

HISU 693 US Migration and Labor

Professor Jana Lipman
Mondays, 1-3:15pm
Office Hours, Tuesdays, 2-4pm

Course Description:

This course is an advanced seminar on the relationships between labor, capital, and migrant populations to the United States in the twentieth century.

This course offers three main premises for its inquiry. First, globalization and migration are not new phenomenon. This course will begin in the late nineteenth century and explore the role of labor, industrial capitalism, and markets in the early twentieth century. It will challenge students to recognize the antecedents to today's immigration debates and consider continuities as well as changes in the US economy.

Second, it understands immigration and labor to be central to US foreign relations. Immigration policies and corporate strategies are not separate from US diplomacy, but are rather intertwined and in constant dialogue with state to state relations.

Third, real people's lives are at stake. Immigration and labor are not abstract or merely theoretical constructs. To that end, we will read novels, oral histories, and memoirs as well as secondary sources that recognize the individual as well as the national and international politics involved. These sources will also help students identify the complex and contradictory ways in which workers narrate their experiences.

To that end, this seminar also offers a service learning component. Students who choose to take this class for service learning credit will work with one of the pre-approved partner organizations which is directly involved with immigrant and labor rights in New Orleans. Students will participate in activities alongside the service-learning partner, including collecting research data and public advocacy. These experiences will enable students to learn about the day-to-day challenges facing immigrant workers, and how New Orleans non-profits are working to alleviate these hurdles as well as mount campaigns for more systemic improvements. This experiential learning will be in dialogue with class readings and allow students to make connections between the historical documents and workers' experiences in New Orleans.

Learning Goals:

This is a 600 Level class with a service-learning option. Students will become historically literate by demonstrating the following in written work, oral presentation, and/or classroom discussions:

1. A focused and in depth knowledge of historical fact, themes and ideas.
2. An ability to critically discuss and debate the understanding of issues and debates in past and present.
3. An ability to conduct a close critical reading of texts, ideas, and methodologies.
4. An ability to organize and present research findings in a coherent and concise manner.
5. An ability to produce a research paper based on a wide array of sources based on a thorough and thoughtful engagement with primary and secondary sources.
6. Students who take the course for service learning credit will also become engaged and provide service to the community with measurable outcomes such as: completion of hours; reflection assignments; and/or completion of a final project related to their service learning assignment.

Readings:

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples At Home and Abroad*

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

Carlos Bulosan, *America is in the Heart*

Carey McWilliams, *Factories in the Fields*

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

Saskia Sassen, *The Global City: New York, London, and Tokyo*

Jamaica Kincaid, *Lucy*

Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*

Leon Fink, *The Maya of Morgantown: Work and Community in the Nuevo New South*
Course Packet

Assignments:

Participation: This is 600-level course. Class attendance is required, but it is only the first step. Students are expected to complete reading assignments, critically engage with them, and participate in seminar.

Class will be a mixture of lectures, presentations, discussion, debates, and group exercises. Class is a time to ask questions, debate ideas, and dig deeply into source material. Attention, respect, and thoughtfulness to all members and points of view is expected. Participation is a crucial element of the course and will be evaluated accordingly.

Class Presentations: Students will organize and lead **two** class presentations to gain mastery over the course material, critique primary and secondary sources, and develop the ability to ask provocative discussion questions.

Students will be asked to lead at least one class BEFORE spring break and one additional class.

Analytic Essays: There will be **Two** 3-5 page papers. These papers will ask students to compare at least two of the in-class readings in a comparative and analytical essay.

These papers are NOT response or reflection papers. Rather they should be focused, critical essays. Each paper should have a clear thesis statement (e.g. an argument), underscoring the reading's main strengths, weaknesses, or contributions, and then place the two readings in conversation with each other.

Short essays must be tightly written, use evidence from the readings, and make a persuasive case for your point of view. Writing, style, and grammar count. If you have difficulty with written expression, I may ask you to make an appointment at the advising/writing center.

Essays must be submitted in-class on the day we discuss the second main text.

Due Dates:

Analytical Essay #1 – February 1st

Analytical Essay #2 – In-Class before March 22nd/Spring Break

Service Learning Option

A. Service Learning and Reflection Journal:

Students who take the service learning option must keep a journal that reflects on their service learning experiences and its relationship with the readings. Students will partner with one of the following advocacy organizations: Restaurant Opportunities Center (ROC NOLA), Loyola Immigration Law Clinic, Puentes, and the Interfaith Workers Justice Project.

Students must complete at least **4** reflection entries of 2-3 pages each and complete 20 hours of service. Along with an orientation meeting, a more detailed guideline for the service learning journal will be distributed for students taking this option.

Due Dates: At least two entries must be submitted BEFORE March 22nd/Spring Break.

Final Due Date for Service Learning Reflection Journal: April 26th

b. Book Review Option

Students who do not take the service learning option must read an additional book (not already on the syllabus) and an additional scholarly journal article, and write an analytical essay comparing these works with one of the assigned readings. These reviews are to be formal papers, which identify and engage with the books' and journal's main arguments. These reviews are to be 8-10 pages long. A list of approved books/articles and assignment sheet will be circulated during the first weeks of the semester.

Book review option: Paper due by April 26th (but may also be passed in prior to 4/26)

Final Project

Undergraduate students: Each student will write a 10-12 page paper. Students will have individual meetings and choose their topics in consultation with the professor. Students must choose and read at least three book-length secondary sources on his/her topic.

Capstone Undergraduates: Undergraduates who are taking this course for capstone credit will write a 20-25 page paper based on primary sources. Students will begin this process by the third week of the semester and have clear deadlines and meetings to develop bibliography, rough drafts, and final papers. Students will meet individually with the professor and possibly periodically as a small group.

Graduate students: Each student will write a 20-25 page paper. This paper can be a historiography essay or a primary source research paper, depending on the student's needs and interests. For historiography essays, students will choose one thematic topic, and then read at least 10 secondary sources on this topic. At least 7 of these sources must be book-length, while additional sources may be key scholarly articles on the topic. For students conducting primary source research, they will develop a topic early in the semester, access relevant archives, read appropriate secondary sources, and have individual meetings to shape this research paper.

Evaluation:

Participation:	15%
Class presentations:	10% (5% each X 2)
Short Analytical essays:	30% (15% each X 2)
Service Learning Journal/Book Review	15%
Final Paper:	30%

Honor Code

All Tulane/Newcomb students are governed by the school's Honor Code:

<http://www.tulane.edu/~jruscher/dept/Honor.Code.html>.

Academic honesty is expected and required by all students. Violations will be submitted to the Dean's office and handled according to the outlined procedures.

My Accessibility

I am available each week during my office hours to discuss course topics, answer questions, and speak with you individually about your progress in class. If my office hours conflict with your schedule, please email me to schedule an appointment, and I will find a time to meet with you.

US Migration and Labor

UNIT ONE: Definitions and Frameworks

January 11th	Introduction
January 18th	Martin Luther King Holiday
January 25th	Empire, Industrialization, and Turn of the Century Migration
	Reading: <i>Barbarian Virtues</i>
February 1st	The Law and Migration
	Reading: <i>Impossible Subjects</i>

DUE: First Analytical Essay

UNIT TWO: Migration and the Great Depression and Beyond

February 8th:	Empire and Migrant Workers
	Reading: <i>America is in the Heart</i>
February 22nd	Agricultural Labor
	Reading: <i>Factories in the Field: The Story of Migrant Farm Labor in California</i>
March 1st	Industrialization and De-Industrialization

Reading: Jefferson Cowie, *Capital Moves*

UNIT THREE: Globalization and Transnationalism

March 8th Globalization and Transnationalism, I

Reading: *The Global City*, pp. xvii-xxiv; 3-15; 23-36; 199-344

Basch, Glick Schiller, and Szanton Blanc, *Nations Unbound*, (packet)

March 15th Globalization and Transnationalism, II

Reading: Stillerman and Winn, "Introduction: Globalization and the Latin American Workplace," ILWCH Fall 2006 (packet)

Cecilia Menjivar, "Global Processes and Local Lives" (packet)

Deborah Cohen, "From Peasant to Worker: Migration, Masculinity and the Making of Mexican Workers in the US" (packet)

Gerhard Reinecke, "Is Globalization Good for Workers?" (packet)

Richard Appelbaum and Nelson Lichtenstein, "A New World of Retail Supremacy" (packet)

March 22nd Work and Oral Testimony, Personal Identities

Reading: Studs Terkel, *Working* (packet)

DUE: Second Analytical Essay (or earlier)

Spring Break

April 5th Gender and Labor in the Service Economy

Reading: Jamaica Kincaid, *Lucy*

Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence

April 12th Transnationalism and the American South

Reading: Leon Fink, *The Maya of Morgantown: Work and Community in the Nuevo New South*

April 19th Post-Katrina New Orleans

Readings: Laurel E. Fletcher, Phuong Pham, Eric Stover, and Patrick Vinck, "Latino Workers and Human Rights in the Aftermath of Hurricane Katrina." *Berkeley Journal of Employment and Labor Law* Vol. 28:1. pgs. 107-153. (packet)

Elizabeth Fussell, "Constructing New Orleans, Constructing Race," JAH (2007) (packet)

New Orleans Workers' Center for Racial Justice, <http://www.nowcrj.org/press/>

April 26th Conclusions and Research Presentations

Due: Service Learning Journal/Book Review

May 6th Final Paper Due by 5pm (electronic and hard copies)