

## 575:202:01 Labor and Work in the US from 1880 to 1945

Professor: Dr. Christopher Hayes  
Class meetings: M/Th 10:20-11:40, RC-2  
Office hours: T/F 12:00-1:00 PM, Labor Education Center 114 and by appointment  
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### INTRODUCTION

This course will explore the history of working people the United States from the end of Reconstruction through the end of World War II. Through looking at labor history, we will learn about social and political history as well. 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.

### 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 (Goal 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).

#### School of Management and Labor Relations:

- Communicate effectively at a level and in modes appropriate to an entry-level professional. (Goal I).
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

### **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).

### **REQUIRED TEXT**

Clark, Hewitt, Brown, Jaffee, *Who Built America? Vol. 2* (Third Edition, ISBN 978-0312446925)

The textbook is available at the Barnes and Nobles bookstore, as well as online.

### **NO COMPUTERS**

Seriously. We are going computerless this semester. No laptops, no tablets, no phones. Computers in class tempt us to multitask (it happens to me!), but you're not here for that. What people do on their computers in a group setting can be distracting. Plus, best of all, taking notes on paper is better for your understanding! See for yourself:

[www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html](http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html)

[www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

[www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659](http://www.wsj.com/articles/can-handwriting-make-you-smarter-1459784659)

[www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

[www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/](http://www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/)

### **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 if you are unable to attend

### **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 three 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.** We will turn back all assignments in a timely manner. If we do not turn back your assignment, it is your job to bring this to our attention. If you believe we 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, we will not be able to consider claims that you turned in an assignment if we 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. "I wasn't feeling well" isn't an excused absence. Using the online absence reporter isn't an excused absence. Leaving early and showing up late will count against you as well.

Being physically present is important, but you should strive to be mentally present as well. Being attentive and actively participating in class enhances your learning, as well as that of those around you. Someone (your parents, you in the future, Rutgers donors) is paying for you to be here, so try to get the most out of it. Working well in your groups and contributing to class discussion is a very easy way to earn a higher overall grade in the course.

### **Cheating/plagiarism**

There are serious consequences, including expulsion, for cheating and taking someone else's work without attribution. 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/academic-integrity-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 me or 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 October 17 during regular class time and a final exam on December 20 at 12:00 PM.

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	

## CLASS SCHEDULE

<b>September 8</b>	<b>Introduction</b>
<b>September 12</b>	<b>The failures of Reconstruction</b>
<b>Reading</b>	<b>Who Built America? Chapter One</b>
<b>September 15</b>	<b>The Gilded Age</b>
<b>September 19</b>	<b>The rise of organized labor</b>
<b>Reading</b>	<b>Who Built America? Chapter Two</b>
<b>Assignment</b>	<b>Peer editing – first draft due</b>
<b>September 22</b>	<b>Immigration and urbanization</b>
<b>September 26</b>	<b>Washington and Du Bois</b>
<b>Reading</b>	<b>Who Built America? Chapter Three</b>
<b>Assignment</b>	<b>Second draft due</b>
<b>September 29</b>	<b>Populism</b>
<b>October 3</b>	<b>Colonialism</b>
<b>Reading</b>	<b>Who Built America? Chapter Four</b>
<b>October 6</b>	<b>Efficiency and modernization</b>
<b>October 10</b>	<b>Writing conferences</b>
<b>October 13</b>	<b>Writing conferences</b>
<b>October 17</b>	<b>Midterm</b>
<b>Assignment</b>	<b>Final draft of first paper due</b>
<b>October 20</b>	<b>Consumerism</b>
<b>October 24</b>	<b>The Progressive Era</b>
<b>Reading</b>	<b>Who Built America? Chapter Five</b>
<b>October 27</b>	<b>Lynching</b>
<b>October 31</b>	<b>Immigration, part two</b>
<b>Reading</b>	<b>Who Built America? Chapter Six</b>
<b>November 3</b>	<b>World War I</b>
<b>November 7</b>	<b>The Great Migration</b>
<b>Reading</b>	<b>Who Built America? Chapter Seven</b>
<b>Assignment</b>	<b>First draft of second paper due</b>

**November 10 The Mine Wars and the Battle of Blair Mountain**

**November 14 The 1920s**  
**Reading Who Built America? Chapter Eight**  
**Assignment Second draft of second paper due**

**November 17 Marcus Garvey**

**November 21 The Depression**  
**Reading Who Built America? Chapter Nine**

**November 22 The New Deal**

**November 28 Writing conferences**

**December 1 Writing conferences**

**December 5 World War II**  
**Assignment Final draft of second paper due**  
**Reading Who Built America? Chapter Ten**

**December 8 Slavery by Another Name**

**December 12 Slavery by Another Name, continued**  
**Reading**

**December 20 Final exam – 12:00 PM to 3:00 PM**