

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

Note: Syllabus is subject to change.

Fall 2012; Monday, 6:10pm-9:00pm  
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**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 and economic prosperity 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 develop an argument clearly and persuasively;
- ability to support your argument with appropriate evidence;
- understanding and respect for people from diverse cultures and backgrounds

## **COURSE REQUIREMENTS AND GRADING:**

All course materials and assignments are kept on the classroom management system, Sakai. The web address is [www.http://sakai.rutgers.edu](http://sakai.rutgers.edu). You must have a working eden e-mail account, since this is the primary means of communication. You log into this site using your eden user name and password. It is your responsibility to access course materials from this site and check your e-mail.

### **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, iPads, and the like. 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 found using 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 be 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 are repeatedly absent, arrive late, or leave at break will have their final grade lowered.* 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%)**

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, which in turn will be submitted to

Turnitin. 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 the paper is late*.

## Peer Review

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 review 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 or 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? (For example, 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? (For example, 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 rewrite 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.

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

## **Grading Criteria**

<b>90 - 100 %</b>	<b>A</b>
<b>87 - 89%</b>	<b>B+</b>
<b>80 - 86%</b>	<b>B</b>
<b>77 - 79%</b>	<b>C+</b>
<b>70 - 76%</b>	<b>C</b>
<b>60 - 69%</b>	<b>D</b>
<b>&lt; 60%</b>	<b>F</b>

Points and percentages are used interchangeably.

## **COURSE READINGS:**

**1. Required Book.** The following required book is available for purchase at the Rutgers University Bookstore (732-246-8448), located behind the New Brunswick train station. It may also be bought 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 Readings:** In addition to the required book, all required excerpted readings are available on the Resources folder in Sakai. Print out each of the assignments for the week they are assigned and bring a copy to class with you. Bring your textbook to class as well.

### **IN-CLASS VIDEO EXCERPTS:**

**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 New World.

**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 Olaudah 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 18<sup>th</sup> century.

**Race: The Power of an Illusion** (2003) Episode 2: "The Story We Tell" examines how science provided the biological justification for explaining the innate differences between people and races based upon immutable physical characteristics.

**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.

**The West** (1996) Episode 3: "The Speck of the Future" examines the lives of prospectors during the California Gold Rush and the tragic fate of the Lakota tribe.

**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 (September 10) INTRODUCTIONS AND OVERVIEW**

In-class video: Excerpt from, Christopher Columbus and the Age of Discovery

#### **Week 2 (September 17) 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 (September 24) 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)  
Selected Laws on Slavery (Resources Folder)

**Week 4 (October 1) FAMILY LABOR AND THE GROWTH OF THE NORTHERN COLONIES, 1640-1760**

American Colonies pp. 204-217  
Who Built America? pp. 111-155

**Week 5 (October 8) 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 (October 15) REVOLUTION, CONSTITUTION, AND THE PEOPLE, 1776-1815**

Who Built America? pp. 210-263

"Tom Paine and Revolutionary America" (Resources Folder)

**Week 7 (October 22) THE CONSOLIDATION OF SLAVERY IN THE SOUTH, 1790-1836**

Who Built America? pp. 265-323

**Week 8 (October 29) 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"

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

In-class video excerpt, Mill Times

**Week 9 (November 5) 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)

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

**Week 10 (November 12) 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:** “The Great Hunger”

**Week 11 (November 19) THE SETTLEMENT OF THE WEST AND THE CONFLICT OVER SLAVE LABOR, 1848-1860**

Who Built America? pp. 483-531

Melvyn Dubofsky, “Industrialism and the American Worker” (Resources Folder)

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

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

**Week 12 (November 26) THE CIVIL WAR: AMERICA’S SECOND REVOLUTION, 1861-1865**

Who Built America? pp. 533-587

**\*Writing Assignment III Posted\***

**Week 13 (December 3) RECONSTRUCTING THE NATION, 1865-1877**

Who Built America? pp. 588-631

In-class video excerpt: "1877: The Grand Army of Starvation"

**Week 14 (December 10) NEW FRONTIERS: WESTWARD EXPANSION AND INDUSTRIAL GROWTH, 1865-1877**

**\*Writing Assignment III Due\***

Who Built America? pp. 632-679