

HIST 5361-001
Transatlantic Labor and Working-Class History, 1800s-2000s
Fall 2015



Instructor: Kenyon Zimmer

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Office Hours: Wednesday, 2:00pm-5:00pm

Time and Place of Class Meetings: Wednesday, 7:00pm-9:50pm, University Hall 08

Description of Course Content: This course will familiarize students with the last two decades of scholarship in the field of transnational labor history in a transatlantic context (broadly conceived), focusing on the period from approximately 1840 to the turn of the twenty-first century. Topics will include the cultures, social relations, institutions, and political movements of laboring people that moved across or transcended national borders. Readings will cover topics including the transition to "free labor," class recomposition, labor migration, capital mobility, working-class consumption, and transnational labor radicalism.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. describe and evaluate the history of transatlantic labor and working-class struggles
2. describe and evaluate the central theoretical and historiographical issues in this field of research
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

Required Textbooks and Other Course Materials: The following books are required. A copy of each will be available on reserve in the Central Library, where they can be checked out for three hours at a time.

Frederick Cooper, Thomas C. Holt, and Rebecca J. Scott, *Beyond Slavery: Explorations of Race, Labor, and Citizenship in Postemancipation Societies*
Jefferson Cowie, *Capital Moves: RCA's Seventy-Year Quest for Cheap Labor*

Nancy L. Green, *Ready-to-Wear and Ready-to-Work: A Century of Industry and Immigrants in Paris and New York*
 Julie Greene, *The Canal Builders: Making America's Empire at the Panama Canal*
 Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the History of Deportable Labor*
 Jonathan Hyslop, *The Notorious Syndicalist: J. T. Bain: A Scottish Rebel in Colonial South Africa*
 Kevin Kenny, *Making Sense of the Molly Maguires*
 Jana Lipman, *Guantanamo: A Working-Class History between Empire and Revolution*
 Gunther Peck, *Reinventing Free Labor: Padrones and Immigrant Workers in the North American West, 1880-1930*
 Nicola Pizzolato, *Challenging Global Capitalism: Labor Migration, Radical Struggle, and Urban Change in Detroit and Turin*
 Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960*
 Heidi Tinsman, *Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States*
 Kenyon Zimmer, *Immigrants against the State: Yiddish and Italian Anarchism in America*

Descriptions of major assignments and examinations:

In-Class Author Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's biography, previous and subsequent works, and reviews of their work (if available), and delivering an oral presentation to the class. PowerPoint or Prezi presentations are strongly encouraged.

Short Response Papers

Of the thirteen books assigned for this course, students will choose nine for which they will write two-page response papers, to be handed in during the class the week each book is discussed. These papers should thoughtfully and critically analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions. Students will share summaries of their papers at the beginning of each class to help launch the discussion.

Final Historiographical Paper

At the end of the semester students will turn in a historiographical essay of at least twelve pages. Using the readings from the course (and, if desired, additional outside readings), this paper will review the evolution and "state of the field" of scholarship on a chosen topic or theme within the field of transatlantic or transnational labor and working-class history.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance, as attendance and participation in class discussions comprises a significant portion of your grade for this course.

Grading:

Attendance and Participation: 40%
 In-Class Author Presentation: 5%
 Nine Response Papers: 35%
 Historiographical Paper: 20%

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result

in the student's suspension or expulsion from the University. **Students using plagiarized material in assignments will automatically receive an F for this course.**

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

Course Schedule

(As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course –Kenyon Zimmer)

Part I) Marxism, the “New Labor History,” and the Transnational Turn

September 2

Please come to class *having already read, and prepared to discuss*, the following readings, all of which are available on the course [BlackBoard](#) page. (It is recommended that you read them in the order they are listed):

- Karl Marx and Friedrich Engels, “The Communist Manifesto, Part 1,” and Selig Perlman, “A Theory of the Labor Movement,” in *Theories of the Labor Movement*, ed. Simeon Larson and Bruce Nissen (1987), 28-35, 161-173
- E. P. Thompson, Preface to *The Making of the English Working Class* (1963), 9-14
- Excerpt from Harry Cleaver, *Reading Capital Politically* (1979/2000), 58-77
- Lois Rita Helmbold and Ann Schofield, “Women’s Labor History, 1790-1945,” *Reviews in American History* 17, no. 4 (December 1989): 501-518
- David Roediger, “Race and the Working Class Past in the United States: Multiple Identities and the Future of Labor History,” *International Review of Social History* 38 (December 1993): 127-43
- Michael P. Hanagan, “An Agenda for Transnational Labor History,” *International Review of Social History* 49, no. 3 (2004): 455-474
- Marcel van der Linden, “The Promise and Challenges of Global Labor History,” *International Labor and Working-Class History* 82 (Fall 2012): 57-76

Part II) “Free Labor,” Class Recomposition, and Transnational Workers

September 9

- Frederick Cooper, Thomas C. Holt, and Rebecca J. Scott, *Beyond Slavery: Explorations of Race, Labor, and Citizenship in Postemancipation Societies* (2000)

September 16

- Michael J. Piore, “International Migration and the Dual Labor Market,” *Migration Today* (February 1979): 7-12 (available on the course [BlackBoard](#) page)
- Gunther Peck, *Reinventing Free Labor: Padrones and Immigrant Workers in the North American West, 1880-1930* (2000)

September 23

- Claudia Sadowski-Smith, “Unskilled Labor Migration and the Illegality Spiral: Chinese, European, and Mexican Indocumentados in the United States, 1882-2007,” *American Quarterly* 60, no. 3 (September 2008): 779-804 (available on [JSTOR](#))
- Cindy Hahamovitch, *No Man’s Land: Jamaican Guestworkers in American and the History of Deportable Labor* (2011)

Part III) Globalization, Production, and Consumption

September 30

- Nancy L. Green, *Ready-to-Wear and Ready-to-Work: A Century of Industry and Immigrants in Paris and New York* (1997)

October 7

- Jefferson Cowie, *Capital Moves: RCA's Seventy-Year Quest for Cheap Labor* (2001)

October 14

- Heidi Tinsman, *Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States* (2014)

Part IV) Migration, Empire, and Labor in the Greater Caribbean

October 21

- Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960* (2002)
- Jorell Meléndez-Badillo, "Labor History's Transnational Turn: Rethinking Latin American and Caribbean Migrant Workers," *Latin American Perspectives* 42, no. 4 (July 2015): 117-122 (available on the course [BlackBoard](#) page)

October 28

- Jana Lipman, *Guantanamo: A Working-Class History between Empire and Revolution* (2008)

November 4

- Julie Greene, *The Canal Builders: Making America's Empire at the Panama Canal* (2009)
- Kirwin R. Shaffer, "Contesting Internationalists: Transnational Anarchism, Anti-Imperialism and US Expansion in the Caribbean, 1890s-1920s," *Estudios Interdisciplinarios de América Latina y el Caribe* 22, no. 2 (July-December 2011): 11-38 (available on the course [BlackBoard](#) page)

Part V) Transnational Working-Class Radicalism

November 11

- Paul Buhle and Dan Georgakas, "Introduction," in *The Immigrant Left in the United States* (1996), 1-9 (available on the course [BlackBoard](#) page)
- Kevin Kenny, *Making Sense of the Molly Maguires* (1998)

November 18

- Larry Peterson, "The One Big Union in International Perspective: Revolutionary Industrial Unionism 1900-1925," *Labour/Le Travail* 7 (Spring 1981): 41-66 (available on [JSTOR](#))
- Jonathan Hyslop, *The Notorious Syndicalist: J. T. Bain: A Scottish Rebel in Colonial South Africa* (2005)

November 25

- **No class; begin work on Historiographical Essay**

December 2

- Kenyon Zimmer, *Immigrants against the State: Yiddish and Italian Anarchism in America* (2015)

December 9

- Nicola Pizzolato, *Challenging Global Capitalism: Labor Migration, Radical Struggle, and Urban Change in Detroit and Turin* (2013)

December 16 (Finals Week)

- **Historiographical Essay due**