

U.S. Labor and Work before the End of Reconstruction
Rutgers University 37:575:201:04
Spring 2019
LEC 137 Tuesday 12:35 – 3:35

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Course Description: This course will introduce the important developments and themes in the history of work in the Americas from the period of initial contact between European, African, and Native American civilizations through the period of Reconstruction after the American Civil War. The approach will center on the historical shifts that influenced the decisions that shaped early American concepts of work, including slavery, indentured servitude, free labor, and the rise and impact of industrialization and the early labor movement.

This course meets the writing distribution requirement for the School of Arts and Sciences. In addition to developing your own writing skills through writing successive drafts, you will learn to provide constructive feedback to other students' writing. At the conclusion of the course, students should demonstrate an increase in their knowledge and skills in writing and revising academic essays. Specifically, students should be able to:

- Enter into a dialogue with specialists in a particular field of study,
- Read essays and extract and explain key points and terms,
- Organize a paper from thesis, to topic sentence, to conclusion,
- Interact with texts by using meaningful citations in their papers,
- Use a range of sentence structures, and
- Write meaningful, clear, and organized papers.

Learning Objectives: This course covers several School of Arts and Sciences (SAS), School of Management and Labor Relations (SMLR), and Labor Studies and Employment Relations (LSER) Department learning objectives.

School of Arts and Sciences:

In the history and social science areas of the core (HST and SCL), students will be able to:

H: Understand the basis and development of human and societal endeavors across time and place.

K: Explain the development of some aspect of a society or culture over time.

L: Employ historical reasoning to study human endeavors

M: Understand different theories of human culture; social identity, economic entities,

political systems, and other forms of social organization.

In the writing and communication area of the core (WCr and WCd), students will be able to:

S1: Communicate complex ideas effectively, in standard written English, to a general audience.

S2: Provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts.

T: Communicate effectively in modes appropriate to a discipline or area of inquiry.

U: Evaluate and critically assess sources and use conventions of attribution and citation correctly.

V: Analyze and synthesize information and ideas from multiple sources to generate new insights.

School of Management and Labor Relations:

Students will be able to:

I: Communicate effectively at a level and in modes appropriate to an entry-level professional.

IV: Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

Labor Studies and Employment Relations Department:

Students will be able to:

I: Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.

4: Make an argument using contemporary or historical evidence.

Required Readings: Textbook: Clark & Hewitt, *Who Built America? Vol. 1: Working People and the Nation's History*, 3rd Edition, ISBN 978-0312446918 – available on Canvas

Other primary and secondary sources will also be available on Canvas (see weekly schedule for details).

Course Format and Requirements: This is a discussion-based class. Class time will also include short lectures, film viewings, writing workshops, and opportunities to pursue ideas related to students' interests. There will be 5 periodic, unannounced quizzes based on readings. These grades will be incorporated in the reading responses grade for the semester.

This course uses the Rutgers Canvas course management system, <https://tlt.rutgers.edu/canvas>. To log on, enter your Rutgers NetID and password. Click on the 2019SP 37:575:201:04 course and then use the menu on the left-hand side. Course announcements, assignments, resources (including all required readings), the syllabus, and other important information will be added to the site throughout the semester.

Attendance is mandatory. Two unexcused absences will result in a letter-grade penalty. Do not arrive late or leave early. If you are late or leave early, you will be charged with one half of a class absence. If you have a legitimate reason for your absence, lateness or need to leave early, it must be provided to us in writing in advance or immediately after the occurrence using the

University absence reporting website <https://sims.rutgers.edu/ssra/>. Not all absences will be excused.

Active participation is a key to success in this course. Come to class prepared, having already read the weekly assignments, and ready to actively engage in class discussions. You should have access to the reading materials in class (electronic or hard copy).

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. I will help you find resources. If you have difficulty with childcare, children are welcome in class under most circumstances (sick students and others should not come to class, for everyone's health).

Understand course and university requirements: Read the syllabus carefully and be sure you understand all the requirements.

Missed quizzes: All students are expected to take the scheduled in-class quizzes at the designated times. Make-up quizzes given for excused absences only.

Writing assignments: Students will write two 5-page essays related to course themes. Students will also write one 3-page assignment. See class schedule for related due dates. All written assignments for this class should be typed, double-spaced with 12-point Times New Roman font, and one-inch margins. They should be carefully edited and free of grammatical, spelling, or typographical errors. All essays need a purposeful title. Essays should directly answer the prompt question. When you can distill your answer down to one sentence, this is your thesis statement (argument). The body of your essay proves (or defends) your answer. This should be your analysis (defined as your thoughts/opinions plus reasoning/evidence), not a summary of readings or class discussion. No outside sources. All source material should come from class readings, discussion, and/or films. Use simple parenthetical citations (Author last name [comma] page number). For example (Clark & Hewitt, 312). Late papers will be penalized by one letter grade for each portion of 24 hours beyond the due date (up to one-day late, an A paper becomes a B paper). While you will not receive a separate grade on your drafts or peer-review of colleagues' papers, your active and timely participation will be calculated in your final participation grade. All drafts and final papers are due at the beginning of class. You will submit papers online through Canvas and you must bring 2 hard copies of paper 1 drafts to class for peer review exercises.

Academic Integrity: Academic integrity requires that all academic work be the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of this course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the

instructional unit. For more information on the Rutgers University Academic Integrity Policy, see <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The instructor for this course holds the copyright to the course teaching materials, including lecture slides, discussion questions, exams, and assignments. The copyrights to the readings and films belong to their rights holders (authors, producers, publishers, etc.). Students may not copy or distribute this material without the permission of the instructor. Unauthorized distributions of course materials are serious offenses. For more information on the Rutgers University Copyright Policy, see <http://policies.rutgers.edu/sites/policies/files/50.3.7-current.pdf>

Disability Statement: 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>. This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the [Rutgers Office of Disability Services](#) and then contact the instructor privately to discuss the specific situation as soon as possible.

Turnitin Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact me immediately.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes-conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

Communication/Email/Electronic Devices: Feel free to email me with questions, concerns, ideas, and/or issues that may arise during the semester. Remember to check the syllabus or Canvas resources for general questions before contacting me. I will reply to most emails within 24 hours. Students are responsible for looking for announcements or updates on Canvas.

Electronic devices are permitted in class for class-related tasks. If I feel your use of cell phones, laptops, or other devices are distracting you or other students, I will prohibit the use of electronic devices for the whole class for the rest of the semester. Do not disrupt class, do not use social media, do not check or reply to text messages, do not do other coursework during our class time, and keep electronic devices on silent. Violations will result in participation grade penalties.

Course evaluation:

Attendance	14	Reading responses	100
Participation	100	Paper 3 intro & outline	25
Paper 1 intro assignment	25	Paper 3	<u>100</u>
Paper 1	100	Total possible points	514
Paper 2	50		

Weekly schedule (may be subject to change; changes posted to Canvas and/or by email):

Week 1: 22 January – Introduction/What is History?/The Atlantic World

Read: syllabus & *Who Built America?* chapter 1

Week 2: 29 January – The Rise of Slave Societies

Read: *Who Built America?* chapter 2 & C.L.R. James, “The Old United States”

Assignment: Reading response upload – due by 11AM

Writing workshop

Week 3: 05 February – Colonial Society and Labor

Read: *Who Built America?* chapter 3

Assignment: Reading response upload – due by 11AM

Week 4: 12 February – Colonial Society and Labor – 2-hour class (leave early)

Read: *No reading this week*

Assignment: Paper 1 introduction due

In-class film: *A Midwife’s Tale*

Week 5: 19 February – Colonial Society and Labor

Read: *No reading this week*

Assignment: Paper 1 first draft due

Peer review workshop

Week 6: 26 February – Writing Consultation -NO CLASS – Schedule individual meetings

Read: *Who Built America?* chapter 4

Assignment: Reading response upload – due by 11AM

Week 7: 05 March – Revolution and Creating a New Nation

Read: *Who Built America?* chapter 5

Assignment: Paper 1 final draft due

Week 8: 12 March – Consolidation of Slavery in the South

Read: *Who Built America?* chapter 6

Assignment: American Revolution writing assignment due

Week 9: 19 March (SPRING BREAK)

Week 10: 26 March – Northern Society and Wage Labor

Read: *Who Built America?* chapter 7

Assignment: Reading response upload – due by 11AM

Week 11: 02 April – Slavery and Freedom in the New Republic

Read: Murolo, *From the Folks Who Brought You the Weekend*, chapter 3 & John Brown's last speech

In-class film: *The West*, "Death Runs Riot"

Week 12: 09 April – Civil War & Reconstruction

Read: Murolo, *From the Folks Who Brought You the Weekend*, chapter 4

Week 13: 16 April – Workers in a New Nation of Growth

Read: *Who Built America?* chapter 13 & Melvin Dubofsky, "Origins of the Knights of Labor"

Assignment: Reading response upload – due by 11AM

Week 14: 23 April – Workers in a New Nation of Growth

Read: *No reading this week*

Assignment: Paper 3 introduction and outline due

Week 15: 30 April (last day of class) – Working People in the United States

Read: *No reading this week*

Writing workshop and class wrap-up

Assignment: Paper 3 due 03 May 2019 at 11:59PM

No Final Exam