Course Proposal for Tier 3 Capstone

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**1. Abbreviated Course Title**

 The Triangle Fire

**2. Full Course Title**

 The Triangle Shirtwaist Factory Fire: Interdisciplinary Perspectives

**3. Credits**

 Three (3) credits

**4. Course Components**

 Lecture

**5. Course Level**

 300-level

**6. Catalog Description**

This course examines the Triangle Shirtwaist Factory fire of March 25, 1911. Students study representations of the fire in the context of early twentieth-century social history, investigating how the memory and significance of the fire have reverberated nationally and internationally in literature, art, politics, and culture for over a century.

**7. Course Prerequisites or Co-requisites**

8 courses/24 credits in Gen Ed Tiers I and II.

**8. Rationale**

This course is proposed as a General Education Tier 3 Capstone course. Each student will focus for a significant part of the course on a capstone project in which he or she will undertake study in the modes of inquiry that best reflect his or her academic interests and are most appropriate for the chosen capstone project.

The course will be structured as an interdisciplinary learning community in which students learn from their classmates’ research projects but also exchange suggestions for sources and ideas drawn from their research on their own individual projects. When this course is offered in the spring semester, it will include the opportunity for students to participate in events and activities connected to the annual commemorations of the Triangle fire (in New York City).

Through an in-depth study of this singular historical event, which had important historical and cultural repercussions, students will be able to use the skills associated with the University-wide student learning goals that they have been developing during their studies in Tiers 1 and 2. Each student will demonstrate proficiency in the outcomes associated with at least two of the following university-wide learning goals:

* Effective writing skills
* Effective oral communication skills
* The ability to think critically to evaluate and solve problems
* Effective information and technology literacy skills
* Responsible citizenship in a culturally complex world

**9. Student Learning Outcomes**

As a Tier 3 Capstone course, the University-wide student learning goals that are covered and assessed on the Signature Assignments (the capstone projects themselves) will depend on the design of the individual projects proposed by students and approved by the instructor. However, course work and other assignments will emphasize the Tier 3 outcomes associated with Written Communication, Oral Communication, and Critical Thinking and Problem-Solving. While the specific learning goals covered in Signature Assignments will vary by individual capstone project, the whole class will be working on the following University-wide and discipline-specific learning outcomes:

**University-Wide Student Learning Outcomes**

**Tier 3 Written Communication Outcomes (T3WC)**

At the end of the course, students will be able to:

T3WC1 Demonstrate a thorough understanding of content, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

T3WC2 Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding and shaping the whole work.

T3WC3 Demonstrate detailed attention to, and successful execution of, a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.

T3WC4 Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

T3WC5 Use graceful language that skillfully communicates meaning to readers with clarify and fluency, and is virtually error-free.

**Tier 3 Oral Communication Outcomes (T3OC)**

At the end of the course, students will be able to:

T3OC1 Develop an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable and skillful and makes the content of the presentation cohesive.

T3OC2 Choose imaginative, memorable, and compelling language that is appropriate to audience and enhances the effectiveness of the presentation.

T3OC3 Use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling and the speaker appear polished and confident.

T3OC4 Use a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility/authority on the topic.

T3OC5 Communicate a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

**Tier 3 Critical Thinking and Problem Solving Outcomes (T3CTPS)**

At the end of the course, students will be able to:

T3CTPS1 Identify a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.

T3CTPS2 State an issue/problem that has been considered critically and described comprehensively, including all relevant information necessary for full understanding.

T3CTPS3 Take information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis; subject expert viewpoints to thorough questioning.

T3CTPS4 Thoroughly (systematically and methodically) analyze own and others’ assumptions; carefully evaluate the relevance of contexts when presenting a position.

T3CTPS5 State an imaginative specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue; synthesize others’ points of view within, and acknowledge limits of, position (perspective, thesis/hypothesis).

T3CTPS6 Skillfully develop all elements of the methodology or theoretical framework; synthesize appropriate methodology or theoretical frameworks from across disciplines or from relevant sub-disciplines.

T3CTPS7 Propose logical conclusions and related outcomes (consequences and implications) that reflect informed evaluation and ability to place evidence and perspectives discussed in priority order.

**Discipline-Specific Learning Outcomes**

At the end of the course, students will be able to:

1. Describe the significance of the Triangle Shirtwaist Factory fire in U.S. history and culture.
2. Explain the significance of the fire in immigrant and women’s cultural history.
3. Explain the national and international repercussions of the Triangle fire.
4. Define concepts such as immigration, labor union, garment factory, strike, legislation, reform, collective and individual trauma, commemoration, historical memory, literary and artistic representation.
5. Outline the history of the Triangle fire, including the events leading up to the fire, the fire itself and its immediate aftermath, and the immediate and long-term memory of the fire.
6. Summarize the content, focus, and/or arguments of primary and secondary sources on the fire.
7. Explain the reasons for the long-lasting national and international impact of the fire.
8. Interpret the ways in which historians, journalists, film-makers, artists, political activists, and writers have remembered the fire.
9. Synthesize the results of independent and classroom research on the fire in a critical or creative capstone project (creative projects will also include a research component).
10. Explain the methodological use of individual sources in the construction of the individual critical or creative capstone project.

**10. Instructional Procedures** (List recommended procedures for this course from the following: lectures, reading assignments, writing assignments, discussion, student presentations (individual and / or group), exhibitions, performances. Attach parenthetically the specific related Student Learning Outcomes listed in Section 9 to each (e.g., (Student Learning Outcomes a, c, h)).

1. Students will take notes in class to remember—and later apply to their oral and written work—key ideas discussed in the professor’s lectures, student presentations, and class discussion (these notes will help students to prepare for class discussion and will be essential to preparation for completion of the capstone project). (T3WC1; DS1-6);

2. Each student will give a topic presentation on a topic chosen from a list of broadly defined topics, or on a topic of his or her choice, related to the fire and approved by the instructor. The capstone project idea will emerge from the research and study leading to this presentation. The list will include sample topics such as the following:

* Triangle Shirtwaist Factory fire: the newspaper accounts
* Triangle Shirtwaist Factory fire: the trial
* Triangle Shirtwaist Factory fire: labor unions and activism
* Triangle Shirtwaist Factory fire: labor unions and activism – the role of women
* Triangle Shirtwaist Factory fire: fire safety regulations – before and after
* Triangle Shirtwaist Factory fire: immigrant history
* The economic impact of the fire on the families of the victims
* Economic issue related to the history of the Triangle factory
* The Triangle Shirtwaist Factory fire in Jewish American history and memory
* Tre Triangle Shirtwaist Factory fire in Italian American history and memory
* Triangle Shirtwaist Factory fire: history of garment workers
* Triangle Shirtwaist Factory fire: sweatshops –yesterday and today, global and local
* Triangle Shirtwaist Factory fire: poetry inspired by the fire
* Triangle Shirtwaist Factory fire: fiction inspired by the fire
* Triangle Shirtwaist fire: young adult fiction inspired by the fire
* Triangle Shirtwaist Factory fire: songs and performances inspired by the fire
* Triangle Shirtwaist Factory fire: creative writing project, musical or theater performance, or documentary film inspired by the fire
* Triangle Shirtwaist Factory fire: contemporary ways to remember the fire (“Remember the Triangle fire” coalitions)
* Triangle Shirtwaist Factory fire: collective trauma
* Triangle Shirtwaist Factory fire: toponomastics and commemoration
* Triangle Shirtwaist Factory fire: labor safety legislation before and after the fire
* Triangle Shirtwaist Factory fire in the history of New York City
* Triangle Shirtwaist Factory fire as a chapter in women’s history
* Triangle Shirtwaist Factory fire: living conditions of the working poor – the tenements
* Triangle Shirtwaist Factory fire: survivors and activism
* Triangle Shirtwaist Factory fire: the witnesses
* Triangle Shirtwaist Factory fire in newspaper accounts and commemoration
* Triangle Shirtwaist Factory fire: film and documentaries
* Teaching the Triangle fire in K-12
* The Triangle fire and social media
* The Triangle fire in artistic representations

(T3OC1-5; DS2, DS4, DS6);

3. Students will write a process journal (minimum of three single-spaced handwritten pages or approximately 500-700 words per week) in which they will describe their responses to the texts, lecture/class discussion, and other student presentations. In their process journal entries, students will also explore the ideas that will lead to the formulation of the topic of their capstone projects. The entries will also serve as a platform for students to apply and experiment with key concepts central to the course. Approximately every three weeks, they will submit two revised entries to the instructor. In addition, during weeks 4 through 14, every week students will submit a bullet-point recap of their ongoing research and writing work drawing from the journal (T3WC1-2, T3CTPS1; DS1-7);

4. Students will produce a final capstone project that will apply key concepts and ideas studied during the semester. This project will reflect each student’s specific academic (and possibly professional) interests while also deepening and contributing to the themes of the course. The capstone project will incorporate a minimum of five references to sources. Students will work on this project in several stages:

1) 150-200-word proposal;

2) revised 300-400-word proposal;

3) annotated bibliography (each capstone project, regardless of whether it will be historical research, creative performance, or documentary, will be accompanied by an annotated bibliography in which students list the sources consulted for their project, describe the content of their sources, and explain how they used the sources in their project);

4) presentation on proposal and sources;

5) draft of capstone project;

6) final draft of capstone project (Signature Assignment);

7) presentation of final capstone project

(T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

5. Students will participate actively in class discussion through thoughtful responses to the texts and the issues and ideas presented by the instructor and other students (T3OC1-5; DS1-8).

6. Students will attend at least three conferences with the instructor during which they will discuss their progress on the presentation, the final project, and any other aspects of the course (T3OC5, T3CTPS1-3; DS1-7).

7. Student will work with one or two classmate in a study group and will exchange drafts of their capstone projects in order to give each other suggestions. (T3WC1, T3WC5)

8. Student will participate in a visit to the site of the Triangle fire in New York City as well as a commemorative event (when the course is offered in the spring) and will devote at least two process journal entries to the visit and event. Students who cannot participate in these activities will write a 1500-2000-word research paper with at least three sources on the subject of the Triangle Commemorative events (T3WC1-2, T3CTPS1; DS7).

**11. Course Content** (Provide a detailed outline that reflects the scheduling of the course content over the typically 15-week semester including finals week. Attach parenthetically the specific related Student Learning Outcomes listed in Section 9 to each week.)

Week 1-5.

During the first five weeks we will begin to study the Triangle fire by focusing on its many aspects as well as the perspectives from which it has considered: historical, social, economic, cultural. Students will choose from a list of broadly defined topics related to the fire for their topic presentation. Students will conduct detailed research on their chosen topic. From this research, they will begin to tailor a more narrowly defined focus and approach that will then lead to the formulation of the topic for the individual capstone project.

Week 1 **Introduction**

Overview of course content and requirements

 Why a course on the Triangle Fire: Interdisciplinary Perspectives

Students sign up for presentations

Class participation (T3OC1-5; DS1-8)

Week 2 **Before the Fire: Immigrant communities and garment factory work; labor strikes**

Jennifer Guglielmo, “How *la sartina* Became a Labor Migrant” (in *Embroidered Stories*; on reserve at the library)

 David Von Drehle, ch. 1-4

 http://trianglefire.ilr.cornell.edu/

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

Week 3 **The Fire**

Leon Stein, Part 1

 David Von Drehle, ch. 5 and 6

http://trianglefire.ilr.cornell.edu/story/fire.html?sto\_sec=fire

Submit Revised Journal Entries # 1-2

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

Week 4 **The Trial**

Leon Stein, Part 2

 David Von Drehle, ch. 9

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

Week 5 **After the Fire: New labor legislation and fire safety regulations**

Leon Stein, Part 2

David Von Drehle, ch. 8

Ellen Wiley Todd

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

Weeks 5-10

We will study specific social, historical, and economic repercussions of the fire, nationally and internationally, and will look closely at the literary and artistic representations of the fire. We will also consider the many ways in which the fire has been remembered and commemorated in contexts that bridge the personal and the political. Students will give in-class presentations on the research they are conducting and will meet in individual conferences with the instructor to define the terms, methods, and scope of the capstone project.

Week 6 **Representing the Fire**

Karen Kovacik

 Annelise Orleck, ch. 2

Submit Revised Journal Entries # 3-4

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

Week 7 **Literary representations of the Fire**

 Janet Zandy, “The Fire Poems” with poetry selection

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Topic presentation research (T3OC1-5; DS2, DS4, DS6)

 Capstone Project proposal work (T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

Week 8 **Literary representations of the Fire**

Paola Corso

Class participation (T3OC1-5; DS1-8)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Submit Capstone Project Proposal with Sources (T3WC1-5, T3OC1-5,

T3CTPS1-5; DS8-10)

Week 9 **Visit to the site of the Fire and participation in commemorative event**

Site Visit/Commemoration Event (T3WC1-2, T3CTPS1; DS7)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Note-Taking (T3WC1; DS1-6)

Class participation (T3OC1-5; DS1-8)

Study Group work (T3WC1, T3WC5)

Capstone Project work (T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

Week 10 **Remembering the Fire: U.S. and Global Perspectives**

Phyllis Capello

 Annie Lanzillotto

Submit Revised Journal Entries # 5-6 (T3WC1-2, T3CTPS1; DS1-7)

Class participation (T3OC1-5; DS1-8)

Study Group work (T3WC1, T3WC5)

Note-Taking (T3WC1; DS1-6)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Submit Annotated Bibliography for Capstone Project (T3WC1-5, T3CTPS1-5;

DS8-10)

Capstone Project Proposal Presentations (T3WC1-5, T3OC1-5, T3CTPS1-5;

DS8-10)

Weeks 11-15

The third part of the semester will be structured around presentations of the capstone projects. Students will present their work-in-progress to the class and discuss methodological issues and challenges while also drawing from the collective growing class expertise on the fire to refine, deepen, and focus their projects. Students will continue to attend individual conferences with the instructor and submit preliminary drafts of their projects for comments.

Week 11 **Significance and Methods of Commemoration: The Triangle Fire today**

 Ester Rizzo Licata

 Edvige Giunta, “The Reality of a Bridge”

Submit Draft of Capstone Project (T3WC1-5, T3CTPS1-5; DS8-10)

Class participation (T3OC1-5; DS1-8)

Note-Taking (T3WC1; DS1-6)

Study Group work (T3WC1, T3WC5)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Week 12 **Integrating Sources**

 David Von Drehle, Notes on Sources (pp. 317-0)

 http://trianglefire.ilr.cornell.edu/supplemental/index.html

Class participation (T3OC1-5; DS1-8)

Note-Taking (T3WC1; DS1-6)

Study Group work (T3WC1, T3WC5)

Process Journal (T3WC1-2, T3CTPS1; DS1-7)

Capstone Project work (T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

Week 13 **Structure and point of view in your capstone project**

Bring draft of capstone project for group workshop (T3WC1-5, T3OC1-5,

T3CTPS1-5; DS8-10)

Submit Revised Journal Entries # 7-8 (T3WC1-2, T3CTPS1; DS1-7)

Class participation (T3OC1-5; DS1-8)

Study Group work (T3WC1, T3WC5)

Note-Taking (T3WC1; DS1-6)

Week 14 **Capstone Project final presentations**

Class participation (T3OC1-5; DS1-8)

Study Group work (T3WC1, T3WC5)

Capstone Project work (T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

Note-Taking (T3WC1; DS1-6)

Week 15 **Capstone Project final presentations**

Class participation (T3OC1-5; DS1-8)

Study Group work (T3WC1, T3WC5)

Capstone Project work (T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10)

Note-Taking (T3WC1; DS1-6)

Week 16 Finals Week. Submit Capstone project with annotated bibliography to instructor.

 Submit Final Capstone Project (Signature Assignment) to Tk20.

In lieu of a final exam, students will participate in a panel discussion open to the NJCU community in which they will present the results of their individual and collective coursework.

**12. Undergraduate General Education Courses**

1. **Tier:** This course is proposed as a Tier 3 Capstone. It is designed to serve as the culmination of General Education at NJCU. Students work individually and with peers to design, develop, complete, and present research or creative projects. It provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. It also provides an opportunity for students to integrate their work in General Education with early work in the major.
2. **Mode of Inquiry**: Tier 3 capstone courses are not offered in specific modes of inquiry. The topic of the course, The Triangle Shirtwaist Factory fire, is approachable from many disciplinary perspectives. The course is designed to attract students from a variety of major fields of interest and to provide them with an opportunity to reflect on and synthesize the methodologies and perspectives encountered in Tiers 1 and 2. Individual student projects may participate in one or two modes of inquiry to be proposed by the student and approved by the professor.
3. **Department(s) or academic unit(s)**: English (ENGL)
4. **The Signature Assignment(s) must be described in detail in Item 12d and identified in Items 10, 11, and 16.**

The individual capstone project will serve as the Signature Assignment for the course.

Each student’s capstone topic and mode(s) of inquiry as well as the two university-wide student learning goals chosen for the project must be approved by the instructor. Students will then initiate research in the chosen/approved topic and begin to tailor a more narrowly defined approach that will then translate into the individual final project. Students will give presentations to the class on the research they have been conducting. They will also meet with the instructor for individual conferences to define the terms, methods, and scope of the capstone project.

Students will present their work-in-progress and discuss methodological issues and challenges while also drawing from the growing collective class expertise on the fire to refine, deepen, and focus their projects. Students will give presentations of final capstone projects and participate in discussions of their projects with the class.

Each capstone project, regardless of whether it consists of historical research, creative production or performance, or documentary, will be accompanied by an annotated bibliography in which students describe each source they have used to produce their project and explain how they used each sources in their project. The capstone project and its accompanying bibliographic essay will together constitute the Signature Assignment for the course to be submitted for programmatic assessment.

As explained in Item 9 above, the University-wide student learning goals that are covered and assessed on the Signature Assignments (the capstone projects themselves) will depend on the design of the individual projects proposed by students and approved by the instructor.

**13. Graduate Course Status**

 N/A

**14. Degree Requirements**

 N/A

**15. Specialized Accreditation, Certification, and Licensure**

 N/A

**16. Assessment/Evaluation of Student Outcomes and Determining Student Grades** (List the methods that will be used to evaluate students (e.g. examinations, writing assignments, class participation, presentations, performances), attaching parenthetically the specific related Student Learning Outcomes listed in Section 9 to each. Please note that all **General Education** courseswill be required to participate in programmatic assessment activities that are distinct and separate from those addressed in Section 16.)

Students will receive instruction in the following NJCU University-wide learning goals: critical thinking and problem-solving, written communication, and oral communication. The associated General Education outcomes for Tier 3 as well as the discipline-specific learning outcomes for the course will be presented to students, whose achievement of these outcomes will contribute to the determination of individual assignment grades where appropriate (including the Signature Assignment).

**Measures for Determining Grades**

Process Journal 10%

(T3WC1-2, T3CTPS1; DS1-7)

Topic Presentation 10%

(T3OC1-5; DS2, DS4, DS6)

Capstone Project

(includes proposals, drafts, presentations, and annotated bibliography 60%

*The Capstone Project itself will be submitted as the Signature Assignment for the course.*

(the University-wide student learning goals that are covered and assessed on the Signature Assignments [the capstone projects themselves] will depend on the design of the individual projects proposed by students and approved by the instructor. *Each Signature Assignment will cover at least two University-wide student learning goals for programmatic assessment purposes.* Students will also be working on the following learning outcomes: T3WC1-5, T3OC1-5, T3CTPS1-5; DS8-10.)

Class participation

(includes in-class writing and other homework assignments) 20%

(T3OC1-5; DS1-8)

**17. Bibliography**

(MLA style)

1. **Required Text(s)**

Capello Phyllis. Selected poems from *Embroidered Stories: Interpreting Women’s Domestic*

*Needlework from the Italian Diaspora*. Eds. Edvige Giunta and Joseph Sciorra eds. Jackson, MS: U of Mississippi P, 2014. Print.

Corso, Paola. *Once I Was Told the Air Was Not for Breathing*. Madison, WI: U of Wisconsin

Parallel Press, 2012. Print.

Giunta, Edvige. “The Reality of a Bridge.” *i-italy (*May 23, 2014).

 <http://www.iitaly.org/38077/reality-bridge>. Web.

Guglielmo, Jennifer. “How *la sartina* Became a Labor Migrant.” *Embroidered Stories*

Kovacik, Karen "Words of Fire for Our Generation: Contemporary Working-Poets on the

Triangle Fire," *Women's Studies Quarterly* 26. 1-2 (Spring 1998): 137. Print.

Lanzillotto, Annie. Selected poems from *Schistsong.* New York: Bordighera, 2013. Print.

Sergel, Ruth. "Remember the Triangle Fire Coalition." *NYU Law: Journal of Legislation and*

*Social Policy* 14.3 (2011). Print.

Stein, Leon. *The Triangle Fire*. New York: A Carroll & Graf/Quicksilver Book, 1962. Print.

Todd, Ellen Wiley. "Remembering the Unknowns: The Longman Memorial and the 1911

Triangle Shirtwaist Fire." *American Art* 23.3 (Fall 2009): 60-80. Print.

Von Drehle, David. *Triangle: The Fire That Changed America*. New York: Atlantic Monthly

 Press, 2003. Print.

Weber, Katharine. *Triangle: A Novel*. New York: Farrar, Straus, Giroux, 2006. Print.

Zandy, Janet. “An Essay about Triangle Fire Poetry.”

<http://www.english.illinois.edu/maps/poets/m_r/pinsky/zandy.htm>. Web.

\_\_\_\_\_. “The Fire Poems.” *What We Hold in Common: An Introduction to Working-Class*

 *Studies*. Ed. Janet Zandy. New York: The Feminist Press at CUNY, 1998. 154-62. Print.

1. **Supporting Bibliography** (Include a minimum of twenty sources.),

Auch, May Jane*. Ashes of Roses*. New York: H. Holt, 2002. Print.

Bader, Bonnie. *East Side Story*. New York: Silver Moon Press, 1993. Print.

Behrens, Eric G. "The Triangle Shirtwaist Company Fire of 1911: A Lesson in Legislative

 Manipulation" *Texas Law Review* 62.2 (1983): 361-387. Print.

Binder, Frederick M., and David M. Reimers, eds. *The Way We Lived: Essays and Documents in*

 *American Social History*, 2 volumes. Lexington, MA: D.C. Heath, 1988. Print.

Bogen, Nancy. *Bobe Mayse: A Tale of Washington Square*. New York: Twickenham Press,

 1993. Print.

Cannarella, Deborah. "Touched by the Flames: Sarah Sorenson, 1888-1992," *Piecework*

 (Sept./Oct. 1993): 46-47. Print.

*Classics of the Courtroom, Vol. I: The Summations of Max Steuer& Joseph Proskauer in*

*Oppenheim vs. Metropolitan Street Railways; & Max Steuer's Cross Examination of Kate Alterman in People vs. Harris & Blanck*. The Professional Education Group, Inc., 1987. Print.

Daigon, Ruth. *Payday at the Triangle*. Concord, CA: Small Poetry Press, 2001. Print.

Dash, Joan. *We Shall Not Be Moved: The Women's Factory Strike of 1909*. New York:

 Scholastic, 1996. Print.

De Angelis, Gina. *The Triangle Shirtwaist Company Fire of 1911*. Philadelphia: Chelsea House

 Publishers, 2001. Print.

Diamond, Barbara Goldin. *Fire*. New York: Viking, Penguin, 1992. Print.

Downey, Fairfax Davis. *Disaster Fighters*. New York: Putnam, 1938. Print.

Dreier, Peter, and Donald Cohen. "The Fire Last Time: Labor, Business, and the Forgotten

Lessons of a Disaster That Happened 100 Years Ago This Month" *The New Republic*, March 12, 2011.

<http://www.tnr.com/article/politics/85134/wisconsin-unions-walker-triangle-shirtwaist-fire?page=0,0>. Web.

Fell, Mary. *The Triangle Fire: A Poem*. Minneapolis: Shadow Press, 1983. Print.

Greenwald, Richard A. "The Burning Building at 23 Washington Place: The Triangle Fire,

Workers, and Reformers in Progressive Era New York," *New York History* 83.1 (Winter 2002):55-91. Print.

Greenwald, Richard A. *The Triangle Fire, The Protocols of Peace, and Industrial Democracy in*

*Progressive Era New York*. Philadelphia: Temple UP, 2005. Print.

Haddix, Margaret Peterson. *Uprising*. New York: Simon & Schuster Children's Publishing,

2007. Print.

Hoffman, Alice. *The Museum of Extraordinary Things: A Novel*. New York: Scribner, 2014.

Print.

Huibregtse, Jon R. "The Triangle Fire." *Journal of Labor Research*  23.4 (2002): 696-697. Print.

Kent, Zachary. *The Story of the Triangle Factory Fire*. Cornerstones of Freedom Series.

 Chicago: Children's Press, 1989. Print.

Kerr, Thomas J. IV. "The New York Factory Investigating Commission and the Minimum Wage

 Movement." *Labor History* 12.3 (1971): 373-391. Print.

LaGumina, Salvatore J. "Reflections of an Italian-American Worker." *Journal of Ethnic Studies*

3.2 (1975): 65-77. Print.

Llewellyn, Chris. *Fragments from the Fire: The Triangle Shirtwaist Company Fire of March 25,*

 *1911: Poems*. New York: Penguin, 1987. Print.

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1. **Relevant Periodical Sources** (Include a minimum of five journals / periodicals.),

*International Labor and Working Class History.*

*International Socialist Review.*

*The Ladies' Garment Worker*.

*Labor: Studies in Working Class History of the Americas.*

*Women’s Studies Quarterly* (*WSQ*)

**d. Relevant Online Materials**, including web addresses,

The 1911 Triangle Factory Fire. <http://trianglefire.ilr.cornell.edu/>

Remember the Triangle Fire Coalition. <http://rememberthetrianglefire.org/>

Working Class Perspectives <https://workingclassstudies.wordpress.com/tag/working-class-studies-association/>

**e. Relevant Audiovisual Materials**.

*The Triangle Factory Fire Scandal.* Dir. Mel Stuart. 1979.

*Triangle Fire.* Dir. Jamila Wignot. PBS. American Experience. 2011.

*Triangle: Remembering the Fire*. Dir. Daphne Pinkerson. HBO. 2011.

**18. Budget**

Cost of public transportation and lunch for one or two trips to New York City for 15 students

**19. Enrollment and Scheduling**

Each spring semester (more or less frequently, depending on need).

The recommended maximum enrollment for Tier 3 Capstone courses is 15 students.