DEVELOPMENT OF THE LABOR MOVEMENT I
SPRING 2012
RUTGERS UNIVERSITY
(37:575:201:01)

Note: Syllabus is subject to change.

Wednesday, 7:40-10:30pm
Scott Hall, Room 116, College Avenue Campus
Dr. Shawn Taylor
sktaylor@echo.rutgers.edu
Office Hours: By appointment
124 Loree
Douglass Campus
848-932-1662 (office phone)

COURSE DESCRIPTION:

This course begins with the European exploration and colonization of North America and ends in the late nineteenth-century with the Industrial Revolution in the United States. Course themes include bound, contract, indenture, and slave labor systems of early America; the culture of work and community of apprentice, journeymen, and master craftsmen in the world of the artisan's republic; the rise of merchant capitalism and the emergence of wage labor; the changing organization of work from handicraft to factory; workers' collective responses to technology, managerial control, and industrialization; and the impact on the lives of workers and those who transformed the United States into the world's preeminent industrial power.

LEARNING OBJECTIVES:

This class relates to the overall objective of a liberal arts education in the social science area. "A Rutgers SAS graduate will be able to:"

- Understand the basis and development of human and societal endeavors across time and place. *Throughout this course, you will gain an understanding of the rise and decline of various systems of coerced labor in pre-capitalist times in the American colonies and the parallel development of an emerging market economy in the United States and its system of wage labor. You will demonstrate this understanding through written work and class discussion.*

- Understand different theories of human culture, social identity, economic entities, political systems, and other forms of social organization. *The nation underwent profound economic, social, and political changes as it developed from an economy built on agriculture to one built on manufacturing. You will understand the changing nature of work, and the changing conditions, experiences, responses, and conduct of working people from the conflict between*

the free-labor North and the proslavery South to workers who sought to share in the nation's political ideals during the Industrial Revolution.

This course is designed to strengthen your skills in the following areas:

- understanding the evolution of work and worker movements in the United States from the Colonial Era, Early Republic, and Industrial Era;
- ability to identify and evaluate the main arguments in a historical text;
- ability to make an argument (written and oral) using historical and contemporary evidence;
- understanding the evolution of the fundamental laws/institutions governing employment relations;
- understanding and respect for people from diverse cultures and backgrounds

COURSE REQUIREMENTS AND GRADING:

This course uses the web-based classroom management system, ***Sakai***. All students who register for this course are required to have a working eden e-mail account. Once you are registered for the course, you will be granted access to the site. The web address is **www.sakai.rutgers.edu.** It is your responsibility to access course materials from this site using your eden Net ID and password.

Class Attendance (15%) and Participation (15%):

Your grade for class participation will be based on your ***active involvement*** in class discussion, small group work, in-class writing assignments, and overall engagement with the course material. Be sure to read carefully all required readings ***before*** the class meets so that you will be prepared to answer questions and discuss each of the readings in class. You are expected to bring a copy of the assigned readings to class and participate actively in the larger class discussion.

Class participation includes active, respectful listening as well as talking. Cell phones and other electronic devices must be turned off during class. This includes laptops and tablets. If you use any of these devices during class, you are distracting yourself, the instructor, and the students around you.

You will be marked absent if you use one of these devices during class.

This is not a correspondence course. You are expected to attend class regularly. I do not excuse absences. An attendance sheet will passed out at the beginning of class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Arriving late to class is disruptive and inappropriate. Students who repeatedly arrive late or leave at break will have their grade lowered.

If you have to leave early, see me before class; otherwise you are expected to remain until class is over. If you expect to miss a class, please use the University absence

reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An e-mail will be automatically sent to me.

Written Assignments (70%)

Writing well requires disciplined thinking, which, among other things, involves cognitive skills such as maintaining a cohesive train of thought and supporting ideas with adequate evidence. You will be given a writing rubric at the start of the semester, which use is twofold: 1) to set forth the expectations of your written work and 2) to consult when commenting on your peer's rough draft.

This course meets Goal S1 of the SAS core curriculum assessment rubric, *Student is able to: Communicate complex ideas effectively, in standard written English, to a general audience*, through the following:

Writing well requires disciplined thinking, which, among other things, involves cognitive skills such as maintaining a cohesive train of thought and supporting ideas with adequate evidence. You will be given a writing rubric at the start of the semester, which use is twofold: 1) to set forth the expectations of your written work and 2) to consult when commenting on your peer's rough draft.

You will be assigned three (3) take-home papers during the semester. The first writing assignment is worth 20%, and the second and third writing assignments are worth 25% each of your final grade. Each paper is 5 pages in length. All written assignments will be posted online at least two weeks before their due date, and you will submit your papers electronically through Sakai. Papers will also be returned through Sakai. All written assignments must be completed to receive credit for the course.

Late papers will be downgraded one full letter grade for each day they are late.

Peer Editing

This course meets Goal S2 of the SAS core curriculum assessment rubric, *Student is able to: Provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts*, through the following:

Peer editing will be done in class. Do your best to provide helpful feedback to the writer whose paper you review. Use the following checklist when commenting on your peer's paper:

Introductory paragraph

- ✓ Does the first paragraph open with a general statement related to the assignment and then gradually narrow to the paper's main argument or thesis? If not, what suggestions would make for improving the introduction?

Organization and Support

- ✓ Is each paragraph coherently unified around a clearly stated topic sentence that directly relates to the assignment? At what point(s) does the paragraph stray from what was initially promised in the topic sentence, or does the difficulty lie with the topic sentence itself?
- ✓ Are the sentences within paragraphs arranged in a way that clarifies their logical relationship or their importance? How could the elements within the sentences or the sentences themselves be better arranged? Does the write make good use of transitional words and phrases between sentences and paragraphs? What could improve the flow of the paper?
- ✓ Are assertions directly supported with specific and relevant examples or quotes the readings? How well are the quotes integrated into the sentences? Where should the writer do more to incorporate or quote from the readings? What passages or ideas from the readings should she or he especially consider?

Economy and Action

- ✓ Do sentences contain unnecessary words of phrases that obscure rather than clarify meaning? (*due to the fact that*, *during this time*, *the reason for this is that*)
- ✓ Are too many sentences written in the passive voice? (rather than *Indentured servants were punished by having their terms of service extended*, write *Planters punished indentured servants by extending their terms of service*.
- ✓ Do a number of sentences depend on nouns and adjectives at the expense of verbs? (rather than *An attempt was made to make a determination concerning why there was a failure on the part of the colonial government to prevent another insurrection from occurring*, write *The Virginia Assembly attempted to determine why the local government failed to prevent future insurrections.*

Once the peer review is complete, you will be given a chance to make revisions before submitting your final paper. You will also be required to complete a short online survey to elicit your comments about the peer review process.

In-Class Writing Instruction

Throughout the semester, you will learn how to improve your writing through a variety of in-class exercises. You will be given a short excerpt of an historical essay, for example, and asked to identify and discuss the analytic elements of a well-developed paragraph.

You will also come to understand basic sentence structures—simple, complex, compound, and compound-complex—and how these basic forms will help you to vary your sentence patterns. To master the forms, you will be given basic statements and then asked to write sentences that expand upon the subjects and verbs through the use of main and dependent clauses.

You will also be given photocopied representative sentences and passages from your papers, and then asked to consider their successes and the opportunities for revision they present. Through revision, you will recognize how every component of your sentences is related to the other components in a way that is clear and unambiguous. In other words, the structure of relationships between actor, actions, and the objects acted on.

Documenting Sources

When using the direct words from a source or the diction of an author, these words must be enclosed with quotation marks and cited. Even when you paraphrase a passage using your own words, you still must cite the original source of the idea. You must also site materials discussed in class. The citation must appear in parentheses at the end of the sentence. For example, (Clark, et. al., p. 72). The last page of your paper must include a "Works Cited" page. For example, Clark, Richard, et. al. (2008) ***Who Built America?*** (3rd ed.) Vol. I. Boston/New York: Bedford/St. Martin's.

Become familiar with the university's policy on plagiarism at http://teachx.rutgers.edu/integrity/policy.html. Using others' ideas without giving full credit will not be tolerated in your assignments. Plagiarized material will be given a failing grade and reported to the office of judicial affairs. I encourage you to see me if you have any questions about your papers.

A useful style and grammar resource can be found at http://andromeda.rutgers.edu/~jlynch/Writing/

Grading Criteria

A	**90-100%**
B+	**87-90%**
B	**80-86%**
C+	**77-80%**
C	**70-76%**
D	**60-69%**
F	**59% and below**

COURSE READINGS:

1. Required Book. The following required book is available for purchase at the Rutgers University Bookstore (732-246-8448), located near the New Brunswick train station.It may also be purchased online at bn.com.

Christopher Clark, et. al. *Who Built America? Working People and the Nation's History, Volume I: To 1877* (Bedford / St. Martin's Press, 2008)

2. Required Online Readings: In addition to the required books, all required excerpted readings are available through Sakai. Be sure to print out and read each of readings for each week and bring a copy the reading to class.

Selected Virginia Statutes Related to Slavery

Don Jordan and Michael Walsh, White Cargo: The Forgotten History of Britain's White Slaves in America

Eric Foner, "Tom Paine and Revolutionary America"

Adam Smith, The Wealth of Nations, Chapter 1, "Of the Division of Labor"

Alexis de Tocqueville, Democracy in America, "How an Aristocracy Can Be Created by Industry"

Sean Wilentz, "Metropolitan Industrialization"

Douglas Blackmon, Slavery by Another Name

Thomas Di Lorenzo, How Capitalism Saved America, Chapter 6, "How Capitalism Enriched the Working Class."

Melvyn Dubofsky, Industrialism and the American Worker, 1865-1920, Chapter 3, "Workers, Industry and Society"

IN-CLASS VIDEO EXCERPTS:

Excerpts of documentary films will be shown as they relate to course topics. Below is a list and brief description of each film:

Columbus and the Age of Discovery (1992) Part I, PBS Series commemorating the 500th anniversary of the voyages of Christopher Columbus. This episode examines the world of Columbus and the motivations behind his first voyage that would shape the West.

Africans in America: America's Journey through Slavery (1998) WGBH, Part II, The Terrible Transformation: From Indentured Servitude to Racial Slavery. This film documents British involvement in the trans-Atlantic slave trade as told through the classic slave narrative of Alaudah Equiano.

Mill Times (2001) This documentary and animated program explains the technological changes that transformed the making of textiles from Manchester, England, to Lowell, Massachusetts in the late 18th century.

The Great Hunger (1997) PBS series on the Irish in America. This episode explores the great potato famine, which precipitated the one of the world's largest mass emigration to America.

Race: The Power of an Illusion (2003) California Newsreel, in association with the Independent Television Service (ITVS). This film explores how the founders of the nation reconciled the principles of liberty, freedom, democracy on the one hand, and a system of slavery and exploitation of people who are non-white on the other.

1877: The Grand Army of Starvation (1984) American Social History Productions, Inc. This film presents a re-enactment of the great railroad strike and general uprising of 1877 that paralyzed the nation, where hundreds of railroad strikers and thousands of sympathizers across the country clashed with police, militia, and federal troops.

COURSE OUTLINE

Week 1 (January 28) INTRODUCTIONS AND OVERVIEW

No class readings
In-class video: Excerpt from, Christopher Columbus and the Age of Discovery

Week 2 (February 4) A MEETING OF THREE WORLDS: EUROPE, AFRICA, AND AMERICAN COLONIZATION, 1492-1680

Who Built America? pp. 7-36

American Colonies pp. 118-133 (Resources folder)

Week 3 (February 11) SERVITUDE, SLAVERY, AND THE GROWTH OF THE SOUTHERN COLONIES, 1620-1760

****Writing Assignment I Posted****

White Cargo pp. 75-112 (Resources folder)

American Colonies pp. 134-157 (Resources folder)

Jamestown Laws on Slavery a.k.a Virginia Statutes (Resources folder)

Week 4 (February 18) FAMILY LABOR AND THE GROWTH OF THE NORTHERN COLONIES, 1640-1760

American Colonies pp. 204-217 (Resources folder)

Who Built America? pp. 111-155

Week 5 (February 25) TOWARD REVOLUTION, 1750-1776

Writing Assignment I Due

Who Built America? pp. 160-209

In-class video excerpt: "The Terrible Transformation: From Indentured Servitude to Racial Slavery"

Week 6 (March 4) A REVOLUTION, CONSTITUTION, AND THE PEOPLE, 1776-1815

Who Built America? pp. 210-263

"Tom Paine and Revolutionary America" (Resources folder)

Week 7 (March 11) THE CONSOLIDATION OF SLAVERY IN THE SOUTH

Who Built America? pp. 265-323

Week 8 (March 18) SPRING BREAK (NO CLASS)

Week 9 (March 25) NORTHERN SOCIETY AND THE GROWTH OF WAGE LABOR, 1790-1837

Writing Assignment II Posted

Who Built America? pp. 324-375

Adam Smith, "Of the Division of Labor" (Resources folder)

Alexis de Tocqueville, "How an Aristocracy May Be Created by Manufactures" (Resources folder)

Week 10 (April 1) IMMIGRATION, URBAN LIFE, AND SOCIAL REFORM IN THE FREE-LABOR NORTH, 1838-1860

Who Built America? pp. 377-425

Sean Wilentz, "Metropolitan Industrialization" (Resources folder)

Week 11 (April 8) THE SPREAD OF SLAVERY AND THE CRISIS OF SOUTHERN SOCIETY, 1836-1848

Writing Assignment II Due

Who Built America? pp. 426-475

In class video excerpt: "Race: The Power of an Illusion"

Week 12 (April 15) THE SETTLEMENT OF THE WEST AND THE CONFLICT OVER SLAVE LABOR

Who Built America? pp. 483-527

In-class video: "The West: Speck of the Future"

Week 13 (April 22) THE CIVIL WAR: AMERICA'S SECOND REVOLUTION, 1861-1865

Writing Assignment III Posted

Who Built America? pp. 533-582

Thomas DiLorenzo, "How Capitalism Enriched the Working Class" (Resources folder)

Melvyn Dubofsky, "Industrialism and the American Worker" (Resources folder)

Week 14 (April 29)) RECONSTRUCTING THE NATION, 1865-1877

Who Built America? pp. 589-626

In-class video: Excerpt from, "1877: The Grand Army of Starvation"

Week 15 (May 6) NEW FRONTIERS: WESTWARD EXPANSION AND INDUSTRIAL GROWTH, 1865-1877

Writing Assignment III Due

Who Built America? pp. 633-675