
“History does not merely refer to the past . . . history is literally present in all we do.”

--James Baldwin

37:575:201:07

Spring 2023 Syllabus

Preliminary—Subject to Change

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Why study U.S. Labor and Work before the End of Reconstruction?

Reconstruction is just one part of the history James Baldwin wanted America to see. In that sense, the history of our nation remains an inspiration for those who hope to build a freer and more equal America. I am hoping that throughout the semester you will develop a deep appreciation for the continuance of Mr. Baldwin’s words.

How do I get in touch with my instructor?

I invite you to email questions that come up as you work through the readings. If you ever find you did not get the feedback that you needed on an assignment, then just email me, or, for that matter, email me about your thoughts, concerns, comments, or anything else on your mind.

Use the Inbox messaging tool in Canvas.

When a situation arises, how should I keep my instructor informed?

- If one of life’s unforeseen events prevents you from attending class or completing work, it’s best to inform me right away so that your issue is not left unattended and therefore unknown to me or brought up too late for me to adequately address and work with you in a timely manner.

- If you need accommodations, let me know as soon as possible. You have the right to have your needs met.

How can I be a good citizen in this class?

Be prepared and participate.

- The readings form the core of our class discussions, activities, and written assignments, so kindly come to class prepared.
- Attend each class. Please be punctual, out of respect for your fellow classmates who will be counting on your participation.
- You owe it to your peers to submit your work on time for peer review; you owe it to yourself to take full advantage of the points.

What should you be able to *know* and *do* by the end of this course? (CORE LEARNING OBJECTIVES)

- Explain the development of some aspect of society or culture over time. (HST)
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (SCL)
- 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 & revision. (WCr)
- 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. (WCd)

- Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations. (LSER Dept. 1)

- Make an argument using contemporary or historical evidence. (LSER 4)
- Analyze and synthesize information and ideas from multiple sources to generate new insights. (SMLR I)

How will I be evaluated?

You will be evaluated based upon the following: attendance, class discussions, small-group work, peer reviews, written assignments, and pre-class posts.

How are you graded?

Criteria	Points
Attendance	100
Peer Reviews (3)	45, 45, 45
Writing Assignments (3)	160, 210, 260
Pre-Class Posts (12)	120
In-Class Assignments (3)	5, 5, 5

	Important Due Dates
Writing Assignment I	Rough Draft due by February 22 at 11:59 a.m. In-class Peer Review due by February 22 at 7:30 p.m. Final Draft due by February 24 at 11:59 a.m.
Writing Assignment II	Writing Assignment II Posted March 8 Rough Draft due by March 22 at 11:59 a.m. In-class Peer Review due by March 22 at 7:30 p.m. Final Draft due by March 24 at 11:59 a.m.
Writing Assignment III	Writing Assignment III Posted April 12 Rough Draft due by April 26 at 11:59 a.m. In-class Peer Review due by April 26 at 7:30 p.m. Final Draft due by April 28 at 11:59 a.m.
Pre-Class Posts	Assigned each week—due dates are listed under the Assignments tab in Canvas
In-Class Assignment	Due date to be determined.

Modules	Assigned Readings/Videos
Academic Integrity & Understanding and Avoiding Plagiarism Discovery and First Contact	Videos: Academic Integrity & Understanding and Avoiding Plagiarism Video: <i>Columbus and the Age of Discovery</i>
Sources of Coerced Labor in the Colonies	<i>White Trash</i> pp. 17-28

	Video <i>Rock'n English</i>
Servitude and Slavery in the Chesapeake Colonies	<i>Many Thousands Gone</i> pp. 29-46 <i>Colonial America</i> pp. 51-65 Videos: <i>Zombie Nouns</i> <i>Terrible Transformation</i>
Race and Class in the Chesapeake Colonies	<i>Many Thousands Gone</i> pp. 109-141 <i>Jamestown: 1619</i> pp. 85-117 Videos: Paramedic Method & Points on Writing <i>Race: The Power of an Illusion</i>
The Culture of Artisan Work	<i>Tom Paine and Revolutionary America</i> pp. 28-39 "The First Unions" pp. 23-30
The Consolidation of Slavery in the South	<i>Cotton and Race</i> pp. 27-38; 50-60 <i>Masterless Men</i> pp. 62-89 Video: <i>Mill Times</i>
The Changing Nature of Work	Adam Smith, "Of the Division of Labor" Alexis de Tocqueville, "How an Aristocracy May Be Created by Manufactures" "Labor Strength in the 1830s" pp. 54-65
The Worsening of Work	"Metropolitan Industrialization" pp. 108-119
The Convict Leasing System in the South	<i>Slavery by Another Name</i> pp. 53-65 Video: <i>Slavery by another Name</i>
The Puddlers at Homestead	<i>The Battle for Homestead</i> pp. 47-56 Video: <i>Andrew Carnegie: The Richest Man in the World</i>
The "Railroad Chinese" in the West, and	<i>Ghosts of Gold Mountain</i> pp. 1-13; 138-164; 209-236 Video: <i>1877: The Grand Army of Starvation</i>
The 49'ers of West	Video: <i>The West: The Speck of the Future</i>

*Please see Course Essentials in Canvas for information on Turnitin, Academic Integrity, and Disability Services