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DEPARTMENT OF HISTORY

Oct. 13, 2017

Dear OAH China Residency Committee,

I am writing to express my interest in the China Residency Program, particularly Sichuan University's request for a Scholar of the Social Response to American Industrialization. Currently I am Professor of History at the University of Maryland at College Park, with particular interest in the history of capitalism and the working class. Along with my colleague Ira Berlin I am also the co-founder and co-director of the Center for Global Migration Studies here at UMD, which is devoted to interdisciplinary explorations of global migrations.

My career has focused on teaching and writing about the history of industrialization, with particular interest in the impact of capitalism, working men and women's responses, social and political movements, race relations, and migration. My first book, *Pure and Simple Politics: The American Federation of Labor and Political Activism, 1881-1917* (Cambridge University Press, 1998) examined the U.S. labor movement's response to industrialization. My most recent book, *The Canal Builders: Making America's Empire at the Panama Canal* (The Penguin Press, 2009) transforms our understanding of that momentous project by showing that the control and disciplining of labor constituted the key challenge. *Canal Builders* examines how notions of citizenship, patriotism, race, class, and gender shaped experiences and behavior in the Canal Zone. Officials' desire to develop efficient modes of government caused workingmen to resist being treated as cogs. Racial and ethnic segregation, established by the government for controlling labor, resulted in wide-ranging protests. Events in the Canal Zone provided much grist for the mill of social and political debate at home, as Americans assessed the merits of state intervention, whether and how limits should be placed on capitalism, their understandings of race, and the place of labor in the body politic.

My current project builds upon *Canal Builders* but looks more broadly at labor migration, capitalism, and the building of U.S. global power. *Movable Empire: Race, Labor, and Migration in the Making of United States History, 1865 to 1934* puts working people at the center of the creation of the American Empire while also reconsidering the basic narrative of the history of capitalism. As U.S. power expanded across the North American continent, and then across the Pacific, Central America, and the Caribbean, the working class itself expanded in number and diversity; the expanding character of labor systems generated a wide range of demographic, political, and ideological consequences. This project re-conceptualizes the history of class and race by examining all those who labored as part of U.S. global power whether they are in Puerto Rico, Hawaii, the Philippines, or on military bases in North Dakota or Panama. *Movable Empire* examines also the intersections between expansionist corporate capitalism and empire building, with an eye on the labor systems these dynamics generated and the ways they shaped class and race formation.

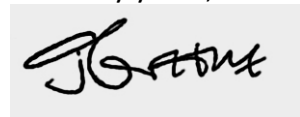
My teaching is shaped by the above interests in capitalism, labor, race, migration, and transnational approaches to U.S. history. At the graduate level, I have taught a wide range of courses on social

responses to industrialization, capitalism and the working class, migration and immigration, and global, comparative, and transnational approaches to history. My pedagogical approach to seminars focuses on strategies that maximize student engagement and participation. Although I typically provide brief lectures in my seminars, I also pay special attention to the social relations of knowledge production in the seminar setting in order to ensure that the dialogue is fully inclusive and thus able to generate new perspectives and ideas. I am also an experienced mentor of graduate students. I have listed my Ph.D. students' dissertation topics on my C.V. in order to provide a sense of their breadth across the history of U.S. capitalism, labor, and immigration history. They include such diverse topics as the political culture of labor in the Gilded Age West, labor organizing by women and people of color in the 1970s, teacher unionism and culture wars, and Japanese and Filipino students fighting for civil rights in the mid-20th century.

Finally, I might close with a few words about why I am interested in the OAH's China Residency Program. I am excited at the prospect of sharing my teaching skills and knowledge with graduate students and faculty at Sichuan University. My interests and my research and teaching experience, as outlined above, I consider a remarkably good match for Sichuan University's interest in social responses to U.S. industrialization. I also enjoy working with students and faculty from around the world; I am currently serving as mentor to a Fulbright faculty member from the Philippines, and also to a graduate student from the University of Birmingham who is on a fellowship provided by the consortium Universitas21. Finally, in my work as Co-Director of the Center for Global Migration Studies, I am leading a project to connect scholars around the globe who work on labor migration. We are organizing a global summit on labor migration that will be held at the International Institute of Social History in Amsterdam in 2019. We currently have scholars connected to this project around the world, including in Japan, Korea, and India, but China is of course hugely important for understanding labor migration. I would look forward to sharing and networking with scholars in China about the work we are doing on this topic, and believe that connecting them to our project could be mutually beneficial. You can see more information about this project at http://www.globalmigration.umd.edu/projects/global_labor_migration_network.php

Thanks very much for considering this application. If you have any questions I can be reached at jmg@umd.edu.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Julie Greene', is displayed on a light gray rectangular background.

Julie Greene
Professor of History
University of Maryland at College Park
Vice President, Labor and Working-Class History Association

JULIE GREENE

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ACADEMIC EXPERIENCE

Professor, University of Maryland, 2010-
Co-Director, Center for Global Migration Studies, Univ. of Maryland, 2010-
Associate Professor, University of Maryland, 2007-2010
Associate Professor, University of Colorado at Boulder, 1999-2008
Assistant Professor, University of Colorado at Boulder, 1994-1999
Assistant Professor, University of Missouri at Kansas City, 1990-1993
Visiting Lecturer, University of North Carolina at Chapel Hill, 1989-1990

PUBLICATIONS

Books

The Canal Builders: Making America's Empire at the Panama Canal (The Penguin Press, History of American Life Series, 2009)
Awarded the OAH's James A. Rawley Prize for Best Book on the History of Race Relations, 2010
Reviewed in *The New York Times Sunday Book Review*, *The Economist*, *Time.com*, *Foreign Affairs*, *San Francisco Chronicle*, *BookForum*, *Kirkus Reviews*, *The Booklist*, featured review in the *American Historical Review*; excerpted in Leon Fink, ed., *Major Problems in the Gilded Age and Progressive Era*, 2014

Pure and Simple Politics: The American Federation of Labor and Political Activism, 1881 to 1917, Cambridge University Press, 1998

Edited Works

Co-Editor, with Leon Fink, special double issue of *Labor: Studies in Working-Class History*, "Workers and Empire," 13 (3-4), December 2016
Associate Editor with Eileen Boris, John French, Joan Sangster, and Shelton Stromquist (with Leon Fink as main editor), *Workers Across the Americas: The Transnational Turn in Labor History*, Oxford University Press, 2011
Co-Editor with Eric Arnesen and Bruce Laurie, *Labor Histories: Class, Politics, and the Diversity of the American Working-Class Experience*, University of Illinois Press, 1998

Articles and Book Chapters

"Race, Immigration, and Ethnicity," for *Companion to the Gilded Age and Progressive Era*, eds. Christopher M. Nichols and Nancy C. Unger, Wiley-Blackwell, 2017, 137-48

- “Builders of Empire: Rewriting the Labor and Working-Class History of Anglo-American Global Power,” in *Labor Studies in Working-Class History*, 13 (3-4), December 2016, 1-10
- “Movable Empire: Labor Migration, U.S. Global Power, and the Remaking of the Americas,” SHGAPE Presidential Address, *Journal of the Gilded Age and Progressive Era*, Jan. 2016
- “The Wages of Empire: Capitalism, Expansionism, and Working-Class Formation,” in Daniel Bender and Jana Lipman, editors, *Making the Empire Work: Labor and United States Imperialism*, New York University Press, 2015
- “Historians of the World: Transnational Forces, Nation-States, and the Practice of United States History,” in Leon Fink et al, editors, *Workers Across the Americas: The Transnational Turn in Labor History*, Oxford University Press, 2011, 12-18
- “Spaniards on the Silver Roll: Liminality and Labor Troubles in the Panama Canal Zone, 1904-1914,” *International Labor and Working-Class History*, 66, Fall 2004, 78-98
- “Dinner-Pail Politics: Employers, Workers, and Partisan Culture in the Progressive Era,” in Arnesen, Greene, and Laurie, editors, *Labor Histories*
- “Negotiating the State: Frank Walsh and the Transformation of Labor's Political Culture in Progressive America,” in Kevin Boyle, ed., *American Labor and Politics*, SUNY Press, 1998
- “The Making of Labor's Democracy: William Jennings Bryan, the American Federation of Labor, and Progressive Era Politics,” *Nebraska History* 77 (3 and 4), Fall/Winter 1996, 149-58
- “The Strike at the Ballot Box: The American Federation of Labor, Local Labor Leadership, and the Entrance into National Politics, 1906 to 1912,” *Labor History* 32 (2), Spring 1991, 80–100

Recent Articles and Review Essays

- “Movable Empire: Labor Migration, U.S. Global Power, and the Remaking of the Americas,” SHGAPE Presidential Address, in *Journal of the Gilded Age and Progressive Era*, Jan. 2016
- “The Wages of Empire: Capitalism, Expansionism, and Working-Class Formation,” in Daniel Bender and Jana Lipman, eds., *Making the Empire Work: Labor and United States Imperialism*, New York University Press, 2015, 35-58
- “Historians of the World: Transnational Forces, Nation-States, and the Practice of United States History,” in Leon Fink et al, eds., *Workers Across the Americas: The Transnational Turn in Labor History*, Oxford University Press, 2011, 12-18
- “The Labor of Empire: Recent Scholarship on U.S. History and Imperialism,” in *Labor: Studies in Working-Class History of the Americas*, 1 (2), summer 2004, 113-29
- “Spaniards on the Silver Roll: Liminality and Labor Troubles in the Panama Canal Zone, 1904-1914,” *International Labor and Working-Class History*, 66, Fall 2004, 78-98
- “Negotiating the State: Frank Walsh and the Transformation of Labor's Political Culture in Progressive America,” in Kevin Boyle, ed., *American Labor and Politics*, SUNY Press, 1998

“The Strike at the Ballot Box: The American Federation of Labor, Local Labor Leadership, and the Entrance into National Politics, 1906 to 1912,” *Labor History* 32 (2), Spring 1991, 80–100

EDUCATION

Yale University	History	Ph.D.	1990
	History	M.A., M.Phil	1986
New Hall College,	History	M.A.	1987
Cambridge University		History B.A.	1982
University of Michigan	History	B.A. with honors	1980

SELECT HONORS

Organization of American Historians Distinguished Lecturer, 2016-2019
Research and Scholarship Award, University of Maryland, Fall 2015
James A. Rawley Prize, awarded by the Organization of American Historians for the best book published on the history of race relations, 2009, for *The Canal Builders: Making America's Empire at the Panama Canal*
Rockefeller Foundation Fellowship, National Humanities Center, NC, 2013-2014
Research and Scholarship Award, University of Maryland, Fall 2013, declined
General Research Award, University of Maryland, Summer 2009
Travel Grant, U-Colorado Graduate Council, for research in London, 2006
National Endowment for the Humanities Fellowship, 2004-2005
Travel Grant, U-Colorado Graduate Council, for research in Panamá, 2002
American Council for Learned Societies Fellowship, 2000-2001
National Endowment for the Humanities Fellowship, 1993–94
Award for Excellence in Service, Boulder Faculty Assembly, U-Colorado, 2003

TEACHING AND MENTORING

COURSES TAUGHT

Undergraduate Courses

Border Crossings: Migration Across the Americas
U.S. Immigration History
Transnational Labor History
U.S. History Since 1865
U.S. History, 1900 to 1929
U.S. History and Film
History of the Gilded Age and Progressive Era
Twentieth-Century U.S. Labor History
U.S. Working-Class History
Women and Work in U.S. History
Cultures of U.S. Imperialism
U.S. Political History
World War One: A Comparative History (co-taught with a French historian)

Graduate Courses

Workers of Global Capitalism
U.S. Labor and Working-Class History
Social and Political Responses to Industrialization
Readings in Global, Comparative, and Transnational History
The United States, Empire, and the World
U.S. History Since the Civil War
Nineteenth Century U.S. History
U.S. Political History
Research Seminar in U.S. Labor History
Research Seminar in U.S. Political History
State and Society in U.S. History

ADVISING OF GRADUATE STUDENTS

Primary Advisor of Doctoral Students

University of Maryland

Current Students: Debbie Goldman, Kyle Pruitt, Charlie Fanning, and Alex Dunphy

Past Students:

Anna Lane Windham, “Knocking on Labor’s Door: Union Organizing and the Origins of the New Economic Divide, 1968 to 1985,” Spring 2015 (currently a Fellow at the Kalmanovitz Institute, Georgetown University)

Anna Lane Windham was awarded the UMD History Department’s Richard T. Farrell Award for Best Dissertation and Walter Rundell Prize for Excellence in Historical Writing

Jason Guthrie, “The International Labor Organization and the Social Politics of Development, 1938 to 1969” Spring 2015

Paul Gibson, “‘They Reach an Audience We Do Not:’ Labor-Environmental Coalition Building in the United States, 1970-1985,” Summer 2014

Stephanie Hinnershitz, “‘One Raw Material in the Racial Laboratory:’ Chinese, Filipino, and Japanese Students and West Coast Civil Rights, 1915-1968,” Spring 2013 (currently Assistant Professor at Cleveland State University)

Jon Shelton, “‘Against the Public’: Teacher Strikes and the Decline of Liberalism, 1968-1981,” Spring 2013 (currently Assistant Professor at University of Wisconsin at Green Bay)

Jon Shelton was awarded the Herbert Gutman Prize for Best Dissertation by the Labor and Working-Class History Association, 2014

University of Colorado

Nicki Gonzales, “‘Yo Soy Loco per esa Sierra’: The History of Land Rights Activism in San Luis, Colorado, 1863 – 2002,” Fall 2007 (currently Associate Professor at Regis University)

Nicki Gonzales was awarded the University of Colorado's Arts and Humanities Dissertation Award, 2007

John Grider, "And I Can Live Without Going to Sea: Pacific Maritime Labor Identity, 1840-1890," Summer 2006 (currently Associate Professor at University of Wisconsin at La Crosse)

John Grider was awarded the University of Colorado's Arts and Humanities Dissertation Award, 2006

R. Todd Laugen, "The Promise and Defeat of the Progressive Public Reform Politics in Colorado, 1902-1929," Spring 2005 (currently Associate Professor at Metropolitan State University of Denver)

R. Todd Laugen was awarded the University of Colorado's Arts and Humanities Dissertation Award, 2005

John Enyeart, "'By Laws of Their Own Making': Political Culture and Everyday Politics of the Mountain West Working Class, 1870 – 1917," 2002 (currently Associate Professor and Department Chair at Bucknell University)

Carol Byerly, "The Politics of Disease and War: Infectious Disease in the United States Army During World War I," Spring 2001 (currently an independent scholar)

Carol Byerly was awarded the University of Colorado's Arts and Humanities Dissertation Award, 2001

The University of Colorado instituted its award for best dissertation in the arts and humanities in 2001. Between 2001 and my departure from Colorado in 2008, my students won the award four times.

China Residency Seminar: Social Responses to American Industrialization, 1820-1945
Sichuan University
Julie Greene, University of Maryland at College Park

Sichuan University's request for a seminar on social responses to American industrialization comes at an excellent moment. Scholarship on what we might call the long century of industrialization, from the early-nineteenth to mid-twentieth century, is undergoing revitalization as a result of three major intellectual thrusts: the new history of capitalism, new approaches to immigration and migration history (particularly with more attention to the importance of Asian and Latin American migrations to the U.S.), and transnational or global approaches to U.S. history. Those three areas of scholarship are connected profoundly to new work in other areas such as labor and working-class history, the history of women and gender, African American history, intellectual history, and the history of social movements, politics, and the state. My approach to leading the seminar would capture the major contributions of these discrete fields of scholarship, place them in dialogue with one another, and explore areas where further research is needed. By connecting these diverse fields, to give a concrete example, we might ask: how does our understanding of U.S. labor and working-class history change when we consider it as a global phenomenon, shaped by capitalist and imperial expansion? How might new scholarship on capitalism enrich our understanding of social movements (such as populism or progressivism) that fought for political reforms? The overarching focus of the seminar will be the reciprocal relationship between industrial capitalism and social and political responses to its ongoing transformations. We will ask: how did various individuals and groups reform and reshape U.S. industrial capitalism?

Sample Syllabus:

Day One: Transformations of Industrial Capitalism

Looking broadly at the economic, social, technological, and demographic transformations connected to industrialization and corporate capitalism, roughly 1840-1945

Day Two: Class, Labor, and Working-Class Protest

Slavery and emancipation, proletarianization, rise and transformation of the labor movement, forms of radicalism, reform efforts, racial, ethnic, and gender divisions (and efforts to overcome them)

Day Three: Migrants All

Waves of immigration and internal migration, reshaping of the working class, rise of federal bureaucracy to track, monitor, restrict, and exclude certain immigrants, relationship between internal migrations and immigration

Day Four: Seeking Solutions for an Endangered Democracy

Social movements including populism, women's temperance and suffrage activism, and early African American civil rights struggles, political transformations, radicalism and its repression, political reform, voluntarist vs. state solutions

Day Five: Placing U.S. Industrialization in Global History

Interrogate how new work globalizing U.S. history transforms our understanding of industrial capitalism; interrelationship between U.S. imperialism and capitalist expansionism; globalize our understanding of working-class formation, place radical and reform thought and activism in a global and comparative context

Some useful readings (to give a sense of the sorts of things I might assign—however in most cases I would find article-length versions or use excerpts from the following):

Richard Bense, *Political Economy of American Industrialization, 1877-1900*

Noam Maggor, *Brahmin Capitalism: Frontiers of Wealth and Populism in America's First Gilded Age*

Alfred Chandler, *Visible Hand: The Managerial Revolution in American Business*

Sven Beckert, *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896*

Peter James Hudson, *Bankers and Empire: How Wall Street Colonized the Caribbean*

Jonathan Levy, *Freaks of Fortune: The Emerging world of Capitalism and Risk in America*

Erika Lee, *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*

Jennifer Guglielmo, *Living the Revolution: Italian Women's Resistance and Radicalism in New York City, 1880-1945*

James Grossman, *Land of Hope: Chicago, Black Southerners, and the Great Migration*

George Sanchez, *Becoming Mexican-American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*

Elizabeth Sanders, *Roots of Reform: Farmers, Workers, and the American State, 1877-1917*

David Montgomery, *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925*

Julie Greene, *The Canal Builders: Making America's Empire at the Panama Canal*

Daniel Bender and Jana Lipman, eds, *Making the Empire Work: Labor and United States Imperialism*

Shelton Stromquist, *Reinventing 'The People': The Progressive Movement, the Class Problem, and the Origins of Modern Liberalism*

Daniel Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*

Martin Sklar, *The Corporate Reconstruction of American Capitalism, 1890-1916*

Richard White, *Railroaded: The Transcontinentals and the Making of Modern America*

William Leach, *Land of Desire: Merchants, Power, and the Rise of a New American Culture*

Naomi Lamoreaux and William Novak, eds. *Corporations and American Democracy*

Jeffrey Sklansky, *The Soul's Economy: Market Society and Selfhood in American Thought, 1820-1920*

References for Julie Greene

China Residency Proposal

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