

History 929
Labor and Working Class History in the United States
Spring 2007

Seminar Meeting: Friday, 9-11am
Lecture Location: 5257 Humanities
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Office Hours: M, W, 1:00-2:30 (or by appointment)

This graduate reading seminar explores the meaning of work in the United States and how that meaning changed over the past century. In so doing, it shadows the emergence and development of the field of Labor and Working-Class History itself, starting with the questions of race, citizenship and gender that were raised by emancipation, industrialization, and migration at the close of the 19th-century and ending with related questions provoked by the global political and economic transformations of the late 20th-century. This is not an historiographical survey, but rather a directed reading of the most recent works in the field. Readings have been selected not only because they chart innovative paths toward future study, but also because they engage older scholarship in interesting ways.

Seminar meetings are organized around an assigned book, which is coupled with an additional book or article on a related topic. All students are expected to read the assigned book before each meeting and come to class prepared to discuss that book in relation to other course material. On two class periods, each student will also write a short review of the assigned book. In addition, each student will choose two weeks in which they will provide an oral introduction to the assigned book by situating it within a historiographical context that includes the additional book and other books or articles on related subjects. The final assignment for the course will be a 20 to 30 page paper that elaborates an historiographical question raised by two or more of the weekly readings. Alternatively, students may choose to write a paper based on primary research into a theme related to the course material.

Evaluation:

Attendance and participation in seminar	20%
Introduction and leadership of two seminars	20%
Two Book Reviews	20%
Final Paper	40%

Required Reading: There are thirteen required books for this course. They can be purchased at A Room of One's Own Feminist Bookstore, 307 W. Johnson St. (257-7888). Most are available in paperback and students should purchase used copies where they are

available. Reserve copies are also available for 3 hour loan at College Library. (All articles are available through JSTOR).

- Rebecca J. Scott, *Degrees of Freedom: Louisiana and Cuba After Slavery* (Harvard University Press, 2005)
- James Green, *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America* (Pantheon Books, 2006)
- Francille Rusan Wilson, *The Segregated Scholars: Black Social Scientists and the Creation of Black Labor Studies, 1890-1950* (University of Virginia Press, 2006)
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton University Press, 2004)
- James N. Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America* (University of North Carolina Press, 2005)
- Colleen O'Neill, *Working the Navajo Way: Labor and Culture in the Twentieth Century* (University Press of Kansas, 2005)
- Alice Kessler-Harris, *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th Century America* (Oxford University Press, 2001)
- Jennifer Klein, *For All These Rights: Business, Labor and the Shaping of America's Public-Private Welfare State* (Princeton University Press, 2003)
- Daniel Walkowitz, *Working with Class: Social Workers and the Politics of Middle-Class Identity* (University of North Carolina Press, 1999)
- Nancy MacLean, *Freedom Is Not Enough: The Opening of the American Workplace* (Harvard University Press, 2006)
- Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History*. (Duke University Press. 2003)
- Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (University of California Press, 2001)
- Leon Fink, *The Maya of Morganton: Work and Community in the Nuevo New South* (University of North Carolina Press, 2003)

Week 1: January 26 Introduction

Week 2: February 2 Defining Free Labor

Required Reading: Rebecca J. Scott, *Degrees of Freedom: Louisiana and Cuba After Slavery* (Harvard University Press, 2005)

Additional Reading: Gunther Peck, "Reinventing Free Labor: Immigrant Padrones and Contract Laborers in North America, 1885-1925," *Journal of American History* 83 (December 1996): 848-871.

Week 3: February 9 Posing "the Class Problem"

Introduction by Trudy Fredericks and Pam Connors

Required Reading: James Green, *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America* (Pantheon Books, 2006)

Additional Reading: Leon Fink and Ellen Fitzpatrick, "AHR Forum: "Intellectuals" versus "Workers": Academic Requirements and the Creation of Labor History," *American Historical Review*, Vol. 96, No. 2. (Apr., 1991), pp. 395-431.

Week 4: February 16 Race and Class

Introduction by Paul Heideman and Crystal Moten

Required Reading: Francille Rusan Wilson, *The Segregated Scholars: Black Social Scientists and the Creation of Black Labor Studies, 1890-1950* (University of Virginia Press, 2006)

Additional Reading: Eric Arnesen, "Up From Exclusion: Black and White Workers, Race, and the State of Labor History," *Reviews in American History*, Vol. 26, No. 1, Special Issue: The Challenge of American History. (Mar., 1998), pp. 146-174.

Havens Center Speaker

Lois Weis (Graduate School of Education, University of Buffalo)
**UNEQUAL OUTCOMES: THE PRODUCTION OF INEQUALITY IN NEW
ECONOMIC TIMES**

"Re-thinking the Intersections of Race, Class and Gender: Tracking the Making of the New White Working Class in the Final Quarter of the Twentieth Century,"
Tuesday, February 20, 4:00 pm

"Reflections on the Utility of Longitudinal Ethnography: Understanding Class as
'Nested' Production,"
Wednesday, February 21, 4:00pm
Public Seminar,
Thursday, February 22, 12:20 pm

Week 5: February 23 Nation and Class

Required Reading: Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton University Press, 2004)

Additional Reading: Moon-Ho Jung, "Outlawing "Coolies": Race, Nation, and Empire in the Age of Emancipation," *American Quarterly*, Vol. 57, No. 3. (Sep., 2005), pp. 677-701.

Week 6: March 2 Region, Class and Culture

Introduction by Charles Hughes and Phil Glende

Required Reading: James N. Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America* (University of North Carolina Press, 2005)

Additional Reading: Marc S. Rodriguez, ed., *Repositioning North American Migration History: New Directions in Modern Continental Migration, Citizenship, and Community* (University of Rochester Press, 2004. 2006), Introduction and article by Rodriguez.

Week 7: March 9 Work and Identity

Introduction by Jennifer Holland and Pam Conners

Required Reading: Colleen O’Neill, *Working the Navajo Way: Labor and Culture in the Twentieth Century* (University Press of Kansas, 2005)

Additional Reading: Nan Enstad, “Fashioning Political Identities: Cultural Studies and the Historical Construction of Political Subjects,” *American Quarterly* 50 (December 1998): 745-82.

OR Paige Raibmon, “The Practice of Everyday Colonialism: Indigenous Women at Work in the Hop Fields and Tourist Industry of Puget Sound,” *Labor* 3(3): 23-56 (2006)

Week 8: March 16 Gender and Class

Introduction by Jennifer Kaufmann-Buhler and Phil Glende

Required Reading: Alice Kessler-Harris, *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th Century America* (Oxford University Press, 2001)

Additional Reading: Alice Kessler-Harris, “The Wages of Patriarchy: Some Thoughts about the Continuing Relevance of Class and Gender,” *Labor* 3(3): 7-21 (2006)

Havens Center Speaker

Nancy Maclean, History, Northwestern University

RACE AND REGION IN THE MAKING OF THE MODERN RIGHT

“Freedom Is Not Enough: The Opening of the American Workplace”

Tuesday, March 20, 4:00 pm

“Southern Dominance in Borrowed Language: The Regional Origins of American Neo-Liberalism”

Wednesday, March 21, 4:00 pm
Public Seminar: "Neo-Confederacy vs. the New Deal: The Regional Utopia of the
Modern American Right"
Thursday, March 22, 12:20 pm

Week 9: March 23 Work and the Welfare State

Introduction by Dave Blinka and Charles Hughes

Required Reading: Jennifer Klein, *For All These Rights: Business, Labor and the Shaping of America's Public-Private Welfare State* (Princeton University Press, 2003)

Additional Reading: Ira Katznelson, "The State to the Rescue? Political Science and History Reconnect," *Social Research*, 59, 4 (Winter 1992); 719-738.

Week 10: March 30 No Seminar

Organization of American Historians Meeting, Minneapolis

Midwest Labor and Working Class History Colloquium
University of Iowa
April 6-8
<http://mlwch.graduatehistorysociety.org/>

Week 11: April 13 Work and Class

Introduction by Jennifer Kaufmann-Buhler and Crystal Moten

Required Reading: Daniel Walkowitz, *Working with Class: Social Workers and the Politics of Middle-Class Identity* (University of North Carolina Press, 1999)

Additional Reading: Stephanie Shaw, *What a Woman Ought to Be and Do: Black Professional Women Workers During the Jim Crow Era* (University of Chicago Press, 1996)

Havens Center Seminar
Glenda Gilmore, Department of History, Yale University
THE U.S. SOUTH, THE NATION, AND THE WORLD, 1919-1949
"When Jim Crow Met Karl Marx"
Tuesday, April 17, 4:00 pm
"The Nazis and Dixie: African Americans and Fascism"
Wednesday, April 18, 4:00 pm
Public Seminar: "Guerrillas in the Good War"
Thursday, April 19, 12:20 pm

Week 12: April 20 The Right to Work

Introduction by Trudy Fredericks and Jennifer Holland

Required Reading: Nancy MacLean, *Freedom Is Not Enough: The Opening of the American Workplace* (Harvard University Press, 2006)

Additional Reading: Thomas J. Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964," *The Journal of American History*, Vol. 82, No. 2 (Sep., 1995), pp. 551-578

Week 13: April 27 Work and Empire

Introduction by David Blinka and Paul Heideman

Required Reading: Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History*. (Duke University Press. 2003)

Additional Reading: Greg Grandin, "AHR Forum: Your Americanism and Mine: Americanism and Anti-Americanism in the Americas. The American Historical Review 111.4 (2006): 45 pars. 19 Dec. 2006
<<http://www.historycooperative.org/journals/ahr/111.4/grandin.html>>.

Wisconsin Labor History Association

Dinner with **Greg Grandin**

Friday, April 27

"Labor and US Foreign Policy: From the Cold War to the War on Terror"

Saturday, April 28, 9am-3pm, Union South

Week 14: May 4 Work and Service

Introduction by Bridget Collins

Required Reading: Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (University of California Press, 2001)

Additional Reading: Dorothy Sue Cobble, "'A Spontaneous Loss of Enthusiasm': Workplace Feminism and the Transformation of Women's Service Jobs in the 1970s," *International Labor and Working-Class History* 56 (October 1999): 23-44.

Havens Center Seminar

Ira Katznelson, Political Science and History, Columbia University

ON JIM CROW AND THE LIBERAL TRADITION

"When Affirmative Action was White"

Tuesday, May 8, 7:00 pm

“Southern Nation: Did a ‘Solid South’ Shape American Political Development?”
Wednesday, May 9, 4:00 pm
Public Seminar
Thursday, May 10, 12:20 pm

Week 15: May 11 A New Labor Movement?

Introduction by Bridget Collins

Required Reading: Leon Fink, *The Maya of Morganton: Work and Community in the Nuevo New South* (University of North Carolina Press, 2003)

Additional Reading: Eileen Boris and Jennifer Klein, “Organizing Home Care: Low-Waged Workers in the Welfare State,” *Politics & Society*, Vol. 34, No. 1 (2006), 81-108

OR – Ruth Milkman, *LA Story: Immigrant Workers and the Future of the US Labor Movement* (Russel Sage Foundation, 2006)