

Race, Labor, and Capitalism in the Americas

History 510:533

Fall 2016

Wed., 5:00-7:30

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313 Conklin Hall

Office Hrs: Tuesday, 12:30-2:30, and Wed. afternoon by appointment

Description

The spread of capitalist relations introduced a spectrum of "free" and "unfree labor" in the Americas. The different labor systems--slavery, indentured, wage labor, guest worker programs--produced, and were produced by, racial knowledge and systems of meaning. This research seminar will focus on how race and class were co-constituted in the Americas and how they evolved with changing modes of production. The first half of the course will be spent familiarizing ourselves with the established scholarly literature (i.e. the historiography). Students will devote the second half of the semester conducting independent research and writing (and re-writing). Students are expected to produce a research paper that combines primary and secondary sources on topics related to the main themes of the course.

Class Format

The course will combine a workshop and discussion format; student participation in class discussion will be expected and weighed in determining the final grade. Each week the course focuses on some combination of the use of an array of primary and secondary source material, the craft of research and writing, and the examination of specific case studies regarding the history of race, class, and capitalism in the Americas. The course culminates in a major research paper developed in progressive stages throughout the semester.

Required Texts

- Eric Williams, *Slavery and Capitalism* (North Carolina, 1994)
- Seth Rockman, *Wage Labor, Slavery, and Survival in Early Baltimore* (John Hopkins, 2008)
- Linda Gordon, *The Great Orphan Abduction* (Cambridge: Harvard University Press, 1999)
- Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the History of Deportable Labor* (Princeton, 2011)

Assignments

I. Participation, Response Papers, and Discussion

Class meetings consist of discussions with students debating historical evidence, research methods, and interpretations. It is essential that reading be done on time and that everyone come to class ready to raise questions and participate actively. Students will submit 1-2 pg response papers by e-

mail prior to each class meeting (weeks with readings). Consistent and thoughtful participation will determine a substantial part of your final grade.

II. *Research Paper*

You will be required to write a polished research paper of 20-25 pages (double spaced, 12 point font, with one-inch margins) utilizing primary and secondary resources. Your topic will be developed and completed in stages in consultation with me. There will be deadlines designed to assist you, but this paper will require significant independent work.

Stage Descriptions and Due dates:

Week 8: First Paper Proposal

The first step in preparing your research paper is to develop a proposal. The one-page proposal should be typed, in complete sentences and double-spaced. It should include the following information:

- 1) A short working title for the project.
- 2) A brief description or summary of the topic.
- 3) A description of the issues and questions you will be examining.
- 4) A description of the types of primary source material on which you hope to rely.
- 5) Some indication of your next step. How do you plan to start work?
- 6) A short bibliography of secondary sources that will provide useful background information about your topic (at least two books and scholarly articles that you have obtained and reviewed).

Week 10: Outline, Introductory Page, Annotated Bibliography

At this step of the process, you are to outline the structure of your argument and provide a detailed bibliography of the primary and secondary sources that you are using. Please familiarize yourself with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Your outline and annotated bibliography should be about three pages, typed and double-spaced, and should include the following:

- 1) A short working title for the project.
- 2) A rough draft of the introduction, in which you describe the central research question that you are examining.

- 3) A possible thesis statement. This may be a revision or a repetition of the hypothesis that you stated in your first proposal.
- 4) An outline of at least three major sections of the argument. You do not have to come up with some artificial and complicated structure of numbering all your various points. Your outline may consist simply of three or more paragraphs, each discussing some element of your argument.
- 5) An annotated bibliography of the major primary sources on which you hope to rely, prepared in Turabian (a.k.a. Chicago) style. After each entry, write one or more sentences in which you describe the source and say why it will be useful. The bibliography may be single-spaced.
- 6) An annotated bibliography of the major secondary sources that you are using. After each entry, write one or more sentences in which you describe the source and say why it will be useful. The bibliography may be single-spaced.

Grade Breakdown

Participation	10%
Response papers	20%
Paper Stage Proposals and Drafts	20%
Final Research paper	50%

Academic Honesty and Plagiarism Policy

All written work submitted by students should be their own. Students need to be careful about distinguishing their own ideas and writings from other sources. Plagiarism includes quoting or paraphrasing from another source without properly citing it. Plagiarism is grounds for automatically failing the course. Further details can be found here <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Course Schedule and Readings

Week 1

Sept. 7 Course Overview

Week 2

Sept. 14 Defining the Terms

- Barbara Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review* 181 (May/June 1990): 95-118.
- Stuart Hall, "Race, Articulation, and Societies Structured in Dominance."
- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, 1-47, and 163-186.
- Karl Polanyi, *The Great Transformation* (2001): 33-48, 56-63, 65-76.

Week 3

Sept. 21 Slavery, Capitalism, and Culture

- Eric Williams, *Slavery and Capitalism* (North Carolina, 1994)
- Walter Johnson, "The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s," *Journal of American History* 87, no. June (2000): 13-38.

Week 4

Sept. 28 Wage Labor

- Seth Rockman, *Wage Labor, Slavery, and Survival in Early Baltimore* (John Hopkins, 2008)
- David Roediger, *Wages of Whiteness*, Chapter 7, "Irish-American Workers and White Racial Formation in the Antebellum United States."

Week 5

Oct. 5 Race, Gender, and the Extractive Economy

- Linda Gordon, *The Great Orphan Abduction* (Cambridge: Harvard University Press, 1999)
- Kornel S. Chang, "Circulating Race and Empire: Transnational Labor Activism and the Politics of Anti-Asian Agitation in the Anglo-American Pacific World, 1880-1910," *Journal of American History* 96:3 (Dec. 2009): 678-701.

Week 6

Oct. 12 Coolies, Indentured, and Contract Labor

- Gunther Peck, *Reinventing Free Labor*, Intro. and Chapters 1 & 2
- Moon-Ho Jung, "Outlawing Coolies: Race, Nation, and Empire in the Age of Emancipation," 57:3 (Sept. 2005): 677-701.

- Lisa Yun, *The Coolie Speaks*, 1-71.

Week 7

Oct. 19 Postwar Labor Bondage

- Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the History of Deportable Labor* (Princeton, 2011).
- Mae Ngai, *Impossible Subjects*, “Braceros, “Wetbacks,” and the National Boundaries of Class.”

Week 8

Oct. 26 Inside the Researching, Writing, and Revising Process

- Kornel S. Chang, “Contesting Independence: The Decolonization of Korean Labor under US Occupation, 1945-1948,” *Labor: Working Class History of the Americas*: 153-175.

Library Session with Natalie Borisovets

Week 9 No Class: Work on Proposal

Nov. 2

Week 10 Individual Meetings

Nov. 9

Week 11 No Class: Work on Paper

Nov. 16

Week 12 No Class: Work on Paper

Nov. 23

Week 13 Draft Presentation

Nov. 30

Week 14 Draft Presentation

Dec. 7

Week 15 No Class: Revise Paper

Dec. 14

Dec. 21 **Due: Research Paper FINAL Draft**