

History 600-Seminar 5
Fall 2012
Thursday 11:00-1:00
5257 Mosse Humanities Building

Professor Camille Guérin-Gonzales
Office Hours: Tuesday, 1:00-3:00
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U.S. Working-Class History

This is an advanced readings and research seminar on histories of working people in the 20th and 21st century, focusing on the historical meanings of work and 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 labor history, social history, economic history, and cultural studies to examine the lives of working people. Throughout the course, we will be examining relations of power by looking closely at ideas about race, class, ethnicity, gender, and sexuality. We will be especially concerned with how these ideas have shaped working-class lives, informed class relations, and organized communities of solidarity. Some of the questions we will address are: What is unique about US labor history and what is part of a shared international history of workers? How have processes of cultural fusion and cultural fragmentation operated to unite and divide workers? In what ways does an interrogation of the politics of space (place, location, landscape, architecture, environment, home, neighborhood, city, region, and territory) help us to understand working-class cultures? Questions about American Exceptionalism and the American Dream; community and solidarity; class formation and social identity; and the relationship between working-class strategies of resistance and the everyday lives of working people will be the focus of readings, discussions, and research projects in the course.

Reading, Discussion, & the Practice of History

The first half of the semester is devoted to class discussions of readings that introduce you to important historical studies of labor and the everyday lives of working people and to major theories and methods employed by practitioners of labor and working-class history. Each week, you will submit an informal one-page discussion paper identifying the main points you would like the class to explore in the assigned reading. You will attend a research workshop, identify a research question, and begin assembling a working bibliography for your research project.

Historical Research and Writing

The second half of the semester is devoted to research and writing. You will write a project proposal, visit research sites and repositories, devise a research plan, carry out your research, and complete a 15-20 page research paper. During research and writing periods, we will not meet as a class, but I will be available in 4119 Humanities during our regular class-meeting period for individual consultation.

Course Requirements

1. General:

Faithful attendance and lively participation in discussions.

2. Written Work:

First paper, due October 11: a research prospectus (900-1,200 words in length, approximately three-four pages) and a two-page annotated bibliography in which you identify a research topic, pose researchable questions about your topic, lay out a plan for conducting and organizing your research, and identify both primary and secondary sources vital to your research. You must follow the Research Prospectus Guide for this course.

Second paper, due December 6*: a research paper, 4,500-6,000 words in length (approximately 15-20 pages) that addresses. Please submit a *polished research paper*, an example of your very best work. I will comment on your paper and you will submit a revised copy on Dec. 14 by 4:30* in Mailbox 4018 on the 4th floor of Humanities.

**please note that late papers receive significantly reduced grades.*

3. Co-Facilitation:

Each of you will join me in co-facilitating a class discussion on one of the course readings. The week that you co-facilitate discussion, you will write and present a 3-page report on the primary and secondary sources upon which the author of that week's reading drew to support her/his main arguments. You will also submit a list of discussion points. Both your report and your co-facilitation discussion points are due electronically by noon on Wednesday before our class meeting.

Please adhere to the required paper length in all written assignments for the course.

Grade Distribution:

Class Participation	50%
Discussion	
Co-Facilitation & report	
Discussion Points	
Research Project Proposal	10%
Topic Statement	
Research Plan	
Annotated Bibliography	
Research Paper	40%

Readings

The following books are available for purchase at the University Bookstore, 711 State Street, and are on reserve in Helen C. White College Library:

Required Readings

David Roediger. *Wages of Whiteness: Race and the Making of the Working Class*, rev. ed. London: Verso Press, 2007.

David Montgomery. *Workers' Control in America: Studies in the History of Work, Technology, and Labor Struggles*. New York: Cambridge University Press, 1979.

Annelise Orleck. *Common Sense & a Little Fire: Women and Working Class Politics in the United States, 1900-1965*. Chapel Hill: University of North Carolina Press, 1995.

Lizabeth Cohen. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. New York: Cambridge University Press, 1990.

Nelson Lichtenstein. *State of the Union: A Century of American Labor* (Princeton, N.J.: Princeton University Press, 2002).

David R. Roediger and Elizabeth D. Esch. *The Production of Difference: Race and the Management of Labor in U.S. History*. Oxford & New York: Oxford University Press, 2012.

William P. Jones. *The Tribe of Black Ulysses: African American Lumber Workers in the Jim Crow South*. Urbana: University of Illinois Press, 2005.

Cindy Hahamovitch. *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*. Princeton: Princeton University Press, 2011.

Jefferson Cowie. *Stayin' Alive: The 1970s and the Last Days of the Working Class*. New York: New Press, 2010.

Required Style Books

Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

William Strunk, E.B. White, and Maira Kalman. *The Elements of Style Illustrated*. New York: Penguin, 2007.*

*You may substitute the following title for the Strunk, White, and Kalman style book: William Strunk and E.B. White. *The Elements of Style*. New York: Allyn & Bacon, 1999. This version is not illustrated.

Calendar and Assignments

Week 1

Sept. 6 Introduction

Labor Day, September 3

Making of the Working Class

Week 2

Sept. 13

David Roediger. *Wages of Whiteness: Race and the Making of the Working Class*, rev. ed. London: Verso Press, 2007.

Week 3

Sept. 20

David Montgomery. *Workers' Control in America: Studies in the History of Work, Technology, and Labor Struggles*. New York: Cambridge University Press, 1979.

Week 4

Sept. 27

William P. Jones. *The Tribe of Black Ulysses: African American Lumber Workers in the Jim Crow South*. Urbana: University of Illinois Press, 2005.

Dreaming of a Workers' Republic

Week 5

Oct. 4

Annelise Orleck. *Common Sense & a Little Fire: Women and Working Class Politics in the United States, 1900-1965*. Chapel Hill: University of North Carolina Press, 1995.

Week 6

Oct. 11

Lizabeth Cohen. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. New York: Cambridge University Press, 1990.

New

Research Prospectus Due

Recruiting a Reserve Army of Workers

Week 7

Oct. 18

David R. Roediger and Elizabeth D. Esch. *The Production of Difference: Race and the Management of Labor in U.S. History*. Oxford & New York: Oxford University Press, 2012.

Research Prospectus Returned with My Comments

Week 8

Oct. 25

Cindy Hahamovitch. *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*. Princeton: Princeton University Press, 2011.

Fighting for Bread & Roses

Week 9

Nov. 1 Nelson Lichtenstein. *State of the Union: A Century of American Labor* (Princeton, N.J.: Princeton University Press, 2002).

Week 10

Nov. 8 Jefferson Cowie. *Stayin' Alive: The 1970s and the Last Days of the Working Class*. New York: New Press, 2010.

Week 11

Nov. 15 Joseph A. McCartin, "Bringing the State's Workers In," *Labor History* 47, no. 1 (February 2006): 73-94.

Jane Collins, "Theorizing Wisconsin's 2011 Protests: Community-Based Unionism Confronts Accumulation by Dispossession," *American Ethnologist* 39, no. 1 (February 2012): 6-20.

Christine Garbough, "Folklore and Performing Political Protest: Calls of Conscience at the 2011 Wisconsin Labor Protests," *Western Folklore* 70, nos. 3-4 (Summer 2011): 337-370.

Research Prospectus Returned with My Comments

Week 12

Nov. 22 *Thanksgiving Recess*

Week 13

Nov. 29 *No class meeting; research & writing period*

Week 14

Dec. 6 *Research paper due 11:00 a.m., at the beginning of class*
**please note that rough drafts do not satisfy this requirement;*
you must submit a polished research paper, an example of your very best work

Research paper presentations

Week 15

Tues. Dec. 11 *Research paper returned with comments in Prof. Guérin-Gonzales's office, 4119 Humanities, during the regularly scheduled office hours*

Thurs. Dec. 13 *No class meeting.*

Fri. Dec. 14 **Revised Research Paper Due by 4:30 in Mailbox 4018 on the 4th floor of Humanities**

**late papers receive significantly reduced grades*

**Note from the Director of Undergraduate Studies: "The department will retain a copy of your final paper solely for the purposes of assessing and improving instruction, curriculum, and the history major as a whole. Any information used in this assessment will remain confidential."