



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

History Programme - 2008 TRIMESTER 2

HIST117: Empires and Peoples CRN 13081

Course Co-ordinator (July & August): Dr. Evan Roberts

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Lecture Times: Tuesday and Thursday, 11:00 am – 11:50 am

Venue: Hugh McKenzie lecture theatre 206 (HM 206)

Tutorial times: One hour per week, commence second week of semester, to be arranged at the first lecture.

This course will use S-Cubed for tutorial registration.

Use your internet browser to go to: <https://signups.vuw.ac.nz>

Use your normal login to sign into S-Cubed. Click on the course you are enrolled in from the list. You will see info about your course and about the different tutorial sessions. Sign up to your preferred session by clicking on the “sign up” button.

Office hours will be announced at the first lecture and posted outside of OK 425 and on Blackboard. You are also welcome to telephone or email the course co-ordinator responsible for the course at that time.

Communication of additional information

Information about any changes to the timetable or programme will be announced in lectures, posted on the notice board outside OK 425 and on Blackboard, or sent via email.

Blackboard and email

There will be a HIST117 Blackboard site. We will be using Blackboard extensively during this course for specified tasks and assignments. Blackboard will also be used to host the course outline (should you misplace it), link to additional material, and to contact the class via email. The Blackboard class-email function uses your student email (@student.vuw.ac.nz).

Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages.

Course content

This course considers the development and impact of Empires since 1400. We examine the establishment of colonies, free and coerced migration, imperial rivalries, nationalism and the resistance to Empire. It traces the creation of the American people and the United States out of a process of migration, conflict and interaction between European, African and Indian peoples from 1650s-1950s. We begin with a study of imperial rivalries between Spain, Britain and France in North America. We trace the migration of enslaved Africans, semi-free, and voluntary immigrants who flowed into and across the early U.S., examining conflicts over who belonged in the new nation. We follow the westward movement of the 'pioneers,' the consequent uprooting of Indian nations, the seizure of half of Mexico, and the wars that ended the 'frontier'. We also examine the extension of U.S. control over Hawaii, Samoa, the Philippines, and the Caribbean. At the same time new groups of immigrants from Asia, Southern and Eastern Europe faced racial and political opposition leading to immigration restrictions. Finally, we study the more recent movements of African Americans from the South, middle class whites to the suburbs, the northward migration of Mexicans, Puerto Ricans, and Latinos, and the movements that challenged racial and ethnic barriers to immigration and citizenship that created the contemporary United States.

Course objectives

Students passing the paper should understand

- The history of the peoples who have lived in what becomes the United States of America
- The history of European empires in North America

- Historical processes such as migration, colonisation, revolution and war
- Historical concepts such as race, gender, class and nationalism
- The connections between historical and contemporary events

Students passing the paper should gain skills in

- Assessing historical debates and different interpretations of the past
- Interpreting evidence from the past in a variety of forms
- Creating historical interpretations by analysing multiple sources of evidence
- Present their findings in oral and written forms
- Accessing print and visual information from the library and the internet

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST117. This includes 2 hours of lectures and one 1 hour tutorial per week.

Readings

HIST117 Book of Readings is required reading, and will be available for purchase at the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or

they can be picked up from the shop the day after placing an order online. Opening hours are 8.00am–6.00 pm, Monday–Friday during term time (closing at 5.00pm in the holidays), 10.00am–1.00pm Saturdays. Phone: 463 5515

Recommended Reading

For further background on material covered in lectures and tutorials we recommend the textbook *Created Equal* (callmark E178 C912 2ed). There are two copies on Closed Reserve (Level 2 of the Rankine Brown library on the Kelburn campus) and eight copies in the 3-Day Loan Big Books section. See the lecture outline for recommended reading from the text.

Assessment requirements

There are **four** assessments in HIST117:

- 1) **1,000-word documentary analysis**, due **Friday, 1 August** (20% of course mark). Instructions for the assignment will be distributed in the first week of class.
- 2) **In class test** (multiple choice, fill in the blank and identifications) on **Thursday 14 August, 11:00–11:50am** (In the lecture time). This test will cover material from the first six weeks of the course (25% of course mark).
- 3) **1,500-word research essay**, due **Friday, 19 September**. (30% of course mark). Instructions can be found at the end of the course outline and a marking sheet will be circulated before the August break providing more detail.
- 4) **In class test** (multiple choice, fill in the blank and identifications) on **Thursday 9 October, 11:00–11:50am** (In the lecture time). This test will cover material from the second six weeks of the course (25% of course mark).

Relationship between Assessment, Lectures, Tutorials, Course Objectives and Skills Development:

- 1) Participation in tutorials through careful reading, completion of the specified tasks, active listening and contribution to the discussion will develop oral communication skills and give you guidance in the interpretation of evidence and historical arguments.
- 2) Regular attendance at Lectures will provide you with information about historical debates, the peopling of North America and history of the American people, an understanding of historical processes and concepts such as migration, revolution, colonisation, gender, class and race; and the connections between historical and contemporary issues.
- 3) The tests will assess your knowledge of the course contents and themes.
- 4) The research and the writing of the two written assignments will develop skills in the use of the library and online sources, the analysis and use of evidence, the analysis and application of historical interpretations, and the presentation of your findings in a well-constructed essay.

Statement on penalties

Students will be penalized for late submission of essays—a deduction of:

- 5% for the first day late and,
 - 2% thereafter for a maximum of 8 days (including weekend days);
- Thereafter work can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g. illness (presentation of a

medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges – not just before a deadline. Obtain an extension form from the History administrative assistant and agree to a new due date for the assessment.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend 8 of 11 tutorials

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar on the VUW home page at

www.victoria.ac.nz/home/about/victoria/calendar/intro.html

or go to: <http://www.victoria.ac.nz/home/about/policy/default.aspx>

For information on the following topics, see the corresponding Blackboard files (or similar files or course website pages):

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support.

Lecture Outline

Introduction

1. Tuesday 8 July Introduction (DJ, ER)
2. Thursday 10 July Demography and geography of North America over 500 years (ER)

Many paths to America, many empires (ER)

3. Tuesday 15 July
European discovery; Spain in Mexico and Florida
Suggested reading: *Created Equal*, chap. 1 & 2.
4. Thursday 17 July
Early Virginia and the beginnings of slavery
5. Tuesday 22 July
Slave trade and slave colonies
Suggested reading: *Created Equal*, chap. 4
6. Thursday 24 July
Colonial New England
Suggested reading: *Created Equal*, chap. 3 & 5.

Forming a new nation: including some and excluding others (ER)

7. Tuesday 29 July
American Revolution: ideals in conflict
Suggested reading: *Created Equal*, chap. 6 & 7.
8. Thursday 31 July
The early republic: economic change and European migration
Suggested reading: *Created Equal*, chap. 9 & 10.

Reminder: Friday 1 August: 1,000-word Documentary Analysis due (20% of Course Mark)

9. Tuesday 5 August
Native American experiences in the early United States
10. Thursday 7 August
Slavery and sectional conflict in the antebellum era
Suggested reading: *Created Equal*, chap. 12 & 13.
11. Tuesday 12 August
In-class revision for test
12. **Thursday 14 August:**
In-class test (25% of Course Mark)

Mid-semester break, 18-29 August

Making African Americans into Citizens – or Are They? (DJ)

13. Tuesday 2 September
Civil War & Emancipation
Suggested Reading: *Created Equal*, chap. 14
14. Thursday 4 September
Retreat from Reconstruction – ‘Ethnic Notions’
Suggested Reading: *Created Equal*, chap. 15

Americanising Immigrants and Indians – or Are They? (DJ)

15. Tuesday 9 September
How the Other Half Lives
Suggested Reading: *Created Equal*, chap. 17

16. Thursday, 11 September
Americanising Indians – ‘In the White Man’s Image’
Suggested Reading: *Created Equal*, chap. 17

The ‘New’ Imperialism (DJ)

17. Tuesday, 16 September
High Ho to Hawaii
Suggested Reading: *Created Equal*, chap. 18
18. Thursday, 18 September
Defeating the Spanish Empire - ‘Crucible of Empire’
Suggested Reading: *Created Equal*, chap. 18

**Reminder: Friday 19 September: 1,500-word Research Essay due
(30% of Course Mark)**

Un-Americans and Indian Citizenship(DJ)

19. Tuesday, 23 September
Imperial War and Red Scares
Suggested Reading: *Created Equal*, chap. 20
20. Thursday, 25 September
Immigrant Restriction and Indian Citizenship
Suggested Reading: *Created Equal*, chap. 21

New Deals for Americans (DJ)

21. Tuesday, 30 September
New Deals: ‘The Great Depression’
Suggested Reading: *Created Equal*, chap. 22

22. Thursday, 2 October
World War II and Global Power
Suggested Reading: *Created Equal*, chap. 23

Crab Grass Frontiers & Bomb Shelters (DJ)

23. Tuesday, 7 October
Crabgrass & Atomic Frontiers – ‘The Seeds of the Sixties’
Suggested Reading: *Created Equal*, chap. 24 (pp. 815-827);
chap. 25 (842-855)
24. **Thursday 10 October:**
In-class Test (25% of Course mark)

Tutorial Schedule

Tutorial 1: (week beginning 14 July) Early European and Native American Encounters

Background reading:

Herbert S. Klein, "Paleo-Indians, Europeans and the Settlement of America" in *A Population History of the United States*, New York, 2004, pp.10-35.

Tutorial reading:

Palacios Rubios, 'Requerimiento,' 1510 [document written by jurist of the Council of Castille]

Juan Ginés de Sepúlveda, 'On the Reasons for the Just War among the Indians,' 1547, accessed via URL:

<http://www.chss.montclair.edu/~landwebj/105/1sepulve.htm>

Bartoleme de Las Casas, 'Brief Account of the Devastation of the Indies,' 1542; accessed via URL:

<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/02-las.html>

Tutorial 2: (week beginning 21 July) Colonial Virginia and New England

Background reading:

Alison Games, 'Migration' in D. Armitage and M. J. Braddick (eds.) *The British Atlantic World, 1500-1800*, Basingstoke, 2002, pp.31-50, 254-7.

Tutorial reading:

Alexander Whitaker, 'Good News from Virginia', 1613

John Smith, 'Historie for 1609' in *The Generall Historie of Virginia, New England, and the Summer Iles, with...*, Vol. 2, London, 1819, pp.1-3

For the Colony in Virginea Britannia: 'Lawes Divine Morall and Martial etc', London, 1612, pp.9-17

Powhatan's Speech to John Smith, pp.317-321, 352

Edward Waterhouse, 'A Declaration of the State of Virginia', 1622, URL:

<http://memory.loc.gov/learn/features/timeline/colonial/virginia/state.html>

John Winthrop, 'A Model of Christian Charity' in E. Stedman and E. Hutchinson (eds.), *A Library of American Literature from the Earliest Settlement to the Present Time*, New York, 1888, pp.304-7

John Winthrop, 'Reasons to be considered for the intended plantation in New England' in E. Stedman and E. Hutchinson (eds.), *A Library of American Literature from the Earliest Settlement to the Present Time*, New York, 1888, pp.309-17

William Bradford, 'Plimmoth Plantation' in *History of Plymouth Plantation, 1620-1647*, Massachusetts, 1912, pp.193-5

John Mason, 'Mason's Narrative' in *A Brief History of the Pequot War: Especially of the memorable Taking of Their Fort...*, Boston, 1736, pp.20-46

Tutorial 3: (week beginning 28 July) Gender and race in Virginia

'Anxious Patriarchs' in Kathleen M. Brown (ed.) *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, Chapel Hill, 1996, pp. 319-66, 461-70.

Louis B. Wright and Marion Tinling (eds.), *The Great American Gentleman: William Byrd of Westover in Virginia. His Secret Diary for the Years 1709-1712*, New York, 1963, pp.68-93.

Reminder: Friday 1 August: 1,000-word Documentary Analysis due (20% of Course Mark)

Tutorial 4: (week beginning 4 August) Founding documents of a new nation

Reading:

Declaration of Independence, 1776

Constitution of the United States, 1789

Bill of Rights, 1791

Tutorial 5: (week beginning 11 August) Sectional divisions and the Civil War

'Forging the territorial shears' in David Potter, *The Impending Crisis*, New York, 1973, pp.51-62

James Buchanan, 'Harvest Home' letter in John B. Moore (ed.), *The Works of James Buchanan*, Philadelphia, 1910, pp.385-7

'Gen. Cass on Popular Sovereignty' (the 'Nicholson letter') in Horace Greeley and John F. Cleveland (eds.), *Political Textbook for 1860*, New York, 1860, pp.179-181

John C. Calhoun, 'Remarks on presenting his Resolutions on the Slave Question' in Richard K. Cralle (ed.), *Speeches of John C. Calhoun, Delivered in the House of Representatives and in the Senate of the United States*, New York, 1883, pp.339-49

David Wilmot, 'Speech at the Herkimer Convention in New York, 1847' reprinted in O. C. Gardiner (comp.), *The Great Issue, Or The Three Presidential...*, New York, 1848, pp.57-62

Reminder: Thursday 14 August: In-class test (25% of Course Mark)

Mid-semester break, 18-29 August

Tutorial 6: (week beginning 1 September) – Freed People & Emancipation

Reading:

H. Gutman, 'Schools for Freedom' in Thomas C. Holt (ed.), *Major Problems in African-American History, Volume 1: From Slavery to Freedom, 1619-1877*, Boston, 2000, pp.388-401

E. Barkley-Brown, 'The Labor of Politics' in Thomas C. Holt (ed.), *Major Problems in African-American History, Volume 1: From Slavery to Freedom, 1619-1877*, Boston, 2000, pp.407-18

Questions:

Analysing both documents and essays answer the following:

What determined the conditions under which former slaves became free people? What were their aspirations? Who opposed those aspirations? What factors determined their achievement or frustration?

What was the role of schools?

What contributions did African American women make?

African-American men?

Tutorial 7: (week beginning 8 September) - Are Immigrants Americans?

Reading:

J. Bodnar, R. Smith and M. P. Weber, 'Immigrant Newcomers in Turn-of-the-Century Pittsburgh,' in Howard P. Chudacoff (ed.), *Major Problems in American Urban History*, Massachusetts, 1994, pp. 161-170

R. Romo, 'Creating Los Angeles' Eastside Barrio, 1910-1930', in Howard P. Chudacoff (ed.), *Major Problems in American Urban History*, Massachusetts, 1994, pp. 170-8

J. R. Grossman, 'Southern Blacks' Migration to Chicago in the Early 20th Century' in Howard P. Chudacoff (ed.), *Major Problems in American Urban History*, Massachusetts, 1994, pp. 178-88

Questions:

How do the experiences of different immigrant groups compare?
 Do national origins, the cities in which they arrived, or the time period make any crucial differences to their experiences?
 What causes significant differences between the experiences?
 Do all immigrants attract the same kinds of responses from the people in the receiving culture? Do all members of the receiving culture see immigrants in the same way?
 Do all immigrants have the same goals?

Use this link to go to Jacob Riis, *How the Other Half Lives*
<http://www.yale.edu/amstud/inforev/riis/title.html>

Select one chapter to look at the images and the textual description of the 'other half'. Bring in an example of an image and a description: What attitudes and values are present? Does Riis aim

to elicit sympathy or hostility towards these people? What does Riis think about 'race'? Ethnicity? Religion? Class? What does he expect his readers will think about these issues?

Tutorial 8: (week beginning 15 September): Was the empire white?

Reading:

E. Love, 'White is the Color of Empire: The Annexation of Hawaii in 1898?' in James T. Campbell, Matthew P. Guterl & Robert G. Lee (eds.), *Race, Nation, & Empire in American History*, Chapel Hill, 2007, pp. 75-102

Use this link to go to a collection of caricatures of the Hawaii monarchs. Scroll down on the left margin to a collection called 'Political caricatures of the Hawaiian Kingdom'
<http://libweb.hawaii.edu/digicoll/annexation/annexation.html>

Questions:

What does Love mean by claim that 'white' was the colour of 'empire'?
 Why did the US annex Hawaii according to Love?
 How does the history of the annexation reveal the dynamics of 'race, racism and empire' according to Love?
 Do these caricatures suggest that Love's argument is correct?
 Do these images endorse imperialism? Why or why not?
 Do these images use 'race' or 'colour'?

Reminder: Friday 19 September: 1,500-word Research Essay due (30% of Course mark)

Tutorial 9: (week beginning 22 September) Red Scares and Intolerance

Reading:

P. L. Murphy, 'Sources and Nature of Intolerance in the 1920s' in *The Journal of American History*, Vol. 51, June 1964, pp.60-76

Use this link to go to a collection of images from the Red Scare era. Select images that appear to illustrate 'intolerance'.
<http://newman.baruch.cuny.edu/digital/redscare/default.htm>

Questions:

What were the sources of intolerance?
 What was the nature of intolerance in the 1920s?
 What were the causes of intolerance?
 How do these images depict intolerance?
 Who or what are the targets?

Tutorial 10: (week beginning 29 September) Consuming the Republic

Reading:

L. Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*, New York, 2003, pp. 194-256, 464-84

Use this link to go to a collection of advertisements; type in 'beauty' in the search box on the left-hand side.
<http://library.duke.edu/digitalcollections/adaccess/>

Questions:

What's the evidence of 'inequality' in mass suburbia?
 What were the factors causing 'inequality' in mass suburbia?

How do ads define 'beauty'?
 Do such ads promote equality or inequality? Why?

Tutorial 11: (week beginning 6 October) Revision for Test

Reminder: Thursday 9 October: In-class Test (25% of Course mark)

Assessment

Research Essay Guidelines:

Choose one of topics for Tutorials 6-10.

Your task is to compare the historian's interpretation as you've selected from the Book of Readings to the interpretation you construct from your analysis of the evidence contained in the set of documents, the virtual archive for which a link has been provided or the additional set of documents. Does your analysis confirm, contradict or supplement the historian's interpretation? You will need to use more evidence than you discussed in the tutorial as discussed below for each topic.

Topic: Freed People & Emancipation

In addition to the documents contained in the Book of Readings, you will need to select at least 5 additional documents from one of the following collections available on Closed Reserve or Three Day Loan. These should be attached to your essay. To what extent do these documents and those in the Book of Readings confirm or challenge the interpretations of Gutman or Barkley-Brown?

Ira Berlin, *Free at Last*

Ira Berlin, *Wartime Genesis of Free Labor*

Ira Berlin, *Destruction of Slavery*

Ira Berlin, *Families and Freedom*

Ira Berlin, *Remembering Slavery*

Topic: Are Immigrants Americans?

Select 2 chapters plus images from *How the Other Half Lives* using the link below. How do these immigrants' experiences compare to

the immigrants discussed in any two of the three essays – Bodnar, Romo or Grossman?

<http://www.yale.edu/amstud/inforev/riis/title.html>

Topic: Is White the Colour of the Empire?

Compare your interpretation based upon the analysis of the caricature and one other document that shows attitudes towards empire or Hawaiians or both in the virtual archive to be found by using this link. If the document is very long, select only approximately 5-10 pages to analyse and attach to your essay, carefully what the document is. Does your analysis confirm or challenge Love's?

<http://libweb.hawaii.edu/digicoll/annexation/annexation.html>

Topic: Red Scares and Intolerance

Examine at least 10 images from the virtual archive listed below.

Attach these images to your analysis and compare to the argument made by Murphy. Do these images demonstrate that 'intolerance' is the probably cause of the Red Scare? Do they suggest other motives or causes? Does your analysis confirm or challenge Murphy's?

<http://newman.baruch.cuny.edu/digital/redscare/default.htm>

Topic: Consuming the Republic

Select at least 10 ads for the 1950s and assess the values expressed in these ads? Would these ads promote or undercut beliefs in equality? Does your analysis confirm or challenge Cohen's?

<http://library.duke.edu/digitalcollections/adaccess/>