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

--James Baldwin

37:575:201:08

Fall 2022 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 messaging tool in Canvas (sktaylor@rutgers.edu).

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: class discussions, small-group work, peer reviews, and written assignments.

How are you graded?

Criteria	Points
Participation	100
Peer Reviews (3) 50 pts. each	150
Writing Assignments (3) 200, 250, 300 pts.	750

Assignments	Due Dates
Writing Assignment I Rough Draft, Peer Review, and Final Draft	Writing Assignment I Posted September 22 Rough Draft due by October 6 at 11:59 a.m. Peer Review due by October 6 at 7:30 p.m. Final Draft due by October 8 at 11:59 a.m.
Writing Assignment II Rough Draft, Peer Review, and Final Draft	Writing Assignment II Posted October 27 Rough Draft due by November 10 at 11:59 a.m. Peer Review due by November 10 at 7:30 p.m. Final Draft due by November 12 at 11:59 a.m.
Writing Assignment III Draft, Peer Review, and Final Draft	Writing Assignment III Posted November 22 Rough Draft due by December 8 at 11:59 a.m. Peer Review due by December 8 at 7:30 p.m. Final Draft due by December 10, at 11:59 a.m.

Modules	Assignments
Discovery and First Contact	Video <i>Columbus and the Age of Discovery</i>
Sources of Coerced Labor in the Colonies	<i>Unfree Labor</i> pp. 16-40
Servitude and Slavery in the Chesapeake Colonies	<i>Many Thousands Gone</i> pp. 29-46 <i>The Barbarous Years</i> pp. 63-67; 71-77
Race and Class in the Virginia Colonies	<i>Many Thousands Gone</i> pp. 109-141 <i>The Barbarous Years</i> pp. 174-179 <i>Jamestown: 1619</i> pp. 85-117

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>Who Built America?</i> pp. 265-323 <i>Masterless Men</i> pp. 62-89
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
	Video: "Slavery by another Name"
The Convict Leasing System in the South, the "Railroad Chinese" in the West, and the Puddlers at Homestead	<i>Slavery by Another Name</i> pp. 53-65 <i>Ghosts of Gold Mountain</i> pp. 1-13; 138-164; 209-236 <i>The Battle for Homestead</i> pp. 47-56

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