

**Development of the Labor Movement 1: 37:575:201 Section 5**  
**Rutgers University, Fall 2015**

Instructor: Professor Francis Ryan  
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Classroom: LEC 137, Wednesday 3:55-6:55

**Course Description:** This class 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.

Please note that this course also 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 sessions 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, student 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.
- thesis development
- logic and organization
- tone, vocabulary, and spelling

**Learning Objectives:** The following learning objectives of the course are based on Rutgers University's "Permanent Core Curriculum Learning Outcome Goals" (May 2008) and relate to the overall objective of a liberal arts education. "A Rutgers SAS graduate will be able to:"

*In the history and social science 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:*

S1: 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 Participation Guidelines**

*Class attendance:* You are expected to attend each class session, and to be on time. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over.

*Participation:* This class will utilize a variety of formats, with weekly discussion sessions one of the more important of these. You are expected to have completed the readings assigned before coming to class each week and be ready to take an active role in these discussions. Class participation includes active, respectful listening and well as talking. This class will utilize the broad range of technologies that we use in our everyday lives in order to access posted readings via cell phone and laptops. You may also use such devices to explore topics and questions that interest you in real time as we cover them in class. You are not permitted to use recording devices while in class.

The class may also have periodic, unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade.

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

All writing assignments should be sent as email attachments to your designated reader before the beginning of class the day they are due. (*The only time you need to bring hardcopies of papers is on designated peer review days—when you should bring 3 copies to distribute*) This also applies to the first draft and peer review sessions. Out of respect to those who meet this expectation, late papers will be subject to downgrading.

*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.

*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.

Please note that the syllabus may change during the semester as I deem necessary.

**Sakai:** This course uses the web-based classroom management system. You will use Sakai to do the following: 1) access additional readings required by the course; 2) upload your drafts and final papers into doc sharing under your assigned group; 3) review your instructor's comments on your papers; 4) interact with the writing teachers and access instructions about revision, editing, and proofreading. Note: at the beginning of class, you will be assigned to groups.

**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.

Rosenweig, et al. *Who Built America? Working People and the Nation's History Volume 1: Since 1877*, 3<sup>rd</sup> edition, Bedford/St. Martin Press, 2008

Required Online Readings: In addition to the required book, all required excerpted readings are available through Sakai. They will be posted as PDF files.

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.

Primary Sources and some of the secondary readings are from the following books:

Zinn and Arnove, *Voices of A People's History of the United States*. (2004)

Baron and Lichtenstein, *Major Problems in the History of American Workers*. (1991)

## **Weekly Class Summary**

### **Week 1: September 2: Introduction to the Class.**

Syllabus presented in class. No assigned class readings.

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

*Who Built America?*, 7-36.

Bartolome de las Casas, "In Defense of the Indians" (1550)

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

*Who Built America?*, 62-105.

Richard Frethorne on Indentured Servitude, (March 20-April 3, 1623)

Peter Bestes and Other Slaves Petition for Freedom (April 20, 1773)

Traveler Peter Kalm on Unfree Labor in Pennsylvania (1753)

C.L.R. James, "The Old United States" and "The Civil War," originally published 1938 in C.L.R. James, *A History of Pan-African Revolt* (Chicago: PM Press, 2012 edition)

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

**Draft of paper 1 due: (Peer Review session in class)**

*Who Built America?*, 111-155.

In class reading: "First Mate Edward Coxere Describes a Storm at Sea." (1659)

Film: "A Midwives Tale."

**Week 5: September 30: MIDTERM WEEK: Midterm in Class.**

**Week 6: October 7: Toward Revolution, 1750-1776.**

*Who Built America?*, 160-209.

"Samuel Drowne's Testimony on the Boston Massacre," March 16, 1770.

"New York Mechanics Declaration of Independence," May 29, 1776.

**Final Draft of paper 1 due in class**

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

*Who Built America?*, 160-209.

*“Samuel Dewees Recounts the Suppression of Insubordination in the Continental Army after the Mutinies of 1781.”*

**Week 8: October 21: The Consolidation of Slavery in the South.**

*Who Built America?*, 265-323.

Harriet A Jacobs, *“Incidents in the Life of a Slave Girl, Written by Herself,”* (1861)  
*James Norcom’s Runaway Slave Newspaper Advertisement for Harriet Jacobs*, June 30, 1835.

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

*Who Built America?*, 324-375.

*David Johnson remembers apprenticeship life in the artisan shoe shop.* (1830)

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

Paper 2 Draft One Due in Class; peer review.

*Who Built America?*, 377-425.

*A Reporters Account of Lynn Women’s Mass Meeting During the Great Strike.* (1860)

**Week 11: November 11: The Spread of Slavery and the Crisis of Southern Society, 1836-1848.**

*Who Built America?*, 426-475.

*Frederick Douglass Confronts Working Class Racism.* (1836)

**Week 12: November 18: The Settlement of the West and the Conflict Over Slave Labor.**

Final Draft of Paper 2 due in class.

*Who Built America?*, 483-527.

*In class reading: “The Western Dialect.”* (1880)

**Week 13: November 25: Thanksgiving Break**

**Week 14: December 2: The Civil War and Reconstruction: America's Second Revolution, 1861-1877.**

*Who Built America?*, 533-582.

*John Brown's Last Speech.* (November 2, 1859)

*A Mechanic, "Voting by Classes."* (October 13, 1863)

*Martin Delany's Advice to Former Slaves.* (July 23, 1865)

*A Northern Unionist Lectures Ex Slaves on the Work Ethic.* (1865)

**Week 15: December 10: Final Class Overview**

**Final Exam Scheduled by Registrar**

