

Professor Camille Guerin-Gonzales  
Fall 2005  
Hist/CLS 519-001  
Thursday, 1:20-3:15  
216 Ingraham Hall

Office Hours:  
*Wed.*, 4119 Humanities, 10:00-11:00  
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*Thurs.*, 313 Ingraham Hall, 3:30-4:30  
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### **Working-Class Cultures: Comparative And Theoretical Perspectives**

This is an advanced readings seminar on the historical meanings of working-class culture. We will look at the ways in which a variety of scholars and “organic intellectuals” have drawn upon the methods and practices of cultural studies (including cultural geography), social history, economic history, and labor history to examine the lives of working women and men. Throughout the course, we will be examining relations of power by looking closely at ideas about race, class, ethnicity, gender, and sexuality. We will especially be concerned with the ways in which these ideas have shaped working-class culture. Some of the questions we will address are: What is unique about U.S. labor history and what is part of a shared history of an international community of workers? How have processes of cultural fusion and cultural fragmentation operated to unite and divide working people? In what ways does an interrogation of the politics of space (place, location, landscape, architecture, environment, home, city, region, territory, and geography) help us to understand working-class cultures? Our readings are interdisciplinary and comparative, but we will analyze working-class cultures, as well as the meanings of work, at particular historical moments. Rather than a comprehensive survey of the literature of this vast area of study, we will focus on selected readings that will help us to explore questions of class and social identity, of nationalism and internationalism, and of working-class struggles for control over the work place and strategies of resistance working people have developed in particular times and places.

#### **Course Requirements**

1. General:

Faithful attendance, prompt completion of weekly readings and assignments, interactive and respectful participation.

2. Written Work:

**Working-Class Cultures Detective Investigation.** You and a detective partner will search for sites of working-class solidarity (union halls, work places, restaurants, parks, community centers, etc.) and begin compiling a working annotated bibliography of primary and secondary sources. A 500-word (two-page) report of your detective work, a copy of your working bibliography, and a map of sites of working-class solidarity is due on *November 17*. I will place a copy of your report and annotated bibliography on informal reserve in the Wisconsin Historical Society Reading Room (check at the Information Desk).

**Journal.** Please keep a journal throughout the course to submit with your final paper *December 15*. The journal should document your intellectual journey through working-class communities. It will be invaluable to you as you work on your final project.

**Research Project.** The major assignment for the course is a multi-media project on the power of place in the construction of working-class cultures. Your multi-media project will include a 2,000-2,500 word (approximately 8-10 page) essay and a multi-media visual and aural presentation of your paper. Your essay and presentation should explore and interrogate the

politics of space (place, location, landscape, architecture, environment, home, city, region, territory, and geography) in the construction and maintenance of working-class cultures. Half the class will present their work on **December 8** and will turn in their final papers the following week on **December 15**. The other half of the class will present their work on **December 15** and will turn in their final papers the same day, **December 15**. Students who present their work on **December 8** must attend the full class period on December 15 or will receive a reduced final grade for the course. All projects are due at the beginning of class (no exceptions, including transportation and computer problems) **December 15**. Your project (both paper and presentation) *must* draw on both primary and secondary research. The style and format of your written work should follow the humanities guidelines described in Chicago/Turabian (printed version listed under “Required Readings, Writing Guides” below). Also see <http://www.wisc.edu/writing/Handbook/DocChicago.html>

3. In Class:

**Discussion Co-facilitation.** Once during the semester, you will join me in facilitating discussion of the reading and how it relates to other readings in the course.

**Research Project Presentation.** You will give a brief (10-minute) presentation of your research project on the power of place in constructions of working-class cultures and identity **Nov. 17**.

4. Group Projects:

**Detective Investigation** (repeated from above). You and a detective partner will search for sites of working-class solidarity (union halls, work places, restaurants, parks, community centers, etc.) and begin compiling a working annotated bibliography of primary and secondary sources. A 500-word (two-page) report of your detective work, a copy of your working annotated bibliography, and a perceptual map of sites of working-class solidarity is due on **November 17**. I will place a copy of your report and annotated bibliography on informal reserve in the Wisconsin Historical Society Reading Room (check at the Information Desk). Please keep a journal of your investigation for submission **December 15** (please note the **November 17** due date for all work related to your detective investigation, with the exception of the journal).

**Sites of Collective Working-Class Cultures Map.** The class will divide up into small groups of two or more students and will map working-class places and spaces. Due **November 17**.

**Grade Distribution:**

Faithful Attendance, Participation in Discussions, & Discussion Co-Facilitation	40%
Detective Report & Mapping Project	20%
Research Project & Presentation	40%

## Required Readings

The following books are available for purchase at Rainbow Bookstore Cooperative (426 W. Gilman Street, 608-257-6050) and are on reserve at College Library, Helen C. White Hall.

Rick Fantasia, *Cultures of Solidarity: Consciousness, Action, and Contemporary American Workers* (Berkeley: University of California Press, 1988)

Vicki L. Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950* (Albuquerque: University of New Mexico Press, 1987).

Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*. New York: Columbia University Press, 1999.

Matt Garcia, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970* (Chapel Hill: University of North Carolina Press, 2002).

Carmen Teresa Whalen, *From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies* (Philadelphia: Temple University Press, 2001).

Terry A. Repak, *Waiting on Washington: Central American Workers in the Nation's Capital* (Philadelphia: Temple University Press, 1995).

Richard Edwards, *Contested Terrain: The Transformation of the Workplace in the Twentieth Century* (New York: Basic Books, 1979).

## Writing Guides

Students are required to use the Chicago or Turabian style in writing history papers (the Chicago or Turabian style places reference notes at the bottom of a page or at the end of a paper). Please do not cite sources parenthetically in the text of your paper.

A guide to the Chicago or Turabian style is available online at:  
**<http://www.wisc.edu/writing/Handbook/DocChicago.html>**

The guide also is available in published form:  
Kate Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago: University of Chicago Press, 1996).

## Additional Writing Guides

William Strunk, Jr. and E.B. White. *The Elements of Style*, 4<sup>th</sup> ed. (New York: Longman, 2000).

Richard Marius, *A Short Guide to Writing about History*, 4<sup>th</sup> ed. (New York: Longman Publishers, 2003).

## Calendar and Assignments

### Week 1

Sept. 8 Introduction

### Week 2

Sept. 15 “One Big Union: Imagining Transnational Communities”

Reading: Rick Fantasia, *Cultures of Solidarity: Consciousness, Action, and Contemporary American Workers*, pp. ix-120

*Diez y Seis de Septiembre*

### Week 3

Sept. 22 “A New Day Aborning: Reimagining Working-Class Culture”

Reading: Rick Fantasia, *Cultures of Solidarity: Consciousness, Action, and Contemporary American Workers*, pp. 121-245

### Week 4

Sept. 29 “The Promise of America: Immigration and Working-Class Unity”

Reading: Vicki L. Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization and the California Food Processing Industry, 1930-1950*

*Rosh Hashanah October 4*

### Week 5

Oct. 6 “‘Would You Be My Ally?’: Gender on the Line”

Reading: Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*.  
New York: Columbia University Press, 1999.

### Week 6

Oct. 13 “Performing Identity: Recuperating Working-Class Bodies”

Reading: Matt Garcia, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970*

*Yom Kippur October 13*

### Week 7

Oct. 20 “Dividing the Work Force: Citizens and Immigrants”

Reading: Carmen Teresa Whalen, *From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies*

**Week 8**

Oct. 27 "Dividing the Work Force: Gendering Labor"

Reading: Terry A. Repak, *Waiting on Washington: Central American Workers in the Nation's Capital*

*Eid Al Fitr, November 3, 4*

**Week 9**

Nov. 3 "Struggles for Control Over the Workplace: Tactics and Strategies"

Reading: Richard Edwards, *Contested Terrain: The Transformation of the Workplace in the Twentieth Century*

**Week 10**

Nov. 10 "Recovering, Retelling, and Remembering: Working-class Spaces and Places"

Research Period

*\* I will be available for consultation in 313 Ingraham Hall*

**Week 11**

Nov. 17 "Recovering, Retelling, and Remembering: Working-class Spaces and Places"

Research Reports

**Week 12**

Nov. 24 "Recovering, Retelling, and Remembering: Spaces and Places"

Research, Writing, and Creative Period

*Thanksgiving November 24*

**Week 13**

Dec. 1 "Recovering, Retelling, and Remembering: Working-class Spaces and Places"

Research, Writing, and Creative Period

*\* I will be available for consultation in 313 Ingraham Hall*

**Week 14**

Dec. 8 "Recovering, Retelling, and Remembering: Working-class Spaces and Places"

Multi-media Presentations

**Week 15**

Dec. 15 "Recovering, Retelling, and Remembering: Working-class Spaces and Places"

*All Final Research Projects Due beginning of class period Dec. 15\**

Multi-media Presentations