

**37:575:201:07: US Labor and Work Before the End of Reconstruction
Rutgers University, Spring 2020**

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Classroom: Frelinghuysen Hall A-6
Wednesday 1:10-4:10

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 learning 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 skip class or repeatedly arrive late 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 2 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.

Canvass: This course uses the web-based classroom management system Canvass. Assigned readings and other course materials will be located on this site.

Required Book. The following required book is currently out of print, but has been uploaded onto the class Canvass 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*, 3rd edition, Bedford/St. Martin Press, 2008

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: January 22: Introduction to the Class.

Syllabus presented in class. No assigned class readings.

Week 2: January 29: 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: February 5: Servitude, Slavery, and the Growth of the Southern Colonies, 1620-1760.

Who Built America? 63-106

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

Traveler Peter Kalm on Unfree Labor in Pennsylvania (1753)

Week 4: Feb 12: 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)

Film: "A Midwives Tale."

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

Week 5: Feb 19: Revolution and the Early Republic, 1750-1815.

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: Feb 26: MIDTERM WEEK

Week 7: March 4: The Consolidation of Slavery in the South.

Who Built America? 265-323.

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

Final Draft of paper 1 due

Week 8: March 11: 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 9: March 18: Spring Break

Week 10: March 25: Immigration, Urban Life and Social Reform in the Free Labor North, 1838-1860.

Paper 2 Draft One Due in Class: peer review.

Who Built America? 377-425.

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

Week 11: April 1: The Spread of Slavery and the Crisis of Southern Society, 1836-1848.

Who Built America? 426-475.

Frederick Douglass Confronts Working Class Racism. (1836)

Week 12: April 8: The Settlement of the West and the Conflict Over Slave Labor.

Who Built America? 483-527.

Week 13: April 15: 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: April 22: 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

Week 15: April 29: Final Exam in Class.

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 **February 12**. You will be given additional feedback from the TAs assigned to work with you in the following weeks. The final draft should be emailed to your designated reader by the start of class on **March 4**

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

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.)

Bring 2 copies of the first draft are due in class for the peer review session scheduled for **March 25**. 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 by the start of class **April 22**.

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.