

575:201:93 Labor and Work in the US before 1877 – Spring 2023

Professor: Dr. James Robinson
Class meetings: Fridays, 5:40PM-8:40PM (roughly)
Location: Online
Office hours: By Appointment
Zoom: <https://rutgers.zoom.us/my/jr1589?pwd=MDRYMkhCaGNIRkVQdE9EUDV1OXRWQT09>
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INTRODUCTION

History has often been presented as the story of how powerful people have changed human societies over the course of time, with presidents, generals, and the wealthy playing central roles. This course will turn the standard approach on its head and instead look at America and the changes it has undergone through the eyes of working people.

This class 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 cultures to the period up until end of Reconstruction. 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 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.

Teaching Transparency:

In the interest of fairness and in helping you to understand where your tuition dollars go, I want to be clear that I am classified as a part-time faculty member at Rutgers University, not a full-time instructor. Rutgers hires about 1,800 part-time lecturers, or PTLs, each semester to teach more than 30% of Rutgers' classes across all three campuses. We are paid per course at a fraction of what full-time faculty earn, and are not provided with job security or healthcare benefits. Our total salaries comprise less than 1% of Rutgers' overall budget.

All faculty contracts, both full- and part-time, expired June 30, 2022, and all Rutgers instructors have been working without a contract since. In this time of record inflation, faculty have essentially been forced to take a pay cut.

Our union's campaign for a fair contract is really about improving the quality of education at the university. Our working conditions are our students' learning conditions. Please reach out if you'd like to learn more.

SMLR Learning Objectives

Three Core Areas for Success in SMLR

The curriculum in the programs within SMLR focus on different areas (ie. HRM, LSER) and levels of study (ie. UG, Masters', PhD). Across these programs, we strive to advance students cognitive skills and processes, their Knowledge of Theory and Application, and develop their professional skills.

- 1) Cognitive Skills and Processes
- 2) Knowledge of Theory, Practice, and Application
- 3) Professional Development

Cognitive Skills and Processes

The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- Employ current technologies to access information, to conduct research, and to communicate findings
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Assess and critique relevant evidence and research findings
- Access high-quality historical, qualitative, and quantitative evidence or research
- Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issue

Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development –

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

REQUIRED TEXT

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 1* (Third Edition, ISBN 9780312446918)

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

YOUR RESPONSIBILITIES

Read the syllabus

Do the readings

Turn in your assignments on time

Make sure your assignments are submitted

Attend the meetings

EVALUATION

Attendance and Class Discussion

You are expected to come to class on time. I will have a sign-in spreadsheet link which you will mark. Class starts at 5:40, so sign in before then. If you arrive late, you'll need to mark an "L" next to your name. If you forget to do it, I won't know if you were actually in class or not, and you will be marked absent.

If I call on you, and you don't respond, I will assume you have just left your computer open and are not actually in attendance in the class. I will remove you from the class and mark you as absent. If you need to leave for an emergency, private message me in Zoom.

We will often discuss readings in the course. It is on you to come prepared to discuss issues related to the materials. Discussions will engage with the material, so class participation is required. If you don't keep up with the readings, you will not do well on this part of the course. Come ready to ask questions and answer questions as best as you can.

Discussion forums

For most classes, you will have discussion posts due on Canvas. I will post primary sources and several questions for you to answer about each. You are also required to respond to at least one of your discussion group members, for each discussion topic, which helps to make what you are doing actual discussions, one day later. All posts will be due on Wednesdays 11:59PM and response to a classmate's post on Thursdays 11:59PM.

For example: your first discussion posts will be due at 11:59 PM on Wednesday January 25th. Your response to at least one of your peers, in each discussion topic, will be due by 11:59 PM on Thursday, January 26th. See syllabus for specific dates.

Please indicate which questions you are answering, and separate each into its own paragraph.

Your initial answers and responses should both be substantive contributions, every time. A single-sentence answer and "I agree!" as a response will not earn credit. Please put some time into these, as they are not box-checking exercises to take up your time. I don't expect multiple-paragraph answers (though if you are really feeling it, go for it!), but these discussions are a prime method of learning, and the more work you put into them, the better off we all are. You must give at least one paragraph of 5 sentences per question answer, as well as the response to a classmate. Most weeks each topic will require you to answer two questions.

All discussions are mandatory, and any that you do not complete will result in a lower grade.

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I will drop two missed discussion posts at the end of the semester.

Written assignments

You will write two papers this semester, on topics to be announced. Each accounts for 20% of your final grade. You will write 2-3 drafts of each. All are mandatory, as is participation in peer review. If you miss a peer review, it is your responsibility to make it up, or you will receive no credit for it. Missing your writing conference, or coming unprepared, will earn you a significant reduction on your paper grade. Each part of the process counts toward your final assignment grade. I expect an honest attempt at a full paper for all drafts. Doing otherwise will negatively impact your grade. It is your responsibility to make sure you turn in each draft and your peer editing form. If you do not have a submission receipt from Canvas, then you have not submitted your essay, and you will be graded accordingly. Declining to make substantial changes to your drafts (unless otherwise advised) will result in a failing grade. Turning in no final paper, or turning in only a final paper, or turning in the same paper multiple times, will result in a zero.

Exams

There will be a first exam due March 31st, and a second exam due May 5th. They will be written long answer essays that are take-home exams (not in class.)

Lateness Policy

All late major assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. Turning in the wrong version will also result in loss of points. 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.

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.

Cheating/plagiarism

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

All major assignments are run through TurnItIn. This means it is extremely easy to catch cheating. Remember, if you copy something word for word, and try to present the work as your own without any citations, that counts as cheating, whether it was "intentional" or not.

Your final grade will be calculated as follows:

Class Attendance	10%
Discussion Posts	10%
Paper I	20%
Paper II	20%
First exam	20%

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Second exam

20%

I grade according the following grade breakdown:

A 89.5-100
B+ 84.5-89.49 B 79.5-84.49
C+ 74.5-79.49 C 69.5-74.49 D 59.5-69.49
F 0-59.49

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.

Statement on Abilities and Accommodations

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: ods.rutgers.edu/students/registration-form.

For extra support around mental health services, academics, and financial assistance:

<https://smlr.rutgers.edu/academic-programs/current-students>

Extra Credit Opportunities (competition of any of the three will result in adding 5 points to the lowest of your 4 major assignments. You may do more than one extra credit assignment.)

1. Tutor for New and Covid effected Students (Students who add the class late, you volunteer to catch them up.)
2. Student Evaluations (Email me a copy of the completed course evaluations at the end of the course)
3. Read the Frederick Douglass autobiography (any version will do) and write a 800 word review.

CLASS SCHEDULE

January 20 **Introduction**

January 27 **Rise of the Atlantic World**

Reading *Who Built America* Chapter One, King Alfonso Letter, Spanish New World Scene

Handing Out First paper prompt

Due Discussion Posts Wed January 25th 11:59PM, Response to classmate Thu January 26th 11:59PM

February 3 **The Evolution of Slavery**

Reading *Who Built America* Chapter Two, Barbot, South Carolina Slave Codes

Due Discussion Posts Wed February 1st 11:59PM, Response to classmate Thu February 2nd 11:59PM

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February 10	Family Labor and the Growth of Northern Colonies
Reading	<i>Who Built America</i> Chapter Three, Justifying Slavery (for paper, not for discussion posts), Indentured Contract, Byrd
Due	Outline of first paper (bring to class, for activity), Discussion Posts Wed February 8 th 11:59PM, Response to classmate Thu February 9 th 11:59PM
February 17	Securing Independence
Reading	<i>Who Built America</i> Chapter Four, Slaveholders Argue Against Abolition, The Right of Free Suffrage
Due	Discussion Posts Wed February 15 th 11:59PM, Response to classmate Thu February 16 th 11:59PM, First draft of first paper by classtime (Peer Reviews assigned after class)
February 24	Launching the New Republic
Reading	<i>Who Built America</i> Chapter Five, Shays, Jefferson
Due	Discussion Posts Wed February 22 nd 11:59PM, Response to classmate Thu February 23 rd 11:59PM Peer Review due Mon February 20th, Second draft of first paper by classtime (Feb 24)
March 3	The Transformation of American Society
Reading	<i>Who Built America</i> Chapter Six, Johnson
Due	Discussion Posts Wed March 1 st 11:59PM, Response to classmate Thu March 2 nd 11:59PM
March 10	Writing Conferences
March 17	SPRING BREAK
March 24	Northern Society and the Growth of Wage Labor
Reading	<i>Who Built America</i> Chapter Seven, Walker, Grimke
Handing Out	First exam prompt
Due	Discussion Posts Wed March 22 nd 11:59PM, Response to classmate Thu March 23 rd 11:59PM Final draft of first paper due by classtime, March 24th
March 31	The Old South and Slavery In Crisis
Reading	<i>Who Built America</i> Chapter Nine, Harriet A Jacobs, “ <i>Incidents in the Life of a Slave Girl, Written by Herself</i> ,” (1861), Rules of Highland Plantation
Handing Out	2 nd Paper Prompt
Due	Discussion Posts Wed March 29 th 11:59PM, Response to classmate Fri March 30 th 11:59PM, First exam by classtime
April 7	Immigration, The Age of Reform, Expansion and Sectional Conflict
Reading	<i>Who Built America</i> Chapter Eight, A Reporters Account of Lynn Women’s Mass Meeting During the Great Strike. (1860), Shackles and Dollars (Parry on Baptist)
Due	Discussion Posts Wed April 5 th 11:59PM, Response to classmate Thu April 6 th 11:59PM
April 14	From Compromise to Kansas and Harpers Ferry
Reading	<i>Who Built America</i> Chapter Ten, Douglass on 4 th of July, 15 Minute History podcast: Episode 105- Manisha Sinha, <i>Slavery and Abolition</i>

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Due Discussion Posts Wed April 12th 11:59PM, Response to classmate Thursday April 13th 11:59PM

First draft of second paper due by classtime

April 21

The Civil War

Reading

Who Built America Chapter Eleven, Cornerstone Speech, John Brown's Last Speech

Due

Discussion Posts Wed April 19th 11:59PM, Response to classmate Thu April 20th 11:59PM

April 28

Reconstruction

Reading

Who Built America Chapter Twelve, MLK Jr., Black Codes

Handout

Second exam prompt

Due

Discussion Posts due Thurs April 27th 11:59PM, no response to classmate due

Final draft of second paper due by classtime April 28th

May 5

Second exam due (by 11:59PM, no class)