

What do Teaching, Publishing, & Collective Action have in common?

Posted on March 7, 2020 by Nikki Mandell

LAWCHA's Teaching Labor's Story project has an answer - NEW to the TLS project: Thematic Threads. Thematic threads are clusters of individually-written, topically-related TLS entries that span the project's ten chronological eras as well as the nation's geographic and demographic diversities. We invite all LAWCHA members to activate your membership by writing for one or more TLS thematic thread. Whatever your labor specialty, there's a thread(s) for you.

- Teacher unions and the labor of teaching (eg: teaching conditions & demographics- including race/ethnicity and gender; organizing movements; goals & strategies; sources of solidarity and conflict; outcomes).
- Immigration (eg: labor market & geographical segmentation- including race/ethnicity, gender and life-cycle; work conditions; labor organizing; role of the state)
- Race (eg: labor market & geographical segmentation- including gender and life-cycle; work conditions; labor organizing; role of the state)
- Role(s) of the State &/or Business/Employers (eg: forms and strategies of labor control; regulation & legislation; power relations & ideologies)
- Labor, Work and the Environment (eg: work process and ecology; agro- & resource-extractive labor; working class environmentalism; work conditions and health)
- Unions & Labor Organization (eg: forms of organization; strategies; ideologies; membership -including rank & file vs leadership)
- Workplace Actions & Resistance (eg: workplace culture; spontaneous & sanctioned strikes; lockouts; boycotts; strikes; goals and strategies; outcomes)
- War (eg: production; allocation of labor resources; work conditions; enduring impacts)

Teaching Labor's Story [TLS] is a peer-reviewed, crowd-sourced project that publishes annotated primary sources selected and organized for seamless incorporation into existing

history and social studies curriculum - middle and high school, college and university, and beyond. Our goal is to provide resources that will foster discussion and deepen understanding of labor, workers and their organizations as central characters in the historical narrative. Thematic intentionality will dissuade educators from approaching labor and working class history as a historical sidebar or 'one-off' foray.

TLS entries on other topics are always welcomed.

Check out the call for Contributions and the TLS Repository on this Teaching Resources page.

For more information contact Teaching Resources Committee chair, Nikki Mandell at mandelln@uww.edu

Author



• [Nikki Mandell](#)

Nikki Mandell is Professor Emerita at University of Wisconsin-Whitewater. She is the author of *The Corporation as Family: The Gendering of Corporate Welfare, 1890-1930* (2003) and co-author of *Thinking Like a Historian: Rethinking History Instruction* (2008) and project director of many teaching and public history initiatives, including Teaching Labor's Story for LAWCHA