

US Labor History

Fall, 2020, AMH 3500.26491

M/W/F 11:45-12:35

Remote, Synchronous Course

Professor Paul Ortiz

Department of History, University of Florida

352-392-7168/portiz@ufl.edu

"This is not the Republic I came to see. This is not the Republic of my imagination."

---Charles Dickens, American Notes (1842)

"Who put this great gulf between the American captain and the American sailor? Or is the captain a creature of like passions with ourselves? Or is he an infallible archangel, incapable of the shadow of error? Or has a sailor no mark of humanity, no attribute of manhood, that, bound hand and foot, he is cast into an American frigate shorn of all rights and defenses, while the notorious lawlessness of the commander has passed into a proverb familiar to [sailors]: *The Law was not made for the captain!*"

–Herman Melville, White Jacket, (1850)

Remote Course Description: We will explore working class cultures and struggles in the development of the United States from the colonial period to the present. Emphasis is placed upon the diverse cultures and ideologies of working people as well as their efforts to organize in concert and to create free and independent labor organizations including trade unions, labor parties, and mutual aid societies.

Course Objectives/Student Learning Outcomes: Students will gain a basic understanding of the major problems of labor and working class history in the United States including struggles for economic security, democracy in the workplace, and grassroots efforts to reform American politics and economics. We will explore the development of slavery, free labor, Jim Crow, debt peonage, agricultural labor, the “Gig Economy” and other forms of labor that have been implemented between the 1700s to present.

Class sessions will begin with music and discussions of contemporary labor issues including workplace democracy and freedom using historical materials to base our discussion. We will study the centrality of working class history in the creation of what we now refer to as “American culture,” via protagonists in a variety of genres including American literary classics such as Herman Melville’s *Moby Dick*, Mark Twain’s *The Adventures of Tom Sawyer*, & Toni Morrison’s *Beloved* among other novels. We will also learn about the importance of working class culture in the innovation of noted art forms such as jazz, blues, and folk by listening to representative musical recordings and oral testimonies from workers themselves.

Attendance Policy: Attendance will be taken every day of the semester. You are permitted unexcused two absences without penalty but on the third and each subsequent absence, your final grade for the course will be

reduced by a third of a letter grade (i.e., from an A to an A- to a B+, etc.). A medical certificate is needed to excuse absences. If you miss a class you are responsible for getting notes and/or assignment instructions from one of your peers or instructor during regular office hours.

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For UF's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Current UF Grading Policy:

Review current UF Grading policy at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>

Canvass Site: Check our Canvass site *regularly* for course updates, and study guides for papers & exams.

COURSE FORMAT

Synthesis Essays: As this is a Gordon Rule course, you will write four synthesis essays this semester that compare and contrast readings across weeks. Each essay will be 3-4 pages in length. Your first essay will focus on Rediker's, *The Slave Ship: A Human History* and will examine the impact of slavery on the lives of working people in colonial America. I am looking for serious engagement with the major themes and will give explicit instructions on each paper. Synthesis Essay due dates: September 22; October 16; November 10; December 1
You will submit the essays to: portiz@ufl.edu with the subject line: "Labor Synthesis Essay"

Exams: We will write two exams this term in the form of short essays. Both exams will be take-home essay exams. The mid-term will be due October 5. The final exam will be due Dec. 16 (Both due 8 pm)

Grading: Class participation, including discussion (20%); Mid-Term exam (20%) Synthesis Essays (40%); Final exam (20%).

Small Group Discussions and Contemporary Thought Pieces (CTP): We will often begin our class sessions with small group discussions to work on themes in the readings & preparation for lectures on the week's topics as well as your synthesis essays and exams. The idea behind the CTP readings is to connect the past with the present and to gain a greater understanding of how historical processes impact the workplaces of today and the future. Please come to each class prepared to use the CTP's to engage on the major themes and keep in mind that class participation amounts to 20% of your overall grade.

Teaching Assistants: Our teaching assistants this term are recent University of Florida graduates Julian Valdivia and Ashley Nguyen. Julian and Ashley both earned high "A's" the last time I offered this course. If you need to post the question: "How do I earn an 'A' in this class?" You now know who to ask.

Ashley Nguyen will be holding office hours (via Zoom), Thursdays, 1-2 pm or by appointment. (Please text her at 941-539-7057 to arrange an appointment.

Julian Valdivia will be holding office hours (via Zoom) Mondays, 1:00 to 2:00pm or by appointment. (Please text him at 239-745-5219 to arrange an appointment.

Office Hours: I will be holding office hours this semester via Zoom Wednesdays and Fridays, 2:00 to 3:30 pm. I am also available for phone meetings via appointment. My cell phone number is 831-334-0131.

Required Texts: (Available @ Library West: <http://cms.uflib.ufl.edu/accesssupport/coursereserves>)

And UF Bookstore: Marcus Rediker, *The Slave Ship: A Human History*; Paul Krause, *The Battle for Homestead, 1880-1892: Politics, Culture, and Steel*; Thomas Bell, *Out of this Furnace: A Novel of Immigrant Labor in America*; Michael Honey, *Black Workers Remember: An Oral History of Segregation; The Fight in the Fields: Cesar Chavez and the Farmworkers*; Anna Wiener, *Uncanny Valley: A Memoir*

Syllabus & Reading List

WEEK OF AUGUST 31: WORKING CLASS NATION: INTRODUCTION TO CLASS

Monday: Introduction to course themes; small group discussions: *What is labor? What role does labor play in a democratic society? What do “Constitutional protections” look like in the workplace? What are the connections between labor and politics?*

Wednesday: *Syllabus review; Introduction to US Labor History, cont.*

Free write exercise: Abraham Lincoln on labor’s role in the republic.

Marcus Rediker, *The Slave Ship: A Human History, Introduction, Chapter 1*

Paul Ortiz, “Charging Through the Archway of History: Immigrants and African-Americans Unite to Transform the Face of Labor and the Power of Community,” *Truthout.org*, February 16, 2013. <http://www.truthout.org/opinion/item/14540-charging-through-the-archway-of-history-immigrants-and-african-americans-unite-to-transform-the-face-of-labor-and-the-power-of-community>

Contemporary Thought Piece (CTP) *Coronavirus is Unleashing Righteous Anger and New Wave of Unionism,* *Los Angeles Times*, August 1, 2020, <https://www.amestrib.com/story/opinion/columns/2020/08/01/steven-greenhouse-coronavirus-is-unleashing-righteous-worker-anger-and-new-wave-of-unionism/112824356/>

CTP: “Faculty Unions Call on Florida Universities to go online-only this fall,” *Tampa Bay Times*, July 27, 2020, <https://www.tampabay.com/news/education/2020/07/27/faculty-unions-call-on-florida-universities-to-go-online-only-this-fall/>

Friday: Reading Discussion & Share Abraham Lincoln Free Writes

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Marcus Rediker, *The Slave Ship: A Human History*, chapter 2.

WEEK OF SEPTEMBER 7: SLAVERY AND THE MAKING OF THE AMERICAS

Monday: LABOR DAY: No Class!

Wednesday: Reading discussion: Marcus Rediker, *The Slave Ship: A Human History*, chapters 3-5

Contemporary Thought Piece (CTP): Caitlin Rosenthal, "Plantations Practiced Modern Management," *Harvard Business Review*, Sept. 2013, <https://hbr.org/2013/09/plantations-practiced-modern-management>

Multi-Media presentation: Slavery, Work, & The Birth of American culture

Friday: Readings Discussion

CTP: Coalition of Immokalee Workers, "Anti-Slavery Program," 2012, <http://www.ciw-online.org/slavery/>

WEEK OF SEPTEMBER 14: TRADE, LABOR & THE MANY-HEADED HYDRA

Monday: Marcus Rediker, *The Slave Ship: A Human History*, chapters 6-8

Wednesday: Marcus Rediker, *The Slave Ship: A Human History*, finish book.

"It's Constitution Day! Time to Teach Obedience or History?" *Zinn Education Project*, <https://www.zinnedproject.org/if-we-knew-our-history/its-constitution-day-time-to-teach-obedience-or-history/>

CTP: "Sorry, Folks, Rich People Actually Don't 'Create the Jobs,'" *Business Insider*, November 29, 2013, <https://www.businessinsider.com/rich-people-create-jobs-2013-11?fbclid=IwAR1vu5zUTb3fdVBsNMfNa2R19axNBaYHMrt4mKt61vYsDZS6gumY7irL3zA>

CTP: "How the Bahamas Paradise Cruise Line Made Crew Work Without Wages," *Miami Herald*, 8/4 2020, <https://www.msn.com/en-us/news/us/pay-promises-threats-of-jail-how-bahamas-paradise-cruise-line-made-crew-work-without-wages/ar-BB17SmMa>

Multi-Media presentation: The Many-Headed Hydra: Cultures of Resistance

Friday: Reading Discussion

WEEK OF SEPT 21: THE CRISIS OF THE "MANY AND THE FEW" IN ANTEBELLUM AMERICA

And, whereas, we believe that those who have preceded us have been, we know that ourselves are, and that our successors are liable to be, assailed in various ways by the wicked and unprincipled, and cheated out of just, legal and constitutional dues, by ungenerous, illiberal and avaricious capitalists,—and convinced that "union is power," and that as the unprincipled consult and advise, that they may the

more easily decoy and seduce—and the capitalists that they may the more effectually defraud—we (being the weaker,) claim it to be our undeniable right, to associate and concentrate our power, that we may the more successfully repel their equally base and iniquitous aggressions.
--**Lowell Factory Girls Association Constitution (1836)**

***Tuesday, September 22, 1st synthesis essay due (Rediker)** Exam due: 8 P.M., (portiz@ufl.edu)

Monday: Thomas Paine, “Agrarian Justice, Opposed to Agrarian Law, and to Agrarian Monopoly,” (1795) (PDF, Canvas)

Study: “Constitution of the Lowell Factory Girls Association (1836) and “Conditions” and “Grievances” section of *Mill Girls in Nineteenth-Century Print*, <https://americanantiquarian.org/millgirls/items/show/54>

Constitution of the Lowell Factory Girls Association text (1836)
https://en.wikisource.org/wiki/Constitution_of_the_Lowell_Factory_Girls_Association

Charles Dickens, “Philadelphia and Its Solitary Prison,” and “Slavery,” in: *American Notes for General Circulation* (1842) (PDF, Canvas)

Wednesday: Joshua R. Greenberg, “Trade Unions,” and “Working Men’s Party,” in: *Advocating the Man: Masculinity, Organized Labor, and the Household in New York, 1800-1840* (PDF, Canvas)

Thomas Skidmore, “A Plan to Equalize the Wealth,” (1829) (PDF, Canvas)

Ortiz, review of: Karren Orren, *Labor, the Law, and Liberal Development in the United States*. (PDF, Canvas)

Friday: Reading Discussion: CTP: “Researchers say there’s a simple way to reduce suicides: increase the minimum wage,” <https://www.adn.com/nation-world/2019/05/02/researchers-say-theres-a-simple-way-to-reduce-suicides-increase-the-minimum-wage/>

Documents: “The Bay State Strike: Movement Among the Women, The Female Strikers At Liberty Hall,” *The New York Times*, February 28, 1860, <http://www.nytimes.com/1860/02/29/news/bay-state-strike-movement-among-women-acts-proceedings-employers-workmen-ffmale.html?pagewanted=all>

Frederick Douglass in support of Chinese immigration “Composite Nation,” (1869), <https://www.blackpast.org/african-american-history/speeches-african-american-history/1869-frederick-douglass-describes-composite-nation/>

Take-Home Mid-Term exam distributed. Theme: “Labor and the Making of the Early American Republic”

SEPTEMBER 28: STANDING AT ARMAGEDDON: THE EMBATTLED REPUBLIC OF LABOR

As a matter of fact the industrial supremacy of the south before the war would not have been possible without the Negro, and the south of today would totally collapse without his labor. Cotton culture has been and is

the great staple and it will not be denied that the fineness and superiority of the fiber that makes the export of the southern states the greatest in the world is due in large measure to the genius of the Negroes charged with its cultivation.

The whole world is under obligation to the Negro, and that the white heel is still upon the black neck is simply proof that the world is not yet civilized.

--Eugene Victor Debs, "The Negro in the Class Struggle" (1903)

Monday: Paul Krause, *The Battle for Homestead, 1880-1892: Politics, Culture, and Steel* (preface: introduction; chapters 1-3)

"August Spies Defends the Eight-Hour Movement, 1886,"

http://college.cengage.com/history/ayers_primary_sources/august_spies_defends_eighthour_movement.htm

Lucy Parsons, "I am an Anarchist," (1886) <http://www.blackpast.org/1886-lucy-parsons-i-am-anarchist>

"Women's Rights: Breaking the Gender Barrier: A Woman's Place is in Her Union,"

<https://www.lib.umd.edu/unions/social/womens-rights>

CTP: Rick Wartzman, "If Silicon Valley is the Knowledge Work Capital of the world, Why Does It Have so Many Lousy Jobs?" *The Sacramento Bee*, July 20, 2017, <http://www.sacbee.com/opinion/california-forum/article162707983.html>

Wednesday: *Guest Presentations: Members of the International Brotherhood of Electrical Workers' Union*

The Battle for Homestead (chapters 4-7) Ashley Nguyen, *Guest Lecture: "American Socialism and Labor"*

Eugene V. Debs, "The Common Laborer," *Locomotive Firemen's Magazine* (1888) **(PDF, Canvas)**

Eugene V. Debs, "Labor and Capital and the Distribution of Property," *Locomotive Firemen's Magazine*, 1893 **(Canvas)**

Eugene V. Debs, "The Negro in the Class Struggle," 1903) **(Canvas)**

Friday: HOMECOMING (No Class)

WEEK OF OCTOBER 5: A REVOLUTION IN STEEL AND AMERICAN POLITICS

*Monday, October 5, Mid-Term Exam due: 8 P.M., (portiz@ufl.edu)

Monday: *The Battle for Homestead (chapters 8-11)*

“Revolutionary Unionism - A Speech Delivered by Eugene V Debs in Chicago on November 25, 1905,” <http://www.iww.org/PDF/history/library/Debs/Debs7.pdf>

CTP: “As Our Jobs Are Automated, Some Say We’ll Need a Guaranteed Basic Income,” National Public Radio, September 24, 2016, <http://www.npr.org/2016/09/24/495186758/as-our-jobs-are-automated-some-say-well-need-a-guaranteed-basic-income> (Radio program)

Wednesday: *The Battle for Homestead (chapters, 12-13)*

Friday: *Guest Lecture: Professor Churchill Roberts, Chair of UFF-UF Grievance Committee*

CTP: “Hellfire from Above, Tampa Electric,” *Tampa Bay Times*, August 17, 2017 (Worker Safety) <http://www.tampabay.com/projects/2017/investigations/tampa-electric/big-bend-hellfire-from-above/>

Film: “Matewan” West Virginia Coal Miners’ Unionism

WEEK OF OCTOBER 12: VOTER SUPPRESSION & THE FALL OF THE HOUSE OF LABOR

Monday: *The Battle for Homestead (chapters 19-22)*

CTP: “HHS secretary tells lawmakers lifestyles of meat-processing plant employees worsened Covid-19 outbreak,” *CNN Politics*, May 7, 2020, https://www.cnn.com/2020/05/07/politics/alex-azar-meat-processing-plants/index.html?fbclid=IwAR2PurAnQDHAHoXfUzD_tWsCCDqjcx6lbw9cr3nYQ-JgxssiJUglX_XJU70

Eugene V. Debs., “The Homestead Horrors,” *Locomotive Fireman’s Magazine*, (1892) (Canvas)

Wednesday: *The Battle for Homestead* (wrap up book)

CTP: Paul Ortiz, “Protect Against Workplace Injuries and Deaths,” *The Gainesville Sun*, April 28, 2017, <http://www.gainesville.com/opinion/20170428/paul-ortiz-protect-against-workplace-injuries-and-deaths>

Preamble, Constitution & General Bylaws of the Industrial Workers of the World, (PDF, Canvas) <http://www.iww.org/culture/official/preamble.shtml>

Friday: Reading Discussion

Friday, October 16: Synthesis Essay #2 on *The Battle for Homestead* due, 8 pm., portiz@ufl.edu

WEEK OF OCTOBER 19: LABOR INTERNATIONALISM IN THE ELLIS ISLAND ERA

Monday: Thomas Bell, *Out of this Furnace: A Novel of Immigrant Labor in America* (Kracha's story)

Eugene V. Debs, "James Connolly's Foul Murder," (1916)

<https://www.connexions.org/CxArchive/MIA/debs/works/1916/connolly.htm>

Hubert Harrison (FIND "Negro and Socialism and Internationalism" essays)

A. Philip Randolph, The Messenger (World War I Era) FIND TWO ESSAYS

CTP: "They Got Hurt At Work — Then They Got Deported," *National Public Radio*, August 16, 2017,

<http://www.npr.org/2017/08/16/543650270/they-got-hurt-at-work-then-they-got-deported>

Wednesday Thomas Bell, *Out of this Furnace* (Mike Dobrejak's story)

Film: "Salt of the Earth"

Friday: Reading Discussion

Eugene Victor Debs, "Statement to the Court Upon Being Convicted of Violating the Sedition Act" (Opposing the US entry into World War I.) <https://www.marxists.org/archive/debs/works/1918/court.htm>

WEEK OF OCTOBER 26: WORKERS MAKING A NEW DEAL

Monday: Thomas Bell, *Out of this Furnace* (Mary's story)

Film: "With Babies and Banners"

CTP Nick Hanauer, "A report that analyzed every minimum-wage hike since 1938 should put a bunch of nonsense ideas to rest," *Business Insider: Markets*, May 6, 2016. <http://www.businessinsider.com/minimum-wage-effect-on-jobs-2016-5>

Wednesday: Peter Rachleff, "Organizing 'Wall to Wall': The Independent Union of All Workers, 1933-37," in Staughton Lynd, *We are All Leaders, The Alternative Unionism of the early 1930s.* 51-71 (**UF Libraries ERes**)

Staughton Lynd, Introduction, in Staughton Lynd, *We are All Leaders, The Alternative Unionism of the early 1930s,* 1-26 (**Canvas**)

Multimedia Presentation: Labor & Culture in the Depression Years

Friday Reading Discussion: *The Steelworkers Declaration of Independence:* (**PDF, Canvas**)

WEEK OF NOVEMBER 2: LABOR ON THE MARCH: THE AGE OF THE CIO

Monday: Thomas Bell, *Out of this Furnace* (Dobie's story; afterward)

James Green, "Democracy Comes to Little Siberia: Steel Worker Organizing in Aliquippa, Pennsylvania, 1933-1937," *Labor's Heritage*. 5:3 (August 1993). [PDF, Canvass]

CTP: Kevin D. Williamson, "Chaos in the Family, Chaos in the State: The White Working Class's Dysfunction,"

National Review, March 28, 2016, <http://www.nationalreview.com/article/432876/donald-trump-white-working-class-dysfunction-real-opportunity-needed-not-trump>

C.L.R. James, "With the Sharecroppers," (1941) (PDF, Canvas)

Wednesday: Allesandro Portelli, "There Are No Neutrals There," (Coal Miners) (CANVAS; Need to copy essay)

Friday: Reading Discussion

WEEK OF November 9: BLACK WORKERS AND THE STRUGGLE AGAINST JIM CROW

Tues. November 10: Synthesis essay 3 due: "Industrial Unionism: Gains & Losses" 8 pm. portiz@ufl.edu

Monday: Michael Honey, *Black Workers Remember: An Oral History of Segregation* (TBD)

CTP Michael Pierce, "The Origins of Right to Work: Vance Muse, Anti-Semitism, and the Maintenance of Jim Crow Labor Relations," <https://www.lawcha.org/2017/01/12/origins-right-work-vance-muse-anti-semitism-maintenance-jim-crow-labor-relations/>

Wednesday: Holiday. Veterans Day

Michael Honey, *Black Workers Remember: An Oral History of Segregation*; (TBD) Guest Lecture, Julian Valdivia, "Oral History and Labor History"

Film: "At the River I Stand" Dr. Martin Luther King, Jr. and the Memphis Sanitation Workers Strike

WEEK OF NOVEMBER 16: MOVEMENT UNIONISM: THE UNITED FARM WORKERS

Monday: Reading discussion: *The Fight in the Fields: Cesar Chavez and the Farmworkers* (TBD)

Cesar Chavez, "The Organizer's Tale," *Ramparts* (July 1966) (Available, PDF) https://libraries.ucsd.edu/farmworkermovement/ufwarchives/DalzellArchive/RampartsMagazine/Cesar%20Chavez_001.pdf

"Testimony of Fatima Goss Graves Vice President for Education and Employment National Women's Law Center," *U.S. Equal Employment Opportunity Commission (Workplace Harassment)* (2015), <https://www.eeoc.gov/meetings/meeting-january-14-2015-workplace-harassment/graves>

"Written Testimony of Laudente Montoya Charging Party in EEOC v. Dart Energy Corp." (2015) <https://www.eeoc.gov/meetings/meeting-january-14-2015-workplace-harassment/montoya>

Written Testimony of Sean Ratliff Trial Attorney, EEOC - Denver Field Office (2015)

<https://www.eeoc.gov/meetings/meeting-january-14-2015-workplace-harassment/ratliff>

Wednesday: *Guest Lecture: Paul Pedro Ortiz, A Working Life in the Puget Sound Naval Shipyard and Chairing Hispanic EEOC at PSNS*

The Fight in the Fields: Cesar Chavez and the Farmworkers (TBD)

Film: “Fight in the Fields”

WEEK OF NOVEMBER 23: IMMIGRATION, LABOR & POLITICS

Monday: Paul Ortiz, *An African American and Latinx History of the United States* (Chapter 8)

Anna Wiener, *Uncanny Valley: A Memoir* (TBD)

CTP: Alice Robb, “Hotel Housekeepers Are at Great Risk for Sexual Assault from Guests,” *New Republic*, October 16, 2014, <https://newrepublic.com/article/119856/new-study-assess-sexual-harassment-hotel-workers>

“EEOC Files Seven More Suits Against Harassment,” *U.S. Equal Employment Opportunity Commission*, (2018), <https://www.eeoc.gov/newsroom/eeoc-files-seven-more-suits-against-harassment>

Griselda Nevarez, “Latino Workers Helped Rebuild New Orleans, But Many Weren’t Paid,” *NBC News*, August 28, 2015, <http://www.nbcnews.com/storyline/hurricane-katrina-anniversary/latino-workers-helped-rebuild-new-orleans-many-werent-paid-n417571>

Film: “Made in LA”

Wednesday: No CLASS

Friday: No Class

WEEK OF NOVEMBER 30: SILICON VALLEY AND THE CHANGING WORLD OF WORK

Tuesday, Nov. 20; Synthesis essay 4: “Race, Labor & Immigration” due 8 pm, portiz@ufl.edu

Monday: Anna Wiener, *Uncanny Valley: A Memoir* (TBD)

CTP: Priya Anand and Sarah McBride, “For Black CEOs in Silicon Valley, humiliation is a part of doing business,” *San Jose Mercury News* (By *Bloomberg News*), June 16, 2020, <https://www.mercurynews.com/2020/06/16/for-black-ceos-in-silicon-valley-humiliation-is-a-part-of-doing-business/>

Wednesday: Maryam Jameel, “Flawed System Lets Contractors Cheat Workers on Federal Building Jobs,” *NBC News*, August 21, 2017, <https://www.nbcnews.com/news/us-news/flawed-system-lets-contractors-cheat-workers-federal-building-jobs-n793736>

Elizabeth Segran, “The Adjunct Revolt: How Poor Professors are Fighting Back,” *The Atlantic*, April 28, 2014, <https://www.theatlantic.com/business/archive/2014/04/the-adjunct-professor-crisis/361336/>

Friday: Group Discussion: CTP: Katie Wells, et. al., “The Work Lives of Uber Drivers: Worse than you Think,” *Labor Online*, August 8, 2017, <https://www.lawcha.org/2017/08/08/work-lives-uber-drivers-worse-think/>

WEEK OF DECEMBER 7: THE GIG ECONOMY AND IMMIGRANT WORKERS

Monday: Finish *Uncanny Valley*

“Tofu Politics in Berkeley,” *The Nation*, 1991) (PDF, Canvass)

Gabriel Winant, “The New Working Class,” *Dissent*, June 27, 2017, https://www.dissentmagazine.org/online_articles/new-working-class-precarity-race-gender-democrats

Julia Wong, “Facebook Worker Living in Garage to Zuckerberg: Challenges are right outside your door,” *The Guardian*, July 24, 2017, <https://www.theguardian.com/technology/2017/jul/24/facebook-cafeteria-workers-wages-zuckerberg-challenges>

Wednesday Last day of classes

DECEMBER 10-11 READING DAYS

Finals Week: December 14

Take-home exam due, Wednesday, December 16. Email to portiz@ufl.edu
Subject Line: “Labor History Final Exam”

Final Exam Theme: *Drawing on Weiner’s Uncanny Valley, how has the labor history we’ve studied this semester impacted the world of the modern American workplace?*

COURSE POLICIES:

Attendance & makeup policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies (Links to an external site.)<<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>>.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (Links to an external site.)<<https://sccr.dso.ufl.edu/process/student-conduct-code/>> specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (Links to an external site.) (Links to an external site.)<<https://disability.ufl.edu/students/get-started/>> (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website (Links to an external site.)<<https://gatorevals.aa.ufl.edu/students/>>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. (Links to an external site.)<https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_so-2Deng.htm&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=k90zsvqBzr1BrLXYzSJ9WljTGV6GJIEBvh8LjARP8bY&s=YKNAqG9bL3euFnYzZGGBWYybk3EmcfxPCu5jY9w4rA&e=>> Summaries of course evaluation results are available to students at the public results website (Links to an external site.)<<https://gatorevals.aa.ufl.edu/public-results/>>.

Statement Regarding Course Recording

Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

More information on This Course:

US Labor History is a course that fulfills the University of Florida's Diversity and Humanities Requirements

This designation is always in conjunction with another program area.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Humanities

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives

University of Florida Writing Requirement Guideline Applicable to this Course:

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

The writing course grade assigned by the instructor has two components: the writing component and a course grade. Therefore, to receive writing credit, students must satisfactorily complete the writing component and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Courses intended to satisfy the writing requirement may not be taken S-U.

The writing must be evaluated on content, organization and coherence, effectiveness, style, grammar, and punctuation. Assignments must be returned to students with a grade and comments that address the students' writing skills. Consequently, feedback on all assignments should be provided by the last day of class, or if provided electronically, by the end of finals.

Evaluation of writing is based on individual work. Class notes, quizzes and in-class writing assignments or essay examinations may not be counted. Team-written documents may not be counted for credit unless clear individual sections are identified for grading, such that an individual student's writing may be evaluated and graded. Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.