



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY - 2008 TRIMESTER 2

## HIST234: Special Topic: Introduction to Social History—American Social History, 1860 -1930 CRN 9522

**Course Co-ordinator:** Dr. Evan Roberts

**Room:** OK 425

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**Lecture Times:** Monday and Wednesday, 10:00 – 10:50 am

**Venue:** Hugh Mackenzie LT 002

**Tutorial times:** One hour per week, to be arranged at the first lecture.

**Office hours** will be announced at the first lecture and posted outside OK425 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 course changes will be announced in lectures, posted outside OK 425 and on Blackboard, or sent via email.

### **Blackboard and email:**

There will be a HIST234 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.

**Email Response Policy:** You will be expected to check your email once every weekday. In return, you can expect that if you email me about HIST234 you will receive a reply within 24 hours (and hopefully sooner). The aim of this policy is to facilitate quick communication, but without raising the unreasonable expectation that you (or I) will be checking email all the time.

I encourage you to submit class-related queries via email for several reasons. First, we both have a written record of the discussion. Second, if the answer to your question would be interesting to the rest of the class, email allows me to easily expand the discussion

### **Course content:**

HIST234 is an introduction to original research in social history, looking specifically at American social history between approximately 1860 and 1930. Students will learn a variety of qualitative and quantitative methods for historical research, and complete a research project that mimics at 200-level what postgraduate and academic historians do in their research.

The course will culminate in a research essay, using a social survey of Chicago families from the 1920s as the primary source. Students will find additional material to support their essay using print and online sources. The first half of the course will give an overview of American social history between 1860 and 1930. In the second half of the course we will focus on research, writing, and presentation of research.

### **Course objectives:**

Students passing the paper should understand

- ❖ The history of the United States between 1860 and 1930
- ❖ The development of social history as an important part of academic research in history
- ❖ Historical concepts such as race, gender, and class

Students passing the paper should gain skills in

- ❖ Developing research questions and appropriate strategies for answering them
- ❖ Creating historical interpretations by analysing multiple sources of evidence
- ❖ Selecting appropriate methods for analysing historical 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 15 hours per week to HIST234. This includes 2 hours of lectures per week, and one 1 hour tutorial per week.

### **Readings**

*HIST234 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.

### **Recommended Reading:**

For further background on American history in this era you should consult the textbook *Created Equal* (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.

### **Materials and equipment:**

You must purchase a DVD with copies of the Chicago families' survey from the History office for \$3. Students who do not have a copy of the DVD will be unable to complete the course.

### **Assessment requirements:**

There are four assessments in HIST234

- ❖ Four response papers to tutorial readings, worth 5% each (20% of course mark). (500 words each)
- ❖ A research plan based on your preliminary analysis of a sample of the survey. This assignment is due on Wednesday, 13 August (30% of course mark). (1,500 words)
- ❖ A presentation of your research findings to the class on Monday 6 or Wednesday 8 October (10% of course mark).
- ❖ A final essay based on the survey of Chicago families and other sources related to your research question, due on Friday 10 October (40% of course mark). (3,000 words)

### **Relationship between course assessment and course objectives:**

The goal of this course is to introduce you to original research. The assignments are designed to show you—in several stages—how original historical research proceeds. Broadly speaking, the stages of original research and the relationship to assessment are as follows:

Research component	Developed or assessed by
Examine what other people have written on this topic, and gain background knowledge	Lectures, tutorial discussions, and reading responses
Find and evaluate sources and develop a research question	Research plan
Present your research to others in a variety of formats	Presentations Final essay

To achieve these objectives during one trimester students will all be basing their research on the same source. You will be expected to frame your research topic around this survey of Chicago families. The wide range of questions in the survey gives you a lot of scope to select a topic that interests you. You may notice that the choice of essay topics is not as free as in other history courses. By all working on the same topic you will be able to discuss your research in depth with your classmates (and the lecturer). By collaborating to work on different topics from the same source you will learn more for less effort than if you were working on diverse topics.

#### Statement on penalties:

Students will be penalised for late submission of work—a deduction of **5%** for the first day late, and **2%** per day thereafter, up to a maximum of **8** days, with weekends included in the calculation of days late. Work that is more than 8 days late 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) Present a seminar on their research in the final week of the trimester
- c) Attend tutorials in the weeks beginning 21 July, 28 July, 1 September, and 15 September, and 6 October.
- d) Attend lectures on 6 and 8 October when other students are presenting their work.

#### 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](http://www.victoria.ac.nz/home/study/plagiarism.aspx)

### **GENERAL UNIVERSITY STATUTES AND POLICIES**

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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

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

## Lecture and tutorial outline

Week	Date	Lecture topic	Tutorial topic	Created Equal chapters	Assessment due
1	Mon. 7 July Wed. 9 July	Introduction to course Overview: Reconstruction, the Gilded Age and Progressive Era			
2	Mon. 14 July Wed. 16 July	Immigration to the U.S., 1860s-1924 Opposition to immigration	Survey of Chicago Families	17 18	
3	Mon. 21 July Wed. 23 July	Civil War and Reconstruction African-American life in the late nineteenth century	Immigrant letters and diaries	14 15	Response paper (5%)
4	Mon. 28 July Wed. 30 July	Urbanization and industrialization Nasty brutish and short no longer? The demographic transition	African-American life	16	
5	Mon. 4 August Wed. 6 August	Americanization and immigrants Social reform: temperance and suffrage	<i>Historical Statistics of the United States</i>	18 17, 19	Response paper (5%)
6	Mon. 11 August Wed. 13 August	The American standard of living Social science and social reform	Women's suffrage debate	21	Research plan (30%)
<b>Mid-trimester break from 18 – 31 August</b>					
7	Mon. 1 September Wed. 3 September	Economic and social change in the Progressive era (review and catch-up) Economic statistics (national income, wages, employment)	The family wage	19, 21	Response paper (5%)

<b>Week</b>	<b>Date</b>	<b>Lecture topic</b>	<b>Tutorial topic</b>	<b>Created Equal chapters</b>	<b>Assessment due</b>
<b>8</b>	Mon. 8 September Wed. 10 September	Measuring the population and its problems Immigration restriction in the 1920s	Learning to use SPSS		
<b>9</b>	Mon. 15 September Wed. 17 September	World War I The Great Migration	Chicago families in the 1920s	20	Response paper (5%)
<b>10</b>	Mon. 22 September Wed. 24 September	Families and work Modernity and the 1920s	Lab to work on final essay	21	
<b>11</b>	Mon. 29 September Wed. 1 October	To be decided, based on essay topics and progress To be decided, based on essay topics and progress	Lab to work on final essay		
<b>12</b>	Mon. 6 October Wed. 8 October	Student presentations Student presentations	Student presentations		Presentations (10%) Final essay (40%)

## Tutorial and background readings

Note: We will not be discussing all the readings in the Book of Readings in tutorials. Readings provided in those weeks (1, 2, 5, 8, 10, 11) are for background reading. You will find it useful to read these essays as you put your own research together.

Week	Week beginning	Tutorial topic	Readings
1	Mon. 7 July	No tutorials	<p>“The Creation of an Industrial and Urban Society.” Herbert S. Klein. <i>A Population History of the United States</i>. New York: Cambridge University Press, 2004, pp.107-144.</p> <p>“Immigrants and the Promise of American Life” in John Bodnar. <i>The Transplanted: A History of Immigrants in Urban America</i>, 1985, pp.169-183.</p>
2	Mon. 14 July	Survey of Chicago Families	<p>Copy of image from survey of Chicago families.</p> <p>“History by numbers.” John Tosh. <i>The Pursuit of History. Aims, Methods and New Directions in the Study of Modern History</i>. 2nd ed. London and New York: Longman, 1994, 184-205.</p>
3	Mon. 21 July	Immigrant letters (5% paper due)	<p>David A. Gerber, “Acts of Deceiving and Withholding in Immigrant Letters.” <i>Journal of Social History</i>. 39, no. 2 (2005): 315-330.</p> <p>William Isaac Thomas and Florian Znaniecki. <i>The Polish peasant in Europe and America</i>. York: Knopf, 1918, pp.375-404.</p>
4	Mon. 28 July	African-American life	<p>“Ambiguities of Free Labor” in Eric Foner. <i>A Short History of Reconstruction</i>. New York: Harper and Row, 1990, pp.55-81.</p> <p>“The legacy of slavery” in Roger L. Ransom and Richard Sutch. <i>One kind of freedom</i>. New York: Cambridge University Press, 2001.</p> <p>Tera W. Hunter. <i>To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War</i>. Cambridge: Harvard University Press, 1997. (e-book) <a href="http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1028698">http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1028698</a></p>

Week	Week beginning	Tutorial topic	Readings
5	Mon. 4 August	Databases for your research (5% paper on African-American life due)	
6	Mon. 11 August	Women's suffrage debate	<p>Sara M. Evans, "Women and Modernity" in <i>Born for Liberty</i> (New York: Free Press, 1989): 145-173.</p> <p>Anne F. Scott and Andrew M. Scott, "One Half the People: The Fight for Women's Suffrage," in Linda Kerber and Jane De Hart Matthews (eds), <i>Women's America</i> (New York: Oxford University Press, 1982): 295-309.</p> <p style="text-align: center;"><i>Research plan worth 30% of grade due: Wednesday 13 August</i>  <b>Mid-trimester break from 18 – 31 August</b></p>
7	Mon. 1 September	The family wage (5% paper due)	<p>Leslie Woodcock Tentler. <i>Wage-Earning Women: Industrial Work and Family Life in the United States, 1900-1930</i>, (New York: Oxford University Press, 1979): 136-179.</p> <p>"'Women who work' and 'women who spend': The family economy vs. the family wage" in Eileen Boris. <i>Home to work : motherhood and the politics of industrial homework in the United States</i>. New York: Cambridge University Press, 1994, pp.81-122.</p> <p>Martha May. "The historical problem of the family wage: the Ford Motor Company and the five dollar day." <i>Feminist Studies</i> 8, no. 2 (1982): 399-424.  <a href="http://www.jstor.org/stable/3177569">http://www.jstor.org/stable/3177569</a></p> <p>Ron Rothbart. "Homes are what any strike is about": Immigrant labor and the family wage." <i>Journal of Social History</i> 23, no. 2 (1989): 267-284.  <a href="http://www.jstor.org/stable/3787880">http://www.jstor.org/stable/3787880</a></p>
8	Mon. 8 September	Learning to use SPSS	"The Second Industrial Revolution" in William Edward Leuchtenburg. <i>The perils of prosperity, 1914-32</i> . Chicago: University of Chicago Press, 1958, pp.178-203.



<b>Week</b>	<b>Week beginning</b>	<b>Tutorial topic</b>	<b>Readings</b>
<b>9</b>	Mon. 15 September	Chicago families in the 1920s (5% paper due)	<p>Gareth Canaan, "Part Of The Loaf:" Economic Conditions Of Chicago's African-American Working Class During The 1920's, <i>Journal of Social History</i> vol. 35, no. 1 (2001): 147-174.  <a href="http://muse.jhu.edu/helicon.vuw.ac.nz/journals/journal_of_social_history/v035/35.1canaan.html">http://muse.jhu.edu/helicon.vuw.ac.nz/journals/journal_of_social_history/v035/35.1canaan.html</a></p> <p>Jacqueline Jones. <i>Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present</i>, New York: Random House, 1995, pp.152-195.</p> <p>“Living and Working in Chicago in 1919” in Lizabeth Cohen. <i>Making a New Deal: Industrial Workers in Chicago, 1919-1939</i>. New York: Cambridge University Press, 1991, pp.11-52.</p> <p>Dominic A. Pacyga. <i>Polish immigrants and industrial Chicago : workers on the South side, 1880-1922</i>. University of Chicago Press ed. Chicago: University of Chicago Press, 2003, pp.82-110.</p>
<b>10</b>	Mon. 22 September	Lab to work on final essay	<p>“Marriage” in Robert S. Lynd and Helen Merrell Lynd. <i>Middletown: A Study in Contemporary American Culture</i>, 1929, pp.110-130.</p> <p>Susan Porter Benson. "Gender, generation and consumption in the United States: Working class families in the Interwar Period." In <i>Getting and spending : European and American consumer societies in the twentieth century</i>, Susan Strasser et al (eds) (Cambridge: Cambridge University Press, 1998): 223-241.</p>
<b>11</b>	Mon. 29 September	Lab to work on final essay	
<b>12</b>	Mon. 6 October	Student presentations (10%)	

*Final essay worth 40% of grade due: Friday 10 October*