to eliminate racial and gender discrimination in unions (1941 Fair Employment Practices Act, 1963 Equal Pay Act, 1964 Civil Rights Act — Title VII)
- **Conclusion:** Summarize major points of the report and make final recommendations for action.
- **Bibliography**
- **Appendix A:** Timeline of Ohio Labor History
- **Appendix B:** Graphics (tables, illustrations, photographs, maps, graphs, charts)

The proposal should be no longer than 10 double-spaced, typed pages. The bibliography and appendices will not count toward the total length of the paper.

Due Dates:

- _____ Individual research completed
- _____ Group outline for the proposal completed
- _____ Rough draft of the collaborative proposal due
- _____ Final draft of the collaborative proposal due
- _____ Handout 2-H: Self-Evaluation and Group-Evaluation Form due

Handout 2-E Writing Proposals

Directions: Review the following information before you write your labor relations proposal.

About Proposals

Proposals are documents prepared to persuade someone else to approve a project, idea, or opportunity. No matter what the opportunity, you must persuade the reader that you know what you're talking about, are well informed, and have thought through the various options carefully.

Because proposal readers want to make the best decision, they generally are very careful and close critics. Thus, good proposals must be technically excellent, understandable, and convincing to a skeptical reader. On the other hand, because proposal readers are often very busy people, proposals must be concise, highly readable, and clear.

A typical proposal may have the following outline:

- A. Title page
- B. Table of contents
- C. Abstract (i.e., a brief, one-paragraph summary of the problem and the findings)
- D. Explanation of the research method (i.e., how you researched the topic)
- E. Description of the current situation or issues at hand
- F. Background material (e.g., a review of significant points in labor history)
- G. Recommended solution and justification for it
- H. Conclusion (i.e., an explanation of why your proposal is the best)
- I. Bibliography
- J. Appendices

Do's and Don'ts of Proposal Writing

- Ensure your proposal addresses all the requirements in the request for proposal to which you are responding.
- Put your heart into it. If you don't care about the proposal, you won't produce a good proposal.
- Make your proposal error-free. One blatant mistake can jeopardize any potential contract.
- Include a cover letter thanking your contact for the opportunity to submit a proposal.
- Use specific language when referring to your experience.
- Use color and graphics to emphasize key points.
- Create a detailed outline before you begin writing.
- Avoid jargon and technical language, and explain any technical terms you do use. Remember that some of your readers may not be experts in your field.
- Use only one or two fonts and typestyles.

Handout 2-F Creating Graphics

Directions: Review the following information before you create graphics for your labor relations proposal.

About Graphics

Graphics are tables and figures you can add to your writing to clarify and illustrate the ideas or facts you're writing about. Tables are efficient, brief summaries of data sets — words or numbers or both — presented in rows and columns so readers can easily see relationships within the data set. Figures are all other illustrations that are not tables. Figures include photographs, line drawings, maps, diagrams, flowcharts, and graphs such as line graphs, circle graphs, and bar graphs.

Well-made graphics use symbols and design principles skillfully to appeal to the reader's visual sense, clarify a message, and make it more persuasive.

Types of Graphics

Tables

The pattern formed by the rows and columns looks like a grid. Each cell contains information you want to display. You can create simple tables with word processing programs and more complicated tables with spreadsheet programs. See the sample table below:

TABLE 1. WORK STOPPAGES IN THE U.S. AND OHIO, 1919-1935

	UNITED STATES		OHIO	
	Number of work stoppages that began (per year)	Workers involved (in thousands)	Number of work stoppages that began (per year)	Workers involved (in thousands)
1919	3,630	4,160	237	N/A
1920	3,411	1,463	206	N/A
1921	2,385	1,099	167	N/A
1922	1,112	1,613	73	N/A
1923	1,553	757	65	N/A
1924	1,249	655	68	N/A
1925	1,301	428	73	N/A
1926	1,035	330	68	N/A
1927	707	330	21	29
1928	604	314	27	12
1929	921	289	44	6
1930	637	183	33	8
1931	810	342	42	12
1932	841	324	37	19
1933	1,695	1,170	96	25
1934	1,856	1,470	200	81
1935	2,014	1,120	173	89

Source: *No Strength Without Union: An Illustrated History of Ohio Workers, 1803-1980.*

Handout 2-F Creating Graphics (cont.)

Photographs

Photographs are helpful if you are writing about a person, place, or event you want the reader to visualize. Photographs can be enlarged or cropped to highlight particular aspects.

Line Drawings

Line drawings are simple sketches that eliminate much of the detail included in photos for the sake of simplifying and emphasizing the most important features of an illustration.

Maps

Maps come in many different forms, each with a different emphasis. For example, there are road maps, contour maps that depict elevations, population density maps, etc.

Diagrams and Flowcharts

A diagram is a drawing that simplifies a complex object or concept. Diagrams often represent abstract ideas or relationships, such as parts of a theory. They may consist of words and graphics such as lines, circles, boxes, and arrows. One type of diagram is a flowchart, which often depicts a process or steps in an operation.

Line Graphs

Line graphs show the continuous relationship between two or more items or variables. The two variables are represented as points in a space defined by two axes — an x -axis (horizontal) and a y -axis (vertical) — each of which has been divided into meaningful segments. To show the continuous relationship between the two variables, you draw a line from one point to the next, thus showing the upward or downward trends in the relationship. More than one line can be plotted on a line graph as long as each line can be clearly distinguished from the other. By doing this, you can compare relationships between variables.

Bar Graphs

Like a line graph, a bar graph also plots the relationship between at least two variables. But a bar graph does not display a continuous relationship. In a bar graph, one axis is a category instead of a numbered scale. The other axis displays the amount or number in that category. Using bars with different colors or shading, you can compare data for different groups within each category.

Circle Graphs

Circle graphs are also called “pie charts” because they are divided into pie-shaped wedges. They are especially helpful for representing percentages and proportions.

General Tips for Creating Graphics

- **Number graphics for easy reference.** Give each graphic a number (e.g., Table 1, Table 2, Figure 1, Figure 2) so you can refer to graphics in the text. You can refer directly to a graphic by writing something like this: “As Table 1 shows, the number of unions fell in the 1950s.” Or you can refer to a graphic indirectly by using parentheses: “Union membership rose in the 1930s” (see Table 1).
- **Give graphics descriptive captions.** A descriptive caption allows a reader to understand at a glance what kind of information the graphic displays.
- **Label parts of tables.** Each column and each row needs a heading so a reader can tell what information is in each cell. If you need to show more information than column and row headings, use footnotes.
- **Label parts of graphs.** Use labels to clarify each part of the graph.

Handout 2-G Avoiding Plagiarism and Giving Credit

Directions: Review the following information before you write your labor relations proposal.

About Plagiarism

Plagiarism is the unacknowledged use of another person's words, information, images, or research. All literate people, including this school, consider plagiarism dishonest. A variety of situations can lead people to plagiarize:

- Sloppy research techniques and note taking;
- Ignorance of proper source documentation;
- Laziness or pressure to get work completed on time; and
- A sense of inadequacy about one's writing skills.

Whatever the reason, plagiarism is inexcusable and illegal. If you copy other people's words or thoughts, you will never learn to write or think for yourself. You must document your source every time you quote or paraphrase anyone else's writing or ideas. This includes information and ideas taken off the Internet. Here are some hints on how to avoid plagiarism:

Paraphrasing

Paraphrasing, the accurate summation of another person's ideas, is always expressed in your own words. Writers often use this technique when a direct quotation is too long or written in a style that cannot be integrated smoothly into their writing. (For example, one of your sources may be written in a bureaucratic or statistical prose style, which would be difficult and uninteresting for readers to digest.) The following example illustrates proper paraphrasing:

EXAMPLE:

Original quotation from *Newsweek* (from "A Rejection Slip for the SAT," 4/27/87):

"Nearly 75 percent of all four-year colleges require the SAT, but most admission officers say it is only one criterion — and hardly the most important."

Paraphrase:

Despite the fact that three-quarters of American colleges request SAT scores for admission, a columnist from *Newsweek* claims that the scores are not the top consideration of academic admission officials ("A Rejection Slip" 28).

A paraphrase must be coherent, accurate, written in your own language, and properly acknowledged.

Quoting

Quoting a source is appropriate when you believe it is necessary to present a source's exact words. Quoting is especially important when the language is particularly vivid or memorable or when your source is considered to be an authority on the subject. Do not quote excessively; if you do, your argument can become diffused and weakened, and the impact of vital quotations is lost. Quotations should always duplicate the source exactly. If the source includes an error (such as a misspelled word), copy it and add the word *sic* in brackets immediately after the error to indicate that you are not responsible for the mistake. In general, provide a lead-in clause or phrase before presenting the quoted passage.

EXAMPLE:

According to John Doe, "people should not sign petitions [*sic*] at the university."

You can alter quotations in several ways:

- By using italics or underlining to emphasize particular words;
- By using ellipses to omit unnecessary information or words; and
- By inserting or changing words and enclosing them in brackets to make the quotation conform grammatically to your sentence structure.

EXAMPLE:

Original quotation from *Newsweek*:

"Union and Middlebury will offer applicants the option of taking five Achievement Tests or the American College Test (ACT), which stress mastery of the high-school curriculum, in lieu of the SAT."

Handout 2-G Avoiding Plagiarism and Giving Credit (cont.)

An altered version:

At least two colleges are planning to “offer applicants the option of taking five Achievement Tests or the American College Test (ACT) . . . in lieu of the SAT” (“A Rejection Slip” 28).

EXAMPLE:

Original quotation from Thoreau’s *Walden*:

“ . . . there is greater anxiety, commonly, to have fashionable, or at least clean and unpatched clothes, than to have a sound conscience.”

An altered version:

Thoreau believed that “there [was] greater anxiety, commonly, to have fashionable, or at least clean and unpatched clothes, than to have a sound conscience” (*Walden* 14).

A quotation may either be included in the text by enclosing it with quotation marks, or set off from the text in a block paragraph, which is single-spaced and without quotation marks. While brief quotations of no more than four typed lines can be retained in the body of the text, longer quotations should be put in block form.

How to Document

Parenthetical Notes (as used above)

In the past, writers used footnotes or endnotes to document their sources of information. Recently, many people have adopted the **parenthetical documentation system** because of its relative simplicity. This system calls for specific documentation information included in parentheses in the text of a paper. At the end of the research paper is an alphabetized listing, usually entitled “Works Cited,” of all sources used. When readers combine the parenthetical information in the text of the paper with the full bibliographic information in the “Works Cited” listing, they have the data they need to locate the source and find the specific portion used. In other words, the parenthetical reference gives the precise location for the source material, while the “Works Cited” listing gives full documentation data.

Basic Content

Parenthetical references in the text of your paper should give readers the following information:

- A reference to the opening of the corresponding entry in the “Works Cited” list (usually the author’s last name); and
- The location within that work of the material you’re documenting (usually a page number, and if needed, a volume number).

Basic Forms

Work with one name listed

When the “Works Cited” listing begins with only one person’s name, use the last name and the page reference: (Brown 287) or (Brown 287-89). If the name has a qualifier such as “ed.” or “trans.,” again use only the last name. If you include an author’s name in a sentence, you do not need to repeat it in the parenthetical citation that follows. Example: Brown has made a similar claim (287).

Work with two or three names listed

If the “Works Cited” entry opens with two or three names, include those names in the parenthetical reference: (Wesson and Jones 113) or (Smith, Jones, and Michaels 22).

Work by four or more authors

Use only the first author’s name and “et al.”: (Foster et al. 34-36).

Work with a group or computer service as author

Treat the group just like another author: (President’s Commission 478).

Works listed by title

If a “Works Cited” entry begins with the title, use the title, or a reasonably shortened version of it, in a parenthetical reference to the work.

Handout 2-G Avoiding Plagiarism and Giving Credit (cont.)

Multi-volume work

Usually give a volume number with the page reference: (Martin 2:45-47). This refers to pages 45 to 47 of volume 2 of a multi-volume work alphabetized in “Works Cited” under Martin.

Multiple works listed for the same name

When two or more works are alphabetized in “Works Cited” and have the same name, include in the parenthetical reference the title, or a shortened version of it, of the specific work you’re referring to. If two books are listed for William Faulkner, then a reference to one of them would look like this: (Faulkner, *Sanctuary*46).

Indirect reference

Although you should always attempt to find the original source for a quotation, sometimes you’ll have to quote information from a source that quotes the original. If you quote a quotation, add “qtd. in” (for “quoted in”) to the parenthetical reference: (qtd. in Thoreau 45).

Multiple works in a reference

To include two or more works in a single parenthetical reference, list individually and use semicolons to connect them: (Jackson 53-56; Morgan 15).

Website source

Include the author’s name; if the author is unknown, include the title of the website or enough of the Internet address so the reader can refer to the “Works Cited” list: (Portuguese Language Page) or (www.malakoff.com). In the “Works Cited” list, include the full Internet URL address for the website.

Placement in Text

Place the parenthetical references in the text of your paper so they interrupt the flow of thought as little as possible. Put the parentheses as close as reasonably possible at the end of the material you’ve documented, but always at the end of a clause or phrase so the reference doesn’t intrude. Usually the parenthetical reference can be placed at the end of a sentence **directly before the period**. Of course, don’t delay the parenthetical reference until the end of a sentence if readers could be confused about what material the reference documents.

EXAMPLES:

Despite his aversion to owning land, Thoreau at one point seriously considered purchasing the Hollowell farm (Thoreau 55-56).

Although Thoreau jubilantly tells his readers to “once and for all, as long as possible live free and uncommitted” (Thoreau 56), he neglects to mention that he is, in part, able to do this because his friend, Emerson, owns the land upon which he is residing.

Handout 2-H Self-Evaluation and Group-Evaluation Form

SELF-EVALUATION FORM

Name: _____

Proposal title: _____

Grade you expect to receive: _____ Explain why: _____

What are some significant ideas, facts, or inferences you learned from this topic?

How could this project have been improved? _____

GROUP-EVALUATION FORM

(Be sure to evaluate your own performance in the group.)

Name of Person #1 (yourself): _____

Strengths within this project: _____

Weaknesses within this project: _____

Comments: _____

Handout 2-H Self-Evaluation and Group-Evaluation Form (cont.)

Name of Person #2 _____

Strengths within this project: _____

Weaknesses within this project: _____

Comments: _____

Name of Person #3 _____

Strengths within this project: _____

Weaknesses within this project: _____

Comments: _____

Name of Person #4 _____

Strengths within this project: _____

Weaknesses within this project: _____

Comments: _____

Name of Person #5 _____

Strengths within this project: _____

Weaknesses within this project: _____

Comments: _____
