

**37:575:201:04: US Labor and Work Before the End of Reconstruction  
Rutgers University, Fall 2018**

Instructor: Professor Francis Ryan  
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Classroom: Art History 200  
Monday-Thursday, 9:15-10:35 am

**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:"

*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.

*In the Labor Studies and Employment Relations Department:*

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.

(Goal 1).

- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).

- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

*In the School of Management and Labor Relations:*

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

## **Evaluation Breakdown**

Attendance and participation: 10%

Paper 1: 20%

Paper 2: 25%

Midterm: 20%

Final: 25%

## **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 emailed to your designated reader before class time the day they are due. This also applies to the first draft and peer review sessions (*be sure to bring 3 hardcopies to class for your peer review readers at that time*). Out of respect to those who meet this expectation, late papers will be subject to downgrading.

*Disability Statement:* Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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. More information regarding Sakai will be provided in class.

**Required Book.** The following required book is currently out of print, but has been uploaded onto the class sakai site. You do not need to purchase the book.

Rosenweig, et al. *Who Built America? Working People and the Nation's History Volume 1: To 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 6: Introduction to the Class.**

Syllabus presented in class. No assigned class readings.

#### **Week 2: September 10-13: A Meeting of Three Worlds: Europe, Africa and American Colonization, 1492-1680.**

*Who Built America?* 7-56.

Bartolome de las Casas, “*In Defense of the Indians*” (1550)

C.L.R James, “The Old United States.”

#### **Week 3: September 17-20: Servitude, Slavery, and the Growth of the Southern Colonies, 1620-1760.**

*Who Built America?* 63-106

*Traveler Peter Kalm on Unfree Labor in Pennsylvania* (1753)

#### **Week 4: September 24-27: Family Labor and Growth of the Northern Colonies, 1640-1760.**

#### **Draft of paper 1 due Thursday Sept. 27: peer review**

*Who Built America?* 111-155.

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

Film: "A Midwives Tale."

**Week 5: October 1-October 4: 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.

**Week 6: October 8-11: MIDTERM WEEK**

Midterm in Class Monday Oct 8.

October 11: Writing Workshop Meetings

**Week 7: October 15-18: A Revolution, Constitution, and the People,  
1776-1815.**

*Who Built America?* 210-257.

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

**Final Draft of paper 1 due in class Oct 18**

**Week 8: October 22-25: The Consolidation of Slavery in the South.**

*Who Built America?* 271-318.

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

**Week 9: October 29-Nov 1: 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 5-8: Immigration, Urban Life and Social Reform in the Free Labor North, 1838-1860.**

*Who Built America?* 377-425.

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

**Week 11: November 12-15: The Spread of Slavery and the Crisis of Southern Society, 1836-1848.**

*Who Built America?* 426-475.

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

**Draft of Paper 2 Due Monday Nov 12: peer review.**

**Week 12: November 19-20: The Settlement of the West and the Conflict Over Slave Labor.**

*Who Built America?* 483-527.

In class reading: "The Western Dialect" (1880)

November 20: Writing Workshop Meetings

**Week 13: November 26-29: The Civil War: America's Second Revolution, 1861-1865.**

*Who Built America?* 533-582.

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

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

**Week 14: December 3-December 6: Reconstructing the Nation, 1865-1877.**

*Who Built America?* 589-626.

*Martin Delany's advice to former slaves* (July 23, 1865)

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

Final Draft of Paper 2 due in class Monday, December 6

**Week 15: December 10: New Frontiers: Westward Expansion and Industrial Growth, 1865-1877.**

*Who Built America?* 632-675.

**Final Exam as scheduled by Registrar**

**Paper Assignments:**

**Development of the Labor Movement  
Paper Assignment 1**

*“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 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.)

Drafts of the paper are due in class for the peer review session scheduled for Thursday September 24. You will be given additional feedback from the TAs assigned to work with you in the following week. The final draft of the paper will be collected in class Thursday October 18.

All papers should follow standard grammar, punctuation and citation methods. An in class exercise will provide an overview on proper citation.

Final drafts are to be submitted electronically to your designated reader by class time the day they are due.

## **Development of the Labor Movement Paper Assignment 2**

*As the industrial revolution developed in the United States, traditional patterns of work were disrupted and replaced by more ridged, structured, factory-based workplaces. The older notion of the “Artisan Republic”—in which craftsmen could aspire to the status of a master within their given field—was threatened. American workers resisted this change. In what ways did Americans seek to maintain these older traditions of work, and how successful were they?*

Write a 5 page 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.)

3 copies of the first draft are due in class for the peer review session scheduled for November 12. You will also provide your assigned reader a copy via email attachment on that day. You will be given additional feedback from the TAs assigned to work with you in the following week. The final draft of the paper should be submitted via email attachment to your assigned reader no later than class time December 6.

It is important that you know who your assigned reader is: please consult the group listed provided on the Sakai sight. Paper drafts that are not sent in a timely fashion to the appropriate reader will be downgraded.

Final drafts are to be submitted electronically to your designated reader by class time the day they are due.