

U.S. Work and Labor before the End of Reconstruction
Rutgers University, Summer Session 1 2016
37:575:201 B6

Instructor: Professor Francis Ryan

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Classroom: LEC 137, Tuesday-Thursday, 6:00-9:40 pm

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 leaning 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:"

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.

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*, 3rd 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: May-31-June 2

May 31: A Meeting of Three Worlds: Europe, Africa and American Colonization, 1492-1680.

Syllabus presented in class. Opening Discussion.

In Class Reading: Bartolome de las Casas, *"In Defense of the Indians"* (1550)
"Wealth Circulates Like the Blood:" William Penn's Account of the Delaware Indians (1683)

Film: *500 Nations*. (Film 3)

June 2: Servitude, Slavery, and the Growth of the Southern Colonies, 1620-1760.

Who Built America?, 7-56, 63-105.

In Class Reading: *Traveler Peter Kalm on Unfree Labor in Pennsylvania* (1753)

C.L.R. James, "The Old United States," from *A History of Pan-African Revolt* (1938) (Chicago: PM Press, 2012): 51-54

Selections from W.E.B. DuBois, *The World and Africa* (1946)

Week 2: June 7-June 9

June 7: Family Labor and Growth of the Northern Colonies, 1640-1760.

Who Built America?, 111-155.

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

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

Film: "A Midwives Tale."

June 9: The Revolutionary Era

Who Built America?, 160-257.

In Class Reading: "Samuel Drowne's Testimony on the Boston Massacre,"
March 16, 1770.

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

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

Week 3: June 14-June 16

June 14: The Consolidation of Slavery in the South.

Who Built America?, 265-323.

In Class Reading: Harriet A Jacobs, "*Incidents in the Life of a Slave Girl, Written by Herself*," (1861)

June 16: First Exam

Week 4: June 21-23

June 21: Northern Society, Immigration and Urban Life, 1790-1860.

Who Built America?, 324-425.

In Class Reading: *A Reporters Account of Lynn Women's Mass Meeting During the Great Strike.* (1860)
David Johnson remembers apprenticeship life in the artisan shoe shop. (1830)

June 23: The Spread of Slavery and the Crisis of Southern Society, 1836-1848.

Who Built America?, 426-475.

In Class Reading: *Frederick Douglass Confronts Working Class Racism.* (1836)

Week 5: June 28-30

June 28: The Settlement of the West and the Conflict Over Slave Labor.

Who Built America?, 483-527

June 30: The Origins of the Civil War

Who Built America, 483-527.

In Class Reading: *John Brown's Last Speech.* (November 2, 1859)
A Mechanic, "Voting by Classes." (October 13, 1863)

Final Draft of Paper Due in Class June 30

Week 6: July 5-7

July 5: The Civil War and Reconstruction: America's Second Revolution, 1861-1877.

Who Built America?, 533-551, 589-609.

In Class Reading: *Martin Delany's Advice to Former Slaves*. (July 23, 1865)
A Northern Unionist Lectures Ex Slaves on the Work Ethic. (1865)

July 7: Final Exam

Paper Assignment

First Draft Due: June 9

Final Draft Due: June 30

"The beginning of European settlement of the Americas from 1492 was marked by an extensive demand for labor. As the assigned class readings and film documentaries show, the earliest forms of labor involved both coerced labor and forms of indentured servitude that utilized the work of Europeans, Native Americans and African peoples. By the late 1600s, this fluid labor arrangement became more restrictive and formalized, with a form of racially (African) based slavery imposed in North America. What factors contributed to this development? How and why did this transformation occur?"

Write a 5 page (double spaced) paper that addresses the question posed above. In your response, be sure to base your claims on materials read in the assigned readings (you do not need to read additional sources for this assignment.)