

PRELIMINARY 575:201:01 Labor and Work in the US before the End of Reconstruction PRELIMINARY

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Class meetings: Tuesday 2:00-5:00, CI-212
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INTRODUCTION

This course will explore the history of working people in the United States up through the Civil War. Through looking at labor history, we will learn about social and political history as well. This course is aimed primarily at students who have little or no experience with college-level history and assumes no prior knowledge of the historical developments we will cover.

LEARNING OBJECTIVES

The student is able to:

Core Curriculum: SCL, HST, WCr and WCd

- Explain the development of some aspect of a society or culture over time. (HST-1)
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (SCL-1)
- 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. (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)

School of Management and Labor Relations:

- Communicate effectively at a level and in modes appropriate to an entry-level professional. (Goal I)
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1)
- Make an argument using contemporary or historical evidence. (Goal 4)

REQUIRED TEXT

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 1* (Fourth Edition)
The textbook will be provided to you as a PDF on Canvas.

NO COMPUTERS

Seriously. No laptops, no tablets, no phones. Computers in class tempt us to multitask (it happens to me!), but you're not here for that. What people do on their computers in a group setting can be distracting. Plus, best of all, taking notes on paper is better for your understanding! See for yourself:

psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html
wsj.com/articles/can-handwriting-make-you-smarter-1459784659
pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/
npr.org/sections/health-shots/2024/05/11/1250529661/handwriting-cursive-typing-schools-learning-brain
scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/

Choosing to ignore this policy will negatively impact your grade for attendance and participation.

YOUR RESPONSIBILITIES

Read the syllabus

Be here on time

Pay attention

Do the readings

Find out what you missed if you are unable to attend

EVALUATION

Written assignments

You will write at least four in-class assignments this semester. They will account for 30 percent of your final grade. You can only make up missed assignments (and exams) with an excused, documented absence.

You must complete all written assignments to receive credit for this course. We will turn back all assignments in a timely manner. If we do not turn back your assignment, it is your job to bring this to our attention. If you believe we have not recorded a grade for an assignment you have turned in, you must clear this up during the semester. After the semester is over, we will not be able to consider claims that you turned in an assignment if we have no record of it.

Attendance

I expect you to come to class every meeting, on time, for the duration of the meeting. If you have more than two unexcused absences, your final grade will be reduced by one full grade (e.g. from an A to a B). For every one after that, the same will happen. An excused absence would mean something along the lines of a medical emergency or a funeral and requires documentation. Leaving early and showing up late will count against you as well.

Being physically present is important, but you should strive to be mentally present as well. Being attentive and actively participating in class enhances your learning, as well as that of those around you. Someone (you, your parents, you in the future, Rutgers donors) is paying for you to be here, so try to get the most out of it. Contributing to class discussion is a very easy way to earn a higher overall grade in the course.

Coming to class every time, on time, which you are supposed to do anyway, and being attentive, meaning not engaging in distractions, including, but not limited to side conversations and use of electronic devices, will earn you 80% of the maximum attendance grade. Actively participating in class will earn you more points.

Cheating/plagiarism

There are serious consequences, including expulsion, for both cheating and taking someone else's work without attribution.

Use of AI such as ChatGPT is not permitted in any stage of the writing process on any assignment, from gathering initial ideas through the final product. Using any type of "paraphrasing" tool to "improve" your work is a violation of the academic integrity policy, as you are submitting work that is no longer your own. Something else has rewritten your work for you, and it may include plagiarized text without your knowledge. I expect that all ideas and work will be your own.

The university has clear, strict policies on these matters. I will report all suspected violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting

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nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/ The relevant parts are brief and straightforward. If you have any questions, please ask me.

Exams

There will be a first exam in class on October 27, and a second exam in class on December 8.

Your final grade will be calculated as follows:

Attendance and participation	20%
In-class writing assignments	30%
First exam	25%
Second exam	25%

I grade according the following grade breakdown:

A	90				
B+	87	B	80		
C+	77	C	70	D	60

Use of Class Materials

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

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: 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: ods.rutgers.edu/students/registration-form.

CLASS SCHEDULE

September 1	Introduction
September 15	Rise of the Atlantic World
Reading	Who Built America? Chapter One
September 22	The Evolution of Slavery
Reading	Who Built America? Chapter Two
Assignment	In-class writing
September 29	From Colonial Society to Independence
Reading	Who Built America? Chapter Three
October 6	Launching the New Republic
Reading	Who Built America? Chapter Four
October 13	The Transformation of American Society
Reading	Who Built America? Chapter Five
Assignment	In-class writing
October 20	The Age of Reform
Reading	Who Built America? Chapter Six
October 27	First exam
November 3	The Old South and Slavery
Reading	Who Built America? Chapter Seven
Assignment	In-class writing
November 10	Immigration, Expansion and Sectional Conflict
Reading	Who Built America? Chapter Nine
November 17	From Compromise to Kansas
Reading	Who Built America? Chapter Eight
November 24	The Civil War
Reading	Who Built America? Chapter Ten
Assignment	In-class writing
December 1	Reconstruction
Reading	Who Built America? Chapter Eleven
December 8	Second exam
Reading	Who Built America? Chapter Twelve