

U.S. Labor and Work Before the End of Reconstruction
Fall 2016
RUTGERS UNIVERSITY
(37:575:201:01)

Note: Syllabus is subject to change and supersedes any previous versions.

Monday, 6:10pm-9:00pm
Scott Hall, Room 115
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Office Hours: Monday, 4:30pm-5:30pm
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COURSE DESCRIPTION:

This course begins with the European exploration and colonization of North America and ends in the late nineteenth-century with the Industrial Revolution in the United States. Course themes include bound, contract, indenture, and slave labor systems of early America; the culture of work and community of apprentice, journeymen, and master craftsmen in the world of the artisan's republic; the rise of merchant capitalism and the emergence of wage labor; the changing organization of work from handicraft to factory; workers' collective responses to technology, managerial control, and industrialization; and the impact on the lives of workers and those who transformed the United States into the world's preeminent industrial power.

LEARNING OBJECTIVES

Learning Objectives. The student is able to:

Core Curriculum: SCL, HST, WCr and WCd

- Understand the bases and development of human and societal endeavors across time and place (h).
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m).
- Apply concepts about human and social behavior to particular questions or situations. (Goal n).
- Explain the development of some aspect of society or culture over time, including the history of ideas or history or science. (Goal k).
- Employ historical reasoning to study human endeavors. (Goal L).
- Communicate complex ideas effectively, in standard written English, to a general audience. (Goal S1).
- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. (Goal S2).
- Communicate effectively in modes appropriate to a discipline or area of inquiry. (Goal t).
- Evaluate and critically assess sources and the use of conventions of attribution and citation correctly. (Goal u).

- Analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal v).

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).
- Make an argument using contemporary or historical evidence. (Goal 4).

COURSE REQUIREMENTS AND GRADING

Class Attendance (15%) and Participation (15%)

Your grade for class participation will be based on your active involvement in class discussion, small group work, in-class writing assignments, and overall engagement with the course material. Be sure to read carefully all required readings before the class meets so that you will be prepared to answer questions and discuss each of the readings in class.

You are expected to bring a copy of the assigned readings to class and participate actively in small group and larger class discussions. Periodically, you'll be asked to complete a peer group evaluation form to honestly evaluate the work of other students in your group.

Class participation includes active, respectful listening as well as talking. Cell phones and other electronic devices must be turned off during class. This includes laptops and tablets. If you use any of these devices during class, you are distracting yourself, the instructor, and the students around you.

You are expected to attend class regularly. An attendance sheet will be passed out at the beginning of class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class.

If you must miss class, arrive late, or leave early, or if you have trouble completing an assignment, let me know as soon as possible, preferably beforehand. I will excuse absences for good cause. I will not accept explanations that are not timely.

Please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An e-mail will be automatically sent to me.

Written Assignments (70%)

Writing well requires disciplined thinking, which, among other things, involves cognitive skills such as maintaining a cohesive train of thought and supporting ideas with adequate evidence. You will be given a writing rubric at the start of the semester, which use is twofold: 1) to set forth the expectations of your written work and 2) to consult when commenting on your peer's rough draft.

You will be assigned three (3) take-home papers during the semester. The first writing assignment is worth 20%, and the second and third writing assignments are worth 25% each of your final grade. Each paper is 5 pages in length. All written assignments will be posted online at least two weeks before their due date, and you will submit your papers electronically through Sakai, which in turn will be submitted to Turnit.com. Papers will also be returned through Sakai. All written assignments must be completed to receive credit for the course.

Please note: Papers are due on the designated deadlines. Make sure to back-up your work. Late papers—those submitted the minute after they are due—will be downgraded one full letter grade, and an additional full letter grade for each subsequent day the paper is late.

In-Class Writing Instruction

Throughout the semester, you will learn how to improve your writing through a variety of in-class exercises. You will be given a short excerpt of an historical essay, for example, and asked to identify and discuss the analytic elements of a well-developed paragraph.

You will also be given photocopied representative sentences and passages from your papers, and then asked to consider their successes and the opportunities for revision they present. Through revision, you will recognize how every component of your sentences is related to the other components in a way that is clear and unambiguous. In other words, the structure of relationships between actor, actions, and the objects acted on.

Documenting Sources

When using the direct words from a source or the diction of an author, these words must be enclosed with quotation marks and cited. Even when you paraphrase a passage using your own words, you still must cite the original source of the idea. You must also site materials discussed in class. The citation must appear in parentheses at the end of the sentence. For example: (Clark, et. al., p. 72). The last page of your paper must include a works cited page. For example: Clark, Richard, et al. (2008) *Who Built America?* (3rd Ed.) Vol. I. Boston/New York: Bedford/St. Martin's.

Become familiar with the university's policy on plagiarism at <http://teachx.rutgers.edu/integrity/policy.html>. Using others' ideas without giving full credit will not be tolerated in your assignments. Plagiarized material, especially information from the Internet, will be given a failing grade and reported to the office of judicial affairs. I encourage you to see me if you have any questions about your papers.

A useful style and grammar resource can be found at <http://andromeda.rutgers.edu/~jlynch/Writing/>

Grading Criteria

A	90-100%
B+	87-90%
B	80-86%
C+	77-80%
C	70-76%
D	60-69%
F	59% and below

COURSE READINGS:

1. Required Book. The following required book is available for purchase at the Barnes & Noble Bookstore (732-246-8448), located next to the New Brunswick train. It may also be purchased online at bn.com.

Christopher Clark, et. al. *Who Built America? Working People and the Nation's History, Volume I: To 1877* (Bedford / St. Martin's Press, 2008)

2. Required Online Readings: In addition to the required books, all required excerpted readings are available through Sakai. Be sure to print out and read each of readings for each week and bring a copy the reading to class.

Bernard Bailyn, The Barbarous Years: The Peopling of British North America: The Conflict of Civilizations, 1600-1675.

Thomas Di Lorenzo, How Capitalism Saved America, Chapter 6, "How Capitalism Enriched the Working Class."

Douglas Blackmon, Slavery by Another Name.

Melvyn Dubofsky, "Labor Strength in the 1830s"

Melvyn Dubofsky, Industrialism and the American Worker, 1865-1920, Chapter 3, "Workers, Industry and Society."

Eric Foner, Tom Paine and Revolutionary America.

Adam Smith, The Wealth of Nations, Chapter 1, "Of the Division of Labor"

Alan Taylor, American Colonies.

Alexis de Tocqueville, Democracy in America, "How an Aristocracy Can Be Created by Industry"

Selected Virginia Statutes Related to Slavery

Wendy Warren, New England Bound: Slavery and Colonization in Early America.

Sean Wilentz, "Metropolitan Industrialization"

Disability Services

From the Office of Disability Services:

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>.

COURSE OUTLINE

Week 1 (September 12) INTRODUCTIONS AND OVERVIEW

No class readings

In-class video: Excerpt from, Christopher Columbus and the Age of Discovery

**Week 2 (September 19) A MEETING OF THREE WORLDS: EUROPE, AFRICA,
AND AMERICAN COLONIZATION, 1492-1680**

Who Built America? pp. 7-36

American Colonies pp. 118-133 (Resources folder)

**Week 3 (September 26) SERVITUDE, SLAVERY, AND THE GROWTH OF THE SOUTHERN
COLONIES, 1620-1760**

****Writing Assignment I Posted****

White Cargo pp. 75-87 (Resources folder)

American Colonies pp. 143-157 (Resources folder)

The Barbarous Years pp. 63-67; 71-77 (Resources folder)

**Week 4 (October 3) FAMILY LABOR AND THE GROWTH OF THE NORTHERN COLONIES,
1640-1760**

New England Bound pp. 83-133

The Barbarous Years pp. 174-179

Jamestown Laws on Slavery aka Virginia Statutes (Resources folder)

Who Built America? pp. 111-155

Week 5 (October 10) TOWARD REVOLUTION, 1750-1776

Writing Assignment I Due

Who Built America? pp. 160-209

In-class video excerpt: "The Terrible Transformation: From Indentured Servitude to Racial Slavery"

Week 6 (October 17) A REVOLUTION, CONSTITUTION, AND THE PEOPLE 1776-1815

Who Built America? pp. 210-263

"Tom Paine and Revolutionary America" (Resources folder)

"The First Unions" (Resources folder)

Week 7 (October 24) THE CONSOLIDATION OF SLAVERY IN THE SOUTH

Who Built America? pp. 265-323

Week 8 (October 31) NORTHERN SOCIETY AND THE GROWTH OF WAGE LABOR, 1790-1837

Writing Assignment II Posted

Who Built America? pp. 324-375

Adam Smith, "Of the Division of Labor" (Resources folder)

Alexis de Tocqueville, "How an Aristocracy May Be Created by Manufactures" (Resources folder)

Melvyn Dubofsky, "Labor Strength in the 1830s"

Week 9 (November 7) IMMIGRATION, URBAN LIFE, AND SOCIAL REFORM IN THE FREE-LABOR NORTH, 1838-1860

Who Built America? pp. 377-425

Sean Wilentz, "Metropolitan Industrialization" (Resources folder)

In class video excerpt: "Race: The Power of an Illusion"

Week 10 (November 14) THE SPREAD OF SLAVERY AND THE CRISIS OF SOUTHERN SOCIETY, 1836-1848

Writing Assignment II Due

Who Built America? pp. 426-475

In class video excerpt: "The Great Hunger"

Week 11 (November 21) THE SETTLEMENT OF THE WEST AND THE CONFLICT OVER SLAVE LABOR

Who Built America? pp. 483-527

Thomas DiLorenzo, "How Capitalism Enriched the Working Class" (Resources folder)

Melvyn Dubofsky, "Industrialism and the American Worker" (Resources folder)

In-class video excerpt: "The West: Speck of the Future"

Week 12 (November 28) THE CIVIL WAR: AMERICA'S SECOND REVOLUTION, 1861-1865

Writing Assignment III Posted

Who Built America? pp. 533-582

Douglas Blackmon, "Slavery by Another Name" (Resources folder)

Week 13 (December 5) RECONSTRUCTING THE NATION, 1865-1877

Who Built America? pp. 588-631

In-class video: Excerpt from, "1877: The Grand Army of Starvation"

Week 14 (December 12) NEW FRONTIERS: WESTWARD EXPANSION AND INDUSTRIAL GROWTH, 1865-1877

Writing Assignment III Due

Who Built America? pp. 632-675