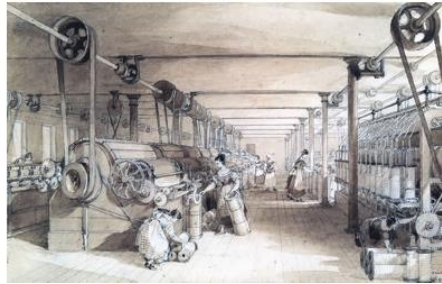


U.S. Labor and Work Before the End of Reconstruction

Rutgers University 37:575:201:01 *Tentative – Subject to Change*

Fall 2023



Course schedule: Tuesdays, 10:20 am - 1:20 pm, September 5 - December 12, 2023, Frelinghuysen Hall B4 (FH-B4), 611 George Street, New Brunswick NJ 08901.

Professor:

William Brucher, PhD, Assistant Teaching Professor, Labor Studies and Employment Relations (LSER) department, School of Management and Labor Relations (SMLR).

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Writing Instructors:

Sharvari Kolte, Master of Health Administration (MHA) program, Bloustein School, sk2683@scarletmail.rutgers.edu

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Course Description: This course examines 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 of the course centers 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 impacts of industrialization and the early labor movement.

Skills development: This course meets the writing distribution requirement for the School of Arts and Sciences. In addition to developing writing skills through writing successive drafts, students

will learn to provide constructive feedback to their peers. The course has additional writing instructors who will read and comment on drafts, meet with students for one-on-one conferences, and assess final papers. At the conclusion of the course, students will 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:

Students will learn to:

HST-1: Explain the development of some aspect of a society or culture over time.

SCL-1: Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

WCR: Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.

WCD: 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.

School of Management and Labor Relations:

Students will learn 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 learn 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.

Course Requirements:

1. **Read the entire syllabus** and make sure you understand it. This is your contract with your instructors.
2. **Be prepared for class.** Always complete any reading, discussion, and writing assignments by their due dates. Check your email regularly for class announcements.
3. **Participation.** For most weeks of this course, we will have in-person class meetings whenever possible or have synchronous (live) class meetings on Zoom should we have to go remote. In addition, we will have discussion forums or other assignments that you will complete over a course week. You should participate fully in these forums and assignments. If you have a legitimate reason for not being able to participate in course activities (due to COVID-19, serious illness, or another major reason), report it in writing in advance or as soon as possible using the University absence reporting website <https://sims.rutgers.edu/ssra/>. Not all absences will be excused. The participation grade will be based on the completion of eight discussion forums on assigned readings and videos throughout the semester, but points will be deducted for unexcused absences from class meetings.
4. **Absences due to illness.** If you are experiencing symptoms of COVID-19 or any other transmissible disease (cold, flu, etc.), or have been told to quarantine, you must remain at home and not attend in-person class meetings. Please report absences in writing in advance or as soon as possible using the University absence reporting website <https://sims.rutgers.edu/ssra/>. Medical documentation is not required for reporting absences. Students with excused absences will be able to make up missed course work.
5. **Covid-19 vaccine requirements and face masks.**

All Rutgers students, faculty, and staff are required to be [fully vaccinated](#) against Covid-19, obtain a booster when eligible, and upload records to the university vaccine portal.

As of October 2022, face masks are not required in most in-door settings on campus, including classrooms. For more information, see: <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

6. **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 <https://academicintegrity.rutgers.edu/>
7. **Copyright:** 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>
 8. **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, visit <https://ods.rutgers.edu/students/common-forms>
 9. **Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. This course 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.
 10. **Missed Exams:** All students are expected to take the scheduled midterm and final exams at the designated times.
 11. **Canvas:** This course uses the Rutgers Canvas course management system, accessible at <https://canvas.rutgers.edu>. Click "NetID Login" on the right side of the main Canvas site. Once you log in, you can access the course site by clicking the "Courses" tab. The course site features the syllabus and weekly modules with the reading, viewing, and writing assignments.
 12. **Paper Assignments:** All paper drafts, peer reviews, and writing conferences be completed for full credit. You will submit all drafts of your papers electronically on Canvas and they will be checked using Turnitin.
 13. **Lateness Policy:** All late paper assignments will be marked down 10 points for every 24-hour period they are late. All drafts, peer reviews, and writing conferences have point values. If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please contact your instructors.
 14. **Open Access and Affordable Textbooks Program:** This course has received an Open and Affordable Textbooks Program award from the Rutgers University Libraries. The OAT Program supports textbook affordability at Rutgers by encouraging courses to adopt educational materials that are freely available, available at a low cost (compared to similar courses), or part of the Rutgers University Libraries' electronic collections, and thereby free of charge to Rutgers University students. As a student in this course, you will be asked to provide feedback on this initiative at the end of the semester. The assigned course readings include the open-access edition of the textbook [*Who Built America?: Working People and the Nation's History*](#) published by the American Social

History Project and Center for Media and Learning at the City University of New York, the [Scarlet and Black open-access book volumes](#) published by the Rutgers Scarlet and Black Research Center and Rutgers University Press, and the [Labor Studies and Work open-access book series](#) published by the Temple University Press and Libraries. The assigned documentary films have been licensed for streaming by the Rutgers University Libraries. All of these course materials are available to Rutgers students free of charge.

15. **Assignment Points:** Assignments are assigned points (up to 1,000 total points for all course assignments)

Discussion forums: 200 points (8 discussion forums worth 25 points each; points deducted for unexcused absences for class meetings)

Paper 1: 200 points (25 points for the first draft and peer review; 25 points for the second draft and writing conference; 150 points for the final draft)

Midterm Exam: 200 points

Paper 2: 200 points (25 points for the first draft and peer review; 25 points for the second draft and writing conference; 150 points for the final draft)

Final Exam: 200 points

16. **Final Grades:** Here is how the 1,000 point grade scale translates into final letter grades:

900 to 1000 points = A	850 to 899 points = B+	750 to 799 points = C+	600 to 699 points = D
	800 to 849 points = B	700 to 749 points = C	0 to 599 points = F

The syllabus, schedule, and assignments are subject to change as the course evolves.

Weekly Class Schedule:

Week 1: Introduction, Course Requirements, and Historical Background – Sept. 5

Readings:

[Who Built America? Volume 1, Chapter 1](#) (beginning of the chapter through "The Need for Labor" section).

Camilla Townsend, et. al, Chapter 1: ["I am Old and Weak... and You are Young and Strong: The Intersecting Histories of Rutgers and the Lenni Lenape."](#) *Scarlet and Black Volume 1: Slavery and Dispossession in Rutgers History*, pages 6-31.

Assignment:

Week 1 Discussion: European Colonization and the Lenni Leanpe (initial posts due Sept. 9; replies due Sept. 11)

Week 2: The Rise of the Atlantic World – Sept. 12

Readings:

[Who Built America? Volume 1, Chapter 1](#) ("Native Americans: Decline, Resistance, Exchange" section through the "Conclusion" section).

Marcus Rediker, "[Life Under the Jolly Roger](#)," *The Wilson Quarterly*, Summer 1988.

Assignment:

Week 2 Discussion: Life Under the Jolly Roger (initial posts due Sept. 16; replies due Sept. 18)

Week 3: The Evolution of Slavery – Sept. 19

Readings:

[Who Built America? Volume 1, Chapter 2](#)

[Scarlet and Black Volume I: Slavery and Dispossession in Rutgers History](#) (read introduction and chapters 2 through 5 for Paper 1 assignment)

Assignment:

Week 3 Discussion: Indentured Servitude, Slavery, and Bacon's Rebellion in the Chesapeake Colonies (initial posts due Sept. 23; replies due Sept. 25)

Week 4: Colonial Society and Family Labor – Sept. 26

Reading and Video:

[Who Built America? Volume 1, Chapter 3](#) (read the beginning of the chapter through the "Establishment of the Middle Colonies" section, then read the "Rural Societies in the Eighteenth Century" section through the end of the chapter).

[A Midwife's Tale](#)

Assignments:

Paper 1 Draft 1 and Peer Review (draft 1 due at the start of class Sept. 26; peer review will be completed in class)

Paper 1 Draft 2 (due Sept. 27)

Week 5: Social Class and the American Revolution – Oct. 3

Readings:

[Who Built America? Volume 1, Chapter 4](#) (all sections)

[Who Built America? Volume 1, Chapter 5](#) (beginning of the chapter through The Limits and Possibilities of the Revolution section)

Assignment:

Week 5 Discussion: The American Revolution (initial posts due Oct. 7; replies due Oct. 9)

Week 6: Writing Conferences – Oct. 10

One-on-one writing conferences with writing instructors to prepare for Paper 1 Final Draft

Week 7: Slavery and Abolition – Oct. 17

Readings:

[Who Built America? Vol. 1, Chapter 6](#)

“Frederick Douglass Encounters Racial Violence in a Baltimore Shipyard” and “The Escape From Slavery of Frederick Douglass, Black Ship-Caulker” in [Philip S. Foner and Ronald L. Lewis, eds., The Black Worker, Volume 1: To 1896](#)

Assignments:

Paper 1 Final Draft (due Oct. 17)

Week 7 Discussion: Frederick Douglass (initial posts due Oct. 21; replies due Oct. 23)

Week 8: Midterm Exam – Oct. 24

Assignment:

Writing-based midterm exam to be completed during week 8

Week 9: The Growth of Wage Labor – Oct. 31

Readings:

[*Who Built America? Volume 1, Chapter 7*](#) (all sections)

[*Who Built America? Volume 1, Chapter 8*](#) (beginning of chapter through “Nativist Attacks on Immigrants, African Americans, and Workers” section)

[*“We Call On You to Deliver Us From the Tyrant’s Chain”: Lowell Women Workers Campaign for a Ten Hour Workday*](#)

Bruce Laurie, [*“We Are All Day Laborers”: The General Trades’ Union of the City and County of Philadelphia, 1833–1837*](#) (read for Paper 2 Assignment)

Assignment:

Week 9 Discussion: Republicanism and Wage Labor (initial posts due Nov. 4; replies due Nov. 6)

Week 10: Immigration and the Settlement of the West – Nov. 7

Readings and Video:

[*Who Built America? Volume 1, Chapter 9*](#) (“Extending the Empire for Slavery” section through the end of the chapter)

[*Who Built America? Volume 1, Chapter 10*](#) (beginning of the chapter through “The Fugitive Slave Law” section)

[*Becoming American: The Chinese Experience: Gold Mountain Dreams*](#)

Assignment:

Week 10 Discussion: Becoming American: The Chinese Experience (initial posts due Nov. 11; replies due Nov. 13)

Week 11: The Civil War and Reconstruction: America’s Second Revolution – Nov. 14

Readings:

[*Who Built America? Volume 1, Chapter 10*](#) (“Broken Covenant: The Kansas-Nebraska Act of 1854” section through the end of the chapter)

[*Who Built America? Volume 1, Chapter 11*](#) (all sections)

[*Who Built America? Volume 1, Chapter 12*](#) (all sections)

Assignments:

Paper 2 Draft 1 and Peer Review (draft 1 due at the start of class Nov. 14; peer review will be completed in class)

Paper 2 Draft 2 (due Nov. 15)

(No Class on Nov. 21 due to Thanksgiving course schedule changes)

Week 12: The Labor Question – Nov. 28

Readings and Video:

[Who Built America? Volume 1, Chapter 13](#) (all sections)

[1877: The Grand Army of Starvation](#)

Assignment:

Week 12 Discussion: 1877: The Grand Army of Starvation (initial posts due Dec. 2; replies due Dec. 4)

Week 13: Writing Conferences – Dec. 5

One-on-one writing conferences with writing instructors to prepare for Paper 2 Final Draft

Week 14: Final Paper Due and Final Exam Review – Dec. 12

Assignment:

Paper 2 Final Draft (due Dec. 12)

Final Exam schedule to be announced

Rutgers COVID-19 Information

For up-to-date information about Rutgers and COVID-19, visit <https://coronavirus.rutgers.edu>.

Additional Help With Writing

[The Rutgers Learning Centers](#) offers remote writing coaching services to students enrolled in this course.

Student Affairs

[The Office of the Dean of Students](#) provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

Health & Wellness

[Student Health & Wellness Services](#) provides health services to students on its various campuses through Student Health Centers.

Student Resources

[The Fall 2023 Information for SMLR students page](#) with links to resources for mental health, academic coaching, and financial assistance.

Scholarships for SMLR Students

[This page](#) contains information about scholarships available for current (and future!) SMLR students enrolled in the [LSER, LER, and HRM undergraduate programs](#) and the [MLER, MHRM, and IR/HR PhD graduate programs](#).

Technical Support

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Visit the [Canvas Video Guide](#)
- Contact [Rutgers IT Help Desk](#) (<https://it.rutgers.edu/help-support>, call 833-OIT-HELP)