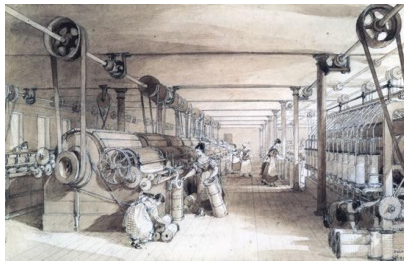


**U.S. Labor and Work Before the End of Reconstruction**  
**Rutgers University 37:575:201:04 Tentative – Subject to Change**  
**Spring 2018**



**Classroom:** Room 137-Auditorium, Labor Education Center (LEC 137/AUD), 50 Labor Center Way, New Brunswick NJ 08901 (Cook/Douglass Campus).

**Course schedule:** Tuesdays, 12:35 pm – 3:35 pm, January 16 – April 24, 2018

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

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Office: Room 136, Labor Education Center (LEC 136)

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 American 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. 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 [HST].

**L:** Employ historical reasoning to study human endeavors, using appropriate assumptions,

methods, evidence, and arguments [HST].

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

*In the writing and communication area of the core (WCR and WCD), students will be able to:*

**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 [WCR].

**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 [WCD].

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

*Students will be able to:*

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

**IV:** 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:*

**I:** 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.

### **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 January 23, complete the reading for Week 3 before our class meets on January 30, 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. Please note: the grade for attendance and participation will decline each time a student is absent, late, or leaves early. If you are late or leave early, you will be charged with one half of a 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 using the University absence reporting website <https://sims.rutgers.edu/ssra/>. Not all absences will be excused.
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. **Note:** the class may also have periodic homework assignments and unannounced quizzes based upon assigned readings. These grades will be evaluated as part of the overall participation grade. Use of phones is prohibited during class. Computers may only be used for note-taking or other designated in-class activities.
5. **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/academic-integrity-policy/>

The instructor for this course holds the copyright to the course teaching materials, including lecture slides, discussion questions, exams, and assignments. The copyrights to the readings and films belong to their rights holders (authors, producers, publishers, etc.). 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>

**6. 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.

**7. 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.

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

**9. Sakai:** This course uses the Rutgers Sakai course management system, accessible at <https://sakai.rutgers.edu>. To log on, enter your Rutgers ID and password in the upper right-hand corner. Click on the tab 37:575:201:04 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.

**10. Written Assignments:** All drafts of Papers 1 and 2 will be collected at the beginning of class the day they are due. **You will submit all drafts of your papers electronically on Sakai and they will be checked using Turnitin. You must also bring a hard copy of your first drafts for the peer review exercises.**

**11. Lateness Policy:** All late assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. That is, a B paper will turn into a C paper if it is up to 24 hours late, and into a D paper if it is 24 to 48 hours late. While the drafts are not assigned letter grades, failing to turn them in or turning them in late will have the same effect on the final draft you hand in for a grade. If you have a severe personal emergency that makes it impossible for you to meet the deadlines, please see me. Computer problems do not constitute personal emergencies.

**12. Required Readings:** Many of the reading assignments will be chapters from the following textbook, which has been digitized and will be available for you in the **resources** section of the course Sakai site. You may purchase a copy of the third edition of the textbook if you prefer:

Clark, Christopher and Nancy Hewitt, eds. *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.

In addition to the textbook, there are other required readings that will either be assigned to read before a class meets or read and discussed during a class meeting. These will be posted as PDF files, Word documents, or web links in the resources section of the course Sakai site. Some of the additional readings are primary sources: documents written in the past that provide perspectives and insight on historical developments and events. Other additional readings are secondary sources: commentaries and historical analysis provided after the events have taken place.

### **13. Evaluation:**

Attendance and Participation: 20%

Paper 1: 20%

Paper 2: 20%

Midterm Exam: 20%

Final Exam: 20%

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

### **Weekly Class Schedule**

#### **Week 1, January 16: Introduction and Course Requirements**

- Review syllabus and discuss course expectations, assignments, and goals.
- Hand-out Paper 1 assignment (first draft due Week 3).

#### **Week 2, January 23: The Rise of the Atlantic World**

- Student writing surveys.
  - Readings: *Who Built America?*, chapter 1; Marcus Rediker, “Life Under the Jolly Roger,” *The Wilson Quarterly*, 12:3 (1988): 154-166 (Sakai).

#### **Week 3, January 30: The Evolution of Slavery**

- Paper 1 first draft due. In-class peer review exercise.
- Paper 1 final draft due Week 6.
  - Reading: *Who Built America?*, chapter 2.

#### **Week 4, February 6: Colonial Society and Family Labor**

- Film and Discussion: *A Midwife’s Tale*.
  - Reading: *Who Built America?*, chapter 3.

#### **Week 5, February 13: Writing Conferences**

- Students will meet with their writing instructors for a short conference during class time or at another scheduled time this week.

#### **Week 6, February 20: Social Class and The American Revolution**

- Paper 1 final draft due.
- Midterm exam review.
- Hand-out Paper 2 assignment (first draft due Week 10).
  - Reading: *Who Built America?*, chapters 4-5.

#### **Week 7, February 27: Midterm Exam (In Class)**

**Week 8, March 6: Slavery and Abolitionism**

- Film Clips and Discussion: *12 Years a Slave* (2013) and *Burn!* (1968).
  - Readings: *Who Built America?*, chapter 6; Joe Amditis, “Slavery & Academia: A Troubled History of Rutgers University,” Muckgers, <https://muckgers.com/slavery-academia-a-troubled-history-of-rutgers-university-e31b3c2f0f88>

**Spring Break: No Class on March 13!**

**Week 9, March 20: The Industrial Revolution and Social Movements**

Activities on early nineteenth century industrial work and the early labor and women’s movements.

- Readings: *Who Built America?*, chapters 7-8; David Johnson Remembers Apprenticeship Life in the Artisan Shoe Shop,” 1830 (Sakai); “A Reporters Account of Lynn Women’s Mass Meeting During the Great Strike,” 1860 (Sakai).

**Week 10, March 27: Immigration and The Settlement of the West**

- Paper 2 first draft due. In-class peer review exercise.
- Paper 2 final draft due Week 13.
- Film and discussion: *Becoming American: The Chinese Experience*.
  - Readings: *Who Built America?*, chapters 9-10.

**Week 11, April 3: The Civil War and Reconstruction: America’s Second Revolution**

- Discussion on the history and legacies of the Civil War and Reconstruction
  - Readings: *Who Built America?*, chapters 11-12; “John Brown’s Last Speech,” November 2, 1859 (Sakai).

**Week 12, April 10: Writing Conferences**

- Students will meet with their writing instructors for a short conference during class time or at another scheduled time this week.

**Week 13, April 17: The Labor Question**

- Film and discussion on *1877: The Great Uprising*, the labor movement, and industrial expansion.
- Paper 2 final drafts due.
- Final Exam Review
  - Readings: *Who Built America?*, chapter 13.

**Week 14, April 24: Final Exam (In Class)**