

## 575:202:05 History of Labor and Work in the US from 1880 to 1945

Professor: Dr. Christopher Hayes  
Class meetings: Wednesday, 6:40 to 9:30, SERC 210  
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### INTRODUCTION

This course will explore the history of working people in the United States from the end of Reconstruction through the end of World War II. Through looking at labor history, we will learn about social and political history as well. This course is aimed primarily at students who have little or no experience with college-level history and assumes no prior knowledge of the historical developments we will cover.

### LEARNING OBJECTIVES

The student is able to:

#### **Core Curriculum: SCL, HST, WCr and WCd**

- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal M)
- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal N)
- Explain the development of some aspect of society or culture over time. (Goal K)
- Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence and arguments. (Goal L)
- Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision. (Goal S)
- Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal T)

#### **School of Management and Labor Relations:**

- Communicate effectively at a level and in modes appropriate to an entry-level professional. (Goal I)
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

#### **Labor Studies and Employment Relations Department:**

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1)
- Make an argument using contemporary or historical evidence. (Goal 4)

### REQUIRED TEXT

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 2* (Third Edition, ISBN 978-0312446925)

The textbook will be provided to you as PDF files on Sakai, but used copies are quite inexpensive online, if you desire a tangible version.

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### **NO COMPUTERS**

Seriously. No laptops, no tablets, no phones. Computers in class tempt us to multitask (it happens to me!), but you're not here for that. What people do on their computers in a group setting can be distracting. Plus, best of all, taking notes on paper is better for your understanding! See for yourself:

[www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html](http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html)

[www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

[www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659](http://www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659)

[www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

[www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/](http://www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/)

[www.kon.org/urc/v12/duran.html](http://www.kon.org/urc/v12/duran.html)

Choosing to ignore this policy will negatively impact your grade for attendance and participation.

### **YOUR RESPONSIBILITIES**

Read the syllabus

Be here on time

Pay attention

Do the readings

Turn in your assignments on time

Make sure your assignments are submitted

Find out what you missed if you are unable to attend

### **EVALUATION**

#### **Papers**

You will write two papers this semester, on topics to be announced. Each accounts for 20% of your final grade. You will write several drafts of each. All are mandatory, as is participation in peer review. If you miss a peer review session, it is your responsibility to make it up, or you will receive no credit for it. Each part of the process counts toward your final assignment grade. I expect an honest attempt at a full paper for all drafts. It is your responsibility to make sure you turn in each draft and your peer editing form. Otherwise, you will not receive credit, and your final grade on the assignment will be lowered.

#### **Lateness Policy**

All late assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. That is, a B paper will turn into a C paper if it is up to 24 hours late, and into a D paper if it is up to 48 hours late. While the drafts are not assigned letter grades, failing to turn them or turning them in late will have the same effect on the final draft you hand in for a grade.

If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please see me. Computer problems do not constitute personal emergencies!

**You must complete all written assignments in order to receive credit for this course.** We will turn back all assignments in a timely manner. If we do not turn back your assignment, it is your job to bring this to our attention. If you believe we have not recorded a grade for an assignment you have turned in, you must clear this up during the semester. After the semester is over, we will not be able to consider claims that you turned in an assignment if we have no record of it.

#### **Attendance**

As with any college course, you are expected to come to class every meeting, on time, for the duration of the meeting. If you have more than two unexcused absences, your final grade will be reduced by one full grade (e.g. from an A to a B). For every one after that, the same will happen. An excused absence would mean something along the lines of a medical emergency or a funeral and requires documentation. Leaving early and showing up late will count against you as well.

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If you miss an exam, a make-up exam will only be granted through an excused absence.

Being physically present is important, but you should strive to be mentally present as well. Being attentive and actively participating in class enhances your learning, as well as that of those around you. Someone (you, your parents, you in the future, Rutgers donors) is paying for you to be here, so try to get the most out of it. Contributing to class discussion is a very easy way to earn a higher overall grade in the course.

Coming to class every time, on time, which you are supposed to do anyway, and being attentive, meaning not engaging in distractions, including, but not limited to side conversations and use of electronic devices, will earn you 80% of the maximum attendance and participation grade. Actively participating in class will earn you more points.

### **Cheating/plagiarism**

There are serious consequences, including expulsion, for cheating and taking someone else's work without attribution. The university has clear, strict policies on these matters. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://academicintegrity.rutgers.edu/academic-integrity-policy/> The relevant parts are brief and straightforward. If you have any questions, please see me.

### **Exams**

There will be a first exam on October 24, and a second exam on December 12, both during regular class time.

Your final grade will be calculated as follows:

Class participation and attendance	20%
Paper I	20%
Paper II	20%
First exam	20%
Second exam	20%

### **Use of Class Materials**

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

CLASS SCHEDULE

<b>September 5</b> <b>Reading</b>	<b>Introduction and the failures of Reconstruction</b> <b>Who Built America? Chapter One</b>
<b>September 12</b> <b>Reading</b>	<b>The Gilded Age and the Chinese Exclusion Act</b> <b>Who Built America? Chapter Two</b>
<b>September 19</b> <b>Assignment</b>	<b>Immigration and urbanization</b> <b>Peer editing – first draft of first paper due</b>
<b>September 26</b> <b>Reading</b> <b>Assignment</b>	<b>Washington and Du Bois, and Imperialism</b> <b>Who Built America? Chapter Three</b> <b>Second draft of first paper due</b>
<b>October 3</b> <b>Reading</b>	<b>Populism and consumerism</b> <b>Who Built America? Chapter Four</b>
<b>October 10</b>	<b>Writing conferences</b>
<b>October 17</b> <b>Reading</b> <b>Assignment</b>	<b>The Progressive Era and lynching</b> <b>Who Built America? Chapter Five</b> <b>Final draft of first paper due</b>
<b>October 24</b>	<b>First exam and Immigration, part two</b>
<b>October 31</b> <b>Reading</b>	<b>World War I and the Great Migration</b> <b>Who Built America? Chapter Six</b>
<b>November 7</b> <b>Reading</b>	<b>The 1920s</b> <b>Who Built America? Chapter Seven</b>
<b>November 14</b> <b>Reading</b>	<b>Marcus Garvey and the Great Depression</b> <b>Who Built America? Chapter Eight</b>
<b>November 28</b> <b>Reading</b> <b>Assignment</b>	<b>The New Deal</b> <b>Who Built America? Chapter Nine</b> <b>Peer editing – first draft of second paper due</b>
<b>December 5</b> <b>Reading</b> <b>Assignment</b>	<b>World War II and Slavery by Another Name</b> <b>Who Built America? Chapter Ten</b> <b>Final draft of second paper due</b>
<b>December 12</b>	<b>Second exam</b>