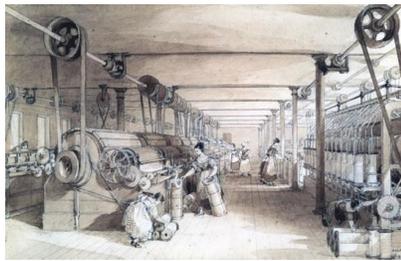


**Development of the Labor Movement 1**  
**Rutgers University 37:575:201:02 Tentative – Subject to Change**  
**Fall 2015**



**Classroom:** Room 116, Tillett Hall (TIL), Livingston Campus, 53 Avenue E, Piscataway, NJ 08854

**Course schedule:** Wednesday, 1:40 pm – 4:40 pm, September 2 – December 9, 2015

**Final Exam:** TBD

**Instructor:** Prof. William Brucher, PhD

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Office: Room 153, Labor Education Center (LEC), Cook/Douglass Campus, 50 Labor Center Way, New Brunswick NJ 08901

Office hours: Mondays 2:00 pm – 3:00 pm and Wednesdays 11:00 am – 12:00 pm or 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 to the period after the U.S. 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. As part of the writing component, the class has two additional instructors who will facilitate writing instruction in the class, coordinate peer review workshops on designated days, and assess final writing projects. At the conclusion of the course, students should demonstrate an increase in their knowledge and skills in writing/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) learning objectives. "A Rutgers SAS graduate will be able to:"

*In the history and social science areas of the core:*

**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:*

**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.

### **Course Requirements:**

1. **Read the entire syllabus** and make sure you understand it. This is your contract with the instructor.
2. **Be prepared for class.** Always read the material assigned for a class before the class. For instance, complete the reading for Week 2 before our class meets on September 9, complete the reading for Week 3 before our class meets on September 16, etc. **Bring the reading material to class with you** in case you need to refer to it (for instance, for an activity or for a discussion). Check your email regularly for class announcements.
3. **Be present and be on time.** Students are expected to attend all classes; if you expect to miss one or two classes, **please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.** An email is automatically sent to us. Please note: The attendance policy is that students begin with an “A” for attendance. However, the grade for attendance will decline each time a student is absent, late, or leaves early. If you are late or leave early, you will be charged with ½ 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. Even excused absences must be reported via the University absence reporting website indicated above.
4. **Participation.** This class will utilize a variety of formats, with weekly discussion sessions one of the more important of these. Class participation includes active, respectful listening as well as talking. Cell phones and other electronic devices must be turned off during class. Laptops may be used for taking notes only. I also ask that you do not use any recording devices in this class. **Note:** the class may also have periodic, unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade.
5. **Take careful lecture notes.** You should obtain lecture notes from another student if you miss a class. These are not provided by the instructors or by the writing assistants.
6. **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/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

The instructor for this course holds the copyright to the course teaching materials, including lecture slides, discussion questions, exams, and assignments. 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>

**7. Disability Statement:** 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.

**8. 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.

**9. Missed Exams:** All students are expected to take the scheduled in-class exams (midterm and final) at the designated times.

**10. Sakai:** This course uses the Rutgers Sakai course management system, accessible at <http://sakai.rutgers.edu>. To log on, enter your Rutgers ID and password in the upper right hand corner. Click on the tab 37:575:201:02 and then click on modules on the menu on the left hand side of the page. Course announcements, assignments, resources (including online required readings), the syllabus, and other important information will be added to the site throughout the semester.

**11. Written Assignments:** Papers 1 and 2 will be collected at the beginning of class the day they are due. This also applies to the first draft and peer workshop sessions. Out of respect to those who meet this expectation, late papers will be subject to downgrading. **Unless otherwise specified, it is expected that you submit an electronic copy of your paper on Sakai. All papers will be checked using Turnitin.**

**12. Required Book:** The following required book is available for purchase at the Rutgers University Bookstore operated by Barnes and Noble. It may also be purchased online. **Note:** You must purchase the third edition of the book.

Clark, Christopher et al. *Who Built America?: Working People and the Nation's History Volume One: To 1877*, Third Edition. Boston and New York: Bedford/St. Martin Press, 2008.

**13. Required Online Readings:** In addition to the required book, other required readings will be posted as PDF files and/or web links in the **resources** section of the course Sakai site. The online readings compliment the material in the text. Some of the online readings are primary sources and will be noted as such on the syllabus. Other online readings are secondary sources—commentaries and historical analysis provided after the events have taken place.

### **Evaluation**

Attendance and Participation: 10%

Paper 1: 20%

Paper 2: 25%

Midterm Exam: 20%

Final Exam: 25%

**The syllabus, schedule, and assignments are subject to change as the course evolves.**

### **Weekly Class Schedule**

#### **Week 1, September 2: Introduction and Course Requirements**

- Review syllabus and discuss course expectations, assignments, and goals.

#### **Week 2, September 9: A Meeting of Three Worlds: Europe, Africa, and American Colonization, 1492 – 1680**

- Presentation and discussion about the making of the “Atlantic Proletariat”
- Hand-out Paper 1 assignment (first draft due Week 4, September 23)

Readings:

- *Who Built America?*, chapter 1
- Bartolome de las Casas, “In Defense of the Indians” (1550) (Sakai)

#### **Week 3, September 16: Servitude, Slavery, and the Growth of the Southern Colonies, 1620 – 1760**

- Lecture and discussion on the development of indentured servitude and slavery.
- In-class primary source analysis and writing exercise: “Peter Bestes and Other Slaves Petition for Freedom,” April 20, 1773.
- Continue working on Paper 1!

Readings:

- *Who Built America?*, chapter 2
- “Richard Frethorne on Indentured Servitude,” March 20 - April 3, 1623 (Sakai)
- “Traveler Peter Kalm on Unfree Labor in Pennsylvania,” 1753 (Sakai)

#### **Week 4, September 23: Family Labor and the Growth of the Northern Colonies, 1640 – 1760**

- First draft of Paper 1 due! Peer workshop session in class. First drafts will be returned to students by Week 6, October 7.
- Film and discussion: *A Midwife’s Tale*
- Final draft of Paper 1 due Week 7, October 14.

Readings:

- *Who Built America?*, chapter 3

#### **Week 5, September 30: Toward Revolution, 1750 – 1776.**

- Lecture and discussion about the political, social, and economic roots of the American Revolution.
- Group reading and primary source analysis: “New York Mechanics Declaration of Independence,” May 29, 1776.
- Midterm exam review.

Readings:

- *Who Built America?*, chapter 4
- “Samuel Drowne’s Testimony on the Boston Massacre,” March 16, 1770 (Sakai)

#### **Week 6, October 7: MIDTERM EXAM**

- First draft of Paper 1 returned to students.

- Work on Paper 1 final draft – due next week!

**Week 7, October 14: A Revolution, Constitution, and the People, 1776 – 1815**

- Final draft of Paper 1 due in class.
- Lecture and discussion on the legacies of the American Revolution and the new nation for both free and enslaved workers.

Readings:

- *Who Built America?*, chapter 5
- “Dunmore’s Propostion,” November 17, 1775 (Sakai)
- “Samuel Dewees Recounts the Suppression of Insubordination in the Continental Army After the Mutinies of 1781” (Sakai)

**Week 8, October 21: The Consolidation of Slavery in the South, 1790 – 1836**

- Presentation and discussion on slave rebellions and the abolition movement.
- Film clips and discussion: *12 Years a Slave* (2013) and *Burn!* (1968).
- Hand out Paper 2 assignment (first draft due in class November 4).

Readings:

- *Who Built America?*, chapter 6
- Excerpt from Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself*, 1861 (Sakai)
- “James Norcom’s Runaway Slave Newspaper Advertisement for Harriet Jacobs,” June 30, 1835 (Sakai)

**Week 9, October 28: Northern Society and the Growth of Wage Labor, 1790 – 1837**

- “Scraping By:” presentation and discussion on the spread of wage labor and the development of early labor unions and strikes.
- In-class primary source analysis and writing exercise: *Commonwealth v. Pullis* and the right to strike.
- Continue to work on Paper 2 first draft!

Readings:

- *Who Built America?*, chapter 7
- “David Johnson Remembers Apprenticeship Life in the Artisan Shoe Shop,” 1830 (Sakai)

**Week 10: November 4: Immigration, Urban Life, and Social Reform in the Free Labor North, 1838 – 1860**

- First draft of Paper 2 due! Peer workshop session in class. First drafts will be returned to students by Week 12, November 18.
- “Good-Bye Boys, I Die a True American”: presentation and discussion on immigration and nativism in the 19<sup>th</sup> Century.
- Labor activism and the movement toward reform.
- Final draft of Paper 2 due Week 13, December 2.

Readings:

- *Who Built America?*, chapter 8
- “A Reporters Account of Lynn Women’s Mass Meeting During the Great Strike,” 1860 (Sakai)

**Week 11, November 11: The Spread of Slavery and the Crisis of Southern Society, 1838 – 1848**

- Presentation and discussion on the conflicts over the expansion of slavery in the mid-19<sup>th</sup> century.
- In-class primary source reading and writing exercise: “Frederick Douglass Confronts Working Class Racism,” 1836.

Readings:

- *Who Built America?*, chapter 9

**Week 12, November 18: The Settlement of the West and the Conflict Over Slave Labor, 1848 – 1860**

- First drafts of Paper 2 returned to students.
- Presentation and discussion on free labor, slavery, and westward expansion.
- The Dred Scott decision and the rights of free African Americans.
- Work on Paper 2 final draft—due December 2!

Readings:

- *Who Built America?*, chapter 10.

**WEDNESDAY, NOVEMBER 25: NO CLASS (FRIDAY CLASSES MEET TODAY)**

**Week 13, December 2: The Civil War: America’s Second Revolution, 1861 – 1865**

- Paper 2 final draft due in class!
- Video excerpt: David Strathairn performing “John Brown’s Last Speech” from Howard Zinn, *Let the People Speak*.
- Presentation and discussion of the political, social, and economic meanings and legacies of the Civil War for American society and the rights of citizens and workers.

Readings:

- *Who Built America?*, chapter 11.
- “John Brown’s Last Speech,” November 2, 1859 (Sakai)
- A Mechanic, “Voting by Classes,” October 23, 1863 (Sakai)

**Week 14, December 9: Reconstructing the Nation and Industrial Growth, 1865 – 1887**

- Presentation and discussion of reconstruction, industrial expansion, and the transformations of the U.S. political economy and the labor movement.
- Final exam review

Readings:

- *Who Built America?*, chapters 12 and 13.

**FINAL EXAM: DATE TO BE ANNOUNCED**