

U.S. Labor and Work before the End of Reconstruction
Rutgers University 37:575:201:06
Fall 2018
LEC 137 Wednesday 12:35 – 3:35

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Course Description: This course 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 civilizations through the period of Reconstruction after the American Civil War. 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 meets the writing distribution requirement for the School of Arts and Sciences. In addition to developing your own writing skills through writing successive drafts, you will learn to provide constructive feedback to other students' writing. At the conclusion of the course, students should 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:

In the history and social science areas of the core (HST and SCL), students will be able to:

H: Understand the basis and development of human and societal endeavors across time and place.

K: Explain the development of some aspect of a society or culture over time.

L: Employ historical reasoning to study human endeavors

M: Understand different theories of human culture; social identity, economic entities,

political systems, and other forms of social organization.

In the writing and communication area of the core (WCr and WCd), students will be able to:

SI: Communicate complex ideas effectively, in standard written English, to a general audience.

S2: Provide and respond effectively to editorial feedback from peers and instructors/supervisors through successive drafts.

T: Communicate effectively in modes appropriate to a discipline or area of inquiry.

U: Evaluate and critically assess sources and use conventions of attribution and citation correctly.

V: Analyze and synthesize information and ideas from multiple sources to generate new insights.

School of Management and Labor Relations:

Students will be able 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 be able 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.

Required Readings: Textbook: Christopher Clark, et al, *Who Built America? Vol. 1: Working People and the Nation's History*, 3rd Edition, ISBN 978-0312446918 – available on Sakai

Other primary and secondary sources will also be available on Sakai (see weekly schedule for details)

Course Format and Requirements: Class time will include lectures, discussion, film viewing, writing workshops, and opportunities to pursue ideas related to students' interests. There may be periodic, unannounced quizzes based on readings. These grades will be incorporated in the participation grade for the semester.

This course uses the Rutgers Sakai course management system, <https://sakai.rutgers.edu>. To log on, enter your Rutgers ID and password in the upper right-hand corner. Click on the tab 37:575:201:06 and then click on modules on the menu on the left-hand side. Course announcements, assignments, resources (including online required readings), the syllabus, and other important information will be added to the site throughout the semester.

Attendance is mandatory. Two unexcused absences will result in a letter-grade penalty.

Do not arrive late or leave early. If you are late or leave early, you will be charged with one half of a class absence. If you have a legitimate reason for your absence, lateness or need to leave

early, it must be provided to us in writing in advance or immediately after the occurrence using the University absence reporting website <https://sims.rutgers.edu/ssra/>. Not all absences will be excused.

Active participation is a key to success in this course. Come to class prepared, having already read the weekly assignments, and ready to actively engage in class discussions. You should have access to the reading materials in class.

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. I will help you find resources. If you have difficulty with childcare, children are welcome in class under most circumstances (sick students and others should not come to class, for everyone's health).

Understand course and university requirements: Read the syllabus carefully and be sure you understand all the requirements.

Missed exams: All students are expected to take the scheduled in-class exams at the designated times. If you have an emergency, contact me ASAP. Make-up exams given for excused absences only.

Writing assignments: All drafts and final papers are due at the beginning of class. You will submit papers online through Sakai and you must bring 2 hard copies of drafts to class for peer review exercises.

Students will write two essays (with drafts) related to course themes. See class schedule for related due dates. All written assignments for this class should be typed, double-spaced with 12-point Times New Roman font, and one-inch margins. They should be carefully edited and free of grammatical, spelling, or typographical errors. All essays need a purposeful title.

Essays should directly answer the prompt question. When you can distill your answer down to one sentence, this is your thesis statement (argument). The body of your essays proves (or defends) your answer. This should be your analysis (defined as your thoughts/opinions plus reasoning/evidence), not a summary of readings or class discussion.

No outside sources. All source material should come from class readings, discussion, and/or films. Use simple parenthetical citations (Author last name, page number).

Late papers will be penalized by one letter grade for each portion of 24 hours beyond the due date (up to one-day late, an A paper becomes a B paper). While you will not receive a separate grade on your drafts or peer-review of colleagues' papers, your active and timely participation will be calculated in your final paper grade.

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 <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

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>

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, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the [Rutgers Office of Disability Services](#) and then contact the instructor privately to discuss the specific situation as soon as possible.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class 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.

Communication/Email/Electronic Devices: Feel free to email me with questions, concerns, ideas, and/or issues that may arise during the semester. Remember to check the syllabus or Sakai resources for general questions before contacting me. I will reply to most emails within 24 hours. Students are responsible for looking for announcements or updates on Sakai. I will post any changes to our schedule or course content.

Electronic devices are permitted in class for class-related tasks. If I feel your use of cell phones, laptops, or other devices are distracting you or other students, I will prohibit the use of electronic devices for the whole class for the rest of the semester. Do not disrupt class, do not use social media, do not check or reply to text messages, do not do other coursework during our class time, keep electronic devices on silent or vibrate.

Course evaluation:

Attendance and Participation 20%

Paper 1 20%

Paper 2 20%

Midterm 20%

Final 20%

Weekly schedule (may be subject to change; changes posted to Sakai and/or by email):

Week 1: 5 September – Introduction, What is History?, The Atlantic World

Read: syllabus; *Who Built America?*, chapter 1; C.L.R. James, “The Old United States”

Week 2: 12 September – The Rise of Slave Societies

Read: *Who Built America?*, chapter 2

Week 3: 19 September – Colonial Society and Labor

Read: *Who Built America?*, chapter 3

Assignment: **Paper 1 draft due** (upload to Sakai and bring 2 hard copies to class)

Week 4: 26 September – Revolution & Writing Conferences

Read: *Who Built America?*, chapter 4; Samuel Drowne, “Testimony on the Boston Massacre;” NY Mechanics, “Declaration of Independence”

Assignment: Each student will meet with either the professor or a writing assistant during class time

Week 5: 3 October – Creating a New Nation

Read: *Who Built America?*, chapter 5

Assignment: **Paper 1 final version due** (upload final version to Sakai and submit peer-reviewed drafts/reader comments at beginning of class)

Week 6: 10 October – Consolidation of Slavery in the South & Midterm Review

Read: *Who Built America?*, chapter 6; David Johnson, “Apprenticeship Life in the Artisan Shoe Shop”

Week 7: 17 October – Midterm Exam in class

Week 8: 24 October – Northern Society and Wage Labor

Read: *Who Built America?*, chapter 7; “A Reporter’s account of Lynn women’s mass meeting during the Great Strike”

Week 9: 31 October – Immigration, the Industrial Revolution and Social Reform

Read: *Who Built America?*, chapter 8

Week 10: 7 November – Slavery and Crisis

Read: *Who Built America?*, chapter 9; Frederick Douglass confronts working-class racism

Week 11: 14 November – Westward Expansion and Conflict over Slavery

Read: *Who Built America?*, chapter 10; John Brown's last speech

Week 12: 21 November (Thanksgiving week) – Civil War

Read: *Who Built America?*, chapter 11

Assignment: **Paper 2 draft due** (upload to Sakai and bring 2 hard copies to class)

Week 13: 28 November – Reconstruction & Writing Workshop

Read: *Who Built America?*, chapter 12; Martin Delany, "Advice to Former Slaves"

Week 14: 05 December – Workers in a New Nation of Growth & Final Exam Review

Read: *Who Built America?*, chapter 13

Assignment: **Paper 2 final version due** (upload to Sakai and submit peer-reviewed drafts/reader comments at beginning of class)

Week 15: 12 December (last day of class) – Final Exam