

575:201 Development of Labor Movement I

Professor: Dr. Christopher Hayes
Class meetings: M/Th 10:55-12:15, LEC 137
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INTRODUCTION

This course will explore the labor history of the United States up through the Civil War. Through looking at labor history, we will learn about social and political history as well. We will occasionally touch on other regions of the world, especially Europe and Africa. 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.

REQUIRED TEXT

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 1* (Third Edition, ISBN 9780312446918)

The textbook is available in paperback at the Barnes and Nobles bookstore. You can rent, you can get an e-book, new, used, whatever, as long as you get it.

YOUR RESPONSIBILITIES

- Read the syllabus
- Come to class
- Be here on time
- Pay attention
- Do the readings
- Turn in your assignments on time
- Make sure your assignments are submitted
- Find out what you missed

CLASS MEETINGS

This class may be less traditional than others you've taken, or it may not. Sometimes I will be talking, sometimes you will be talking, sometimes you will be reading, sometimes you will be writing, sometimes we will be watching things on a screen. I will do my best to keep it from feeling stale and regimented.

GOALS AND THEMES

Content goals

This course is designed to help you answer the following questions regarding political, economic, and social history:

Political history:

- How did government develop and change from the first European settlements through the Civil War?
- How has the government attempted to influence social and economic circumstances and how have social and economic conditions in turn influenced governmental policies?

Economic history:

- What have been the major features of working life up through the Civil War?
- What have been the political and social effects of economic change, and was this all inevitable?
- How did the American economic system change from early colonial settlement to Reconstruction?

Social history:

- How did economic and political developments influence social organization, and how did social change bring about political and economic change?
- What was everyday life like and how did political, economic, and social change impact the experiences of ordinary people?

When studying history, it's easy to get lost in details. Frequent reference to the questions listed above will help you to avoid this trap. When reading your textbook and other readings, listening to lectures, reviewing your notes, and preparing for assignments, you should constantly ask yourself how the information you're handling fits into the questions above. Your writing assignments will ask you to discuss aspects of these questions.

Skills goals

An additional aim of this course is to help you develop the skills necessary for advanced historical study. These skills include the informed reading of historical texts, effective note taking, the development of sophisticated analyses and interpretations, and convincing writing.

You should leave this class thinking more critically about the world around you, your place in it and how it came to be that way. History does not just happen, and historical developments are rarely inevitable.

Most important of all, studying history helps you in life, through promoting critical thinking and teaching you how to construct a solid argument through evaluating evidence. These are essential skills applicable in most any career you choose.

EVALUATION**Papers**

You will write two papers this semester, on topics to be announced. Each accounts for 20% of your final grade. You will write two drafts of each – one for peer review, one for your section leader to review, and then turn in a final draft.

Lateness Policy

All late assignments will be marked down. One step of a 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 "B-" paper if it is up to 24 hours late, and into a "C+" paper if it is up to 48 hours late. While the drafts are not graded, failing to turn them 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!

You must complete all written assignments in order to receive credit for this course. I will turn back all assignments in a timely manner. If I do not turn back your assignment, it is your job to bring this to my attention. If you believe I 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, I will not be able to consider claims that you turned in an assignment if I have no record of it.

Attendance

As with any college course, you are expected to come to class every meeting, on time, for the duration of the meeting. If you have more than three unexcused absences, your final grade will be reduced by one full grade (e.g. from an A to a B). For every three 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.

Classroom behavior

Please refrain from using cell phones whatsoever and from browsing the Internet or playing games on your computer during class. I understand that you may not always be riveted by the class, but please understand that you spending time on Facebook wastes your time, someone's money and distracts others. You only have to be here for eighty minutes at a time. It's not that bad. If you are bothering me, I will call you out. Don't make that happen.

Cheating/plagiarism

If you cheat or steal someone else's ideas or words, you fail. The university has clear, strict policies on these matters. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting <http://academicintegrity.rutgers.edu/> and clicking on "policy." The relevant parts are brief and straightforward. If you have any questions, please see me.

24-3-7 Policy

If you have a question or complaint about a grade on a paper, you have to wait 24 hours before making an appointment to see your section leader about the matter. You need to make the appointment within 3 days and have met to discuss the matter within 7 days.

Exams

There will be a midterm exam on March 12th during regular class time and a final exam on May 11th at 8:00am.

Your final grade will be calculated as follows:

Class participation and attendance	20%
Paper I	20%
Paper II	20%
Midterm	20%
Final	20%

I grade according the following grade breakdown:

A+	97	A	93	A-	90
B+	87	B	83	B-	80
C+	77	C	73	C-	70
		D	65		

F 50 if turned in and failing, 0 if not turned in

TIPS FOR SUCCEEDING IN THIS COURSE

1. Read your textbook in a directed manner. That is, read with specific learning goals in mind. Your goals should be: (a) to learn the main factual points and (b) to answer the larger questions about political, economic, and social history posed earlier in the syllabus (which may come up in the papers, discussions, and in the final exam).
2. Take class notes in an informed manner. This requires, first of all, that you (a) come to class, and (b) take notes. Recording lectures and discussions is not a very effective way of mastering the material, since you learn much more by actively writing material down than by passively listening to it.

To take effective notes, start out by copying down the outline and terms for the week. If you doze off or become confused and miss some points during the class, at least you'll know what you've missed. Then you can use the textbook to fill in any gaps.

During the course of the class session, go through the outline again. This time, however, write it down one point at a time, filling in details as I present them or as the class discusses them. By comparing the "overview outline" you copied down before the class session began with your class notes, you can again see if you missed anything.

Give yourself visual cues to make rereading your notes easier. Don't just write everything in one block of text. Instead, skip lines between important points, write main themes close to the left margin, indent supporting points, and use symbols such as asterisks, arrows, and circles liberally to draw your attention to particularly important points or useful examples. This will do more than insure that you can make sense of your notes later. It will force you to make some decisions about what to indent, what to underline, what to circle, and so on -- during the class meeting, while you're taking notes. This will help you to stay alert and prevent you from hearing my lecture and class discussion as an endless stream of words.

3. Take full advantage of the discussions. In preparation, sketch out notes in response to the questions or topics posed by the reading guides. Participate, however tentative your questions or comments may be. You will be graded in part on the sheer fact of your participation, and getting the discussion going is a prerequisite to getting the really brilliant things said. Do not just talk to and listen to the discussion leader. Rather, respond to comments made by your classmates, and direct your comments at them.
4. Turn in assignments on time. Usually, most "F" papers are passing papers that become "F" papers because points are deducted for lateness. Don't let this happen to you.

CLASS SCHEDULE

January 22	Introduction
January 26 Readings	A Meeting of Three Worlds <i>Who Built America</i> Chapter 1
January 29	
February 2 Readings	Slavery and Southern Growth <i>Who Built America</i> Chapter 2
February 5	
February 9 Readings Assignment	Family Labor and Northern Growth <i>Who Built America</i> Chapter 3 Peer editing – first draft due
February 12	
February 16 Readings Assignment	Revolution Coming <i>Who Built America</i> Chapter 4 Second draft due
February 19	
February 23 Readings	Revolution, Constitution and the People <i>Who Built America</i> Chapter 5
February 26	
March 2 Readings	The Hardening of Slavery <i>Who Built America</i> Chapter 6
March 5	
March 9 Readings Assignment	Wage Labor in the North <i>Who Built America</i> Chapter 7 First paper, final draft due
March 12	Midterm Exam
March 16-19	No Class – Spring Break
March 23 Readings	Immigration and Urban Life in the North <i>Who Built America</i> Chapter 8

March 26	Peer editing – first draft due
March 30 Readings	Slavery Spreads, the South in Crisis <i>Who Built America</i> Chapter 9
April 2 Assignment	Second paper, second draft due through Sakai
April 6 Readings	Western Expansion and Growing Conflict <i>Who Built America</i> Chapter 10
April 9	
April 13 Readings	The Civil War <i>Who Built America</i> Chapter 11
April 16	
April 20 Readings	Reconstruction <i>Who Built America</i> Chapter 12
April 23	
April 27 Readings Assignment	Westward Expansion and Industrial Growth <i>Who Built America</i> Chapter 13 Second paper, final draft due through Sakai
April 30	
May 4	Wrap up
May 11	Final Exam – 8:00am-11:00am