

**U.S. Labor and Work before the End of Reconstruction**  
**Rutgers University 37:575:201:06**  
**Fall 2020**  
**Online Asynchronous**

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Office hours: By appointment

**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 U.S. Civil War. We will discuss historical shifts that influenced early U.S. concepts of work, including slavery, indentured servitude, free labor, and the rise 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:*

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

**M:** Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

**S:** 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 and revision.

**T:** 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.

## **School of Management and Labor Relations:**

*Students will be able to:*

- 1:** Communicate effectively at a level and in modes appropriate to an entry-level professional.
- 4:** 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:*

- 1:** 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: Clark & Hewitt, *Who Built America? Vol. 1: Working People and the Nation's History*, 3<sup>rd</sup> Edition, ISBN 978-0312446918 – available on Canvas

Other primary and secondary sources will also be available on Canvas.

**Course Format and Requirements:** This is an online discussion-based class. The course also includes short lectures, film viewings, writing workshops, weekly discussion forums, and opportunities to pursue ideas related to students' interests. Class will mostly take place in discussion forums. Students will meet one-on-one with the professor during the paper 1 revision week. Most assignments will be due on Saturday night at midnight.

This course uses the Rutgers Canvas course management system, <https://tlt.rutgers.edu/canvas>. To log on, enter your Rutgers NetID and password. Click on the 37:575:201:06 course and then use the menu on the left-hand side. Course announcements, assignments, resources (including all required readings), the syllabus, and other important information will be added to the site throughout the semester.

**Active participation** is a key to success in this course. Do the readings, participate with your group in the discussion forums (the questions there help prepare you for your essay assignments), and work to improve aspects of your critical writing skills.

**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 me if you are comfortable in doing so. I will help you find resources. Other family/close relation emergencies may occur. Mental health is a key component to a sustainable life. It is sometimes necessary to miss class for physical or mental health reasons. Let me know in advance or as soon as possible if you are missing class for any health or quality of life reasons. If you need assistance, please communicate early and often.

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

**Discussion Forums** – Success in the course requires active engagement with the discussion forums. This is where we will learn from each other, test the authors’ theories, and formulate and test our own. The course has been divided into 5 reading groups and each group will have its own set of weekly discussions. All students must read all the various threads in each forum. Students do not need to comment on each thread but must demonstrate active participation across threads each week (see grading rubric on Canvas). Your first post should be by Wednesday so others may respond to you. Full participation means at least 3 posts per week. Do not comment before reading the assigned material or watching the videos. That is how you prepare for our discussions. Students’ success on written assignments will depend on their active engagement, including energetic involvement in discussion forums.

- Do not attempt to answer each question in the discussion forums in one response (these are not “homework” questions that everyone must answer...these are questions that should start a discussion)
- If someone has started a thread related to a question, respond to that thread so that we can keep conversations distinct
- Check in throughout the week and respond to others’ posts
- Do not wait until the last minute to read through the threads
- I will participate in each group’s discussion forums
- I grade forums based on comments throughout, how well they engage with the course materials, and on both starting and participating in threads. See rubric on Canvas site.

**Writing assignments:** Students will write two 5-page essays related to course themes. Students will also write one 2-page assignment. 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 essay 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 [comma] page number). For example (Hewitt & Clark, 312). 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). You will submit papers online through Canvas.

**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 see the Rutgers University [Academic Integrity Policy](#).

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright

laws as well as [Rutgers University policy](#). As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. If I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

**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 me privately to discuss the specific situation as soon as possible.

**Turnitin** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact me immediately.

**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. You may also use the discussion forums for general questions. Remember to check the syllabus or Canvas 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 Canvas.

**Course evaluation:**

Discussion Forums	260	Paper 1 revision	100
Check-in survey	11	Paper 2	50
Paper 1 thesis/outline	25	Paper 3 Intro/Outline	25
Peer 1 first draft	100	Paper 3	<u>100</u>
Peer review	25	Total possible points	696

**Week 1: 01 - 06 September – Introduction: What is History? & The Atlantic World**

Read/Watch	Complete
<ul style="list-style-type: none"> <li>Syllabus</li> <li><i>Who Built America?</i> Chap 1</li> <li>Welcome video</li> </ul>	<ul style="list-style-type: none"> <li>Check-in survey</li> <li>Meet your group forum</li> <li>Reading forum</li> </ul>

**Week 2: 07 - 13 September – The Rise of Slave Societies**

Read/Watch	Complete
<ul style="list-style-type: none"> <li><i>WBA</i> chapter 2</li> <li>Smedley, “The History of the Idea of Race”</li> <li>Ira Berlin video</li> <li>Writing Workshop PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Reading forum</li> </ul>

**Week 3: 14 - 20 September – Colonial Society and Labor**

Read/Watch	Complete
<ul style="list-style-type: none"> <li><i>WBA</i> chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Reading forum</li> </ul>

**Week 4: 21 - 27 September – Colonial Society and Labor**

Read/Watch	Complete
	<ul style="list-style-type: none"> <li>Paper 1 forum</li> <li>Thesis and Outline</li> <li>Peer review – due 29 Sept</li> </ul>

**Week 5: 28 September - 04 October – Colonial Society and Labor**

Read/Watch	Complete
	<ul style="list-style-type: none"> <li>Paper 1 forum</li> <li>Paper 1 first draft</li> <li>Make consultation appointment</li> </ul>

**Week 6: 05 - 11 October – Writing Consultation**

Read/Watch	Complete
<ul style="list-style-type: none"> <li><i>WBA</i> chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>Peer review paper 1</li> <li>Reading forum</li> <li>One-on-One with professor</li> </ul>

**Week 7: 12 – 18 October – Revolution and Creating a New Nation**

Read/Watch	Complete
• WBA chapter 5	• Paper 1 final • Reading forum

**Week 8: 19 - 25 October – Consolidation of Slavery in the South**

Read/Watch	Complete
• WBA chapter 6 • David Walker's <i>Appeal</i> - excerpt	• Paper 2 • Reading forum

**Week 9: 26 October - 01 November – Northern Society and Wage Labor**

Read/Watch	Complete
• WBA chapter 7 • Frederick Douglass, Excerpt from <i>Narrative</i> • Writing Workshop 2 PowerPoint	• Reading forum

**Week 10: 02 - 08 November – Slavery and Freedom in the New Republic**

Read/Watch	Complete
• <i>From the Folks</i> chapter 3 • John Brown's Last Speech – text & video	• Reading forum

**Week 11: 09 - 15 November – Civil War & Reconstruction**

Read/Watch	Complete
• Netflix, <i>The West</i> , episode 4, “Death Runs Riot”	• Film forum

**Week 12: 16 - 22 November – Civil War & Reconstruction**

Read/Watch	Complete
• <i>FTF</i> chapter 4 • <i>Drunk History</i> , “Harriet Tubman”	• Reading forum

**Week 13: 23 - 29 November – Workers in a New Nation of Growth**

Read/Watch	Complete
• WBA chapter 13 • Dubofsky, “Origins of the Knights of Labor” • Louis Hyman, “The Great Strike of 1877”	• Reading forum

**Weeks 14 & 15: 30 November - 13 December – Working People in the United States**

Read/Watch	Complete
• Writing Workshop 3 PowerPoint	• Paper 3 intro & outline • Paper 3 forum • Paper 3 – due 13 Dec