



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL
SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME
TRIMESTER ONE, 2009**

(Monday 2 March 2009 – Wednesday 1 July 2009)

**HIST120: MAKING HISTORY
CRN 15522**

Course Co-ordinator: [First Six Weeks]: Dr. Evan Roberts

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Course Co-ordinator: [Second Six Weeks] Associate Professor Dolores
Janiewski

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Tutors: TBA

Lecture Times: Wednesday and Thursday, 2:10 pm – 3:00 pm

Venue: Easterfield EA 006 (Wednesday) and Hugh
McLaurin HM 206 (Thursday)

Tutorial times: One fifty minute tutorial each week to be arranged at the first lecture. Tutorials begin in the second week of the trimester.

Office hours:

Evan Roberts: 3:10 – 4:00pm on Thursday. At other times by appointment

Dolores Janiewski: 3:10-5 PM Wednesdays

Information about Office Hours and Location for Tutors will be announced in first lecture and posted on Blackboard. You are welcome to telephone or email us with questions about the course., addressing Evan Roberts during the first six weeks and Dolores Janiewski in the second six weeks or your tutor.

Communication of additional information

Information about any changes to the timetable or programme will be announced in lectures, posted on Blackboard, or sent via email.

Blackboard and email:

There will be a HIST120 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 (@myvuw.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 and visiting the Hist120 Blackboard website to see the announcements.

Course content:

This course will introduce you to events and processes that shaped the history of the United States from 1776 to the 1960s and introduce you to *how* historians interpret and understand the past. The 12 topics include: gender, slavery, conflict, social and economic change, migration, imperialism, and social movements. We will look at a range of original historical sources including letters, memoirs and interviews, maps, photographs and films,

government reports, newspaper articles, and cartoons. We will consider historiography—the writing of history—to compare what different historians have written about the same topic, and to explore the reasons for different approaches to the interpretation of U.S. history. By examining the work of web designers, film directors, photographers and journalists, we will also see how non-historians have created historical interpretations that have powerfully shaped popular understandings of U.S. history both domestically and transnationally.

Course delivery

The Course will include two Lectures per week plus one tutorial each week. Students will be expected to do the tasks required for specific tutorials in advance of the tutorial.

Learning objectives:

Students passing the paper should gain an understanding of

- Key events in the history of the United States of America from 1776 to the 1960s.
- Historical processes such as immigration, imperialism, revolution, war, economic crisis and social movements that shaped both American and other histories
- Historical concepts such as gender, class and imperialism
- A variety of approaches to studying, presenting and representing the past

Students passing the paper should gain skills in

- Assessing historical debates and different interpretations of the past
- Interpreting evidence in a variety of forms
- Creating historical interpretations by analysing evidence and historiography
- Presenting interpretations in oral and written forms
- Accessing print, statistical, photographic, media and cinematic evidence and historical interpretations from the library and the internet

Graduate attributes

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST120. This includes 2 hours of lectures and one 1-hour tutorial per week.

Readings

HIST120 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 material covered in lectures and tutorials we recommend the textbook *Created Equal* (E178 C912 2ed). There are five copies on Closed Reserve (Level 2 of the Rankine Brown library on the Kelburn campus) and nine copies in the 3 Day Loan Big Books section. See the lecture outline for recommended reading from the text.

Relationship between Assessment, Lectures, Tutorials, Learning 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 which may be used for the research essay or assessed in the tests.
- 2) Regular attendance at Lectures and Workshops will provide you with information with information about historical debates, the history of the United States, an understanding of historical processes and concepts such as migration, revolution, imperialism, gender, class and social movements;
- 3) The tests will assess your knowledge of the course contents, concepts, and themes as covered in the Lectures, Workshops and Tutorials.
- 4) The analysis of historical interpretations (historiography) and the writing of the historiographical essay will develop skills in the evaluation and comparison of historical interpretations and the presentation of your analysis in a well-constructed and well-written historiographical essay.
- 4) The analysis of evidence and the writing of the research essay will develop skills in the analysis and presentation of evidence, the comparison between different historical interpretations, and the presentation of your findings in a well-constructed and well-written essay which includes proper referencing and bibliography following the guidelines in 'Writing History Essays'.

Assessment requirements

There are four assessments in HIST120:

- 1) 1000 word historiographical analysis, due Friday, 27 March. (20% of course grade). See instructions later in the Course Outline for the requirements for this essay.
- 2): 2000 word research essay, due Friday, 15 May (30% of course grade). See instructions later in the Course Outline for the requirements for this essay.
- 3) In-class test (25% of the course grade), 50 minutes in Lecture Slot Thursday, 9 April [covering the first six weeks of Hist120] using Fill-in-the-blank, Identification, Multiple Choice and Multiple Answer formats
- 4) In-class test (25% of the course grade) , 50 minutes in Lecture Slot Thursday, 4 June [covering the last six weeks of Hist120] using Fill-in-the-blank, Identification, Multiple Choice and Multiple Answer formats

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. Penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other unexpected emergencies. 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

The FINAL DATE on which any written work can be accepted in this course is 5pm, **Friday 12 June**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of the History Programme, Dr. Glyn Parry, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

LECTURE OUTLINE

Lecture Outline

1. Wed. 4 March Introduction (DJ, ER)
2. Thu. 5 March American Revolution (ER)
Suggested reading: *Created Equal*, chap. 6-8
3. Wed. 11 March The "Market Revolution" (ER)
4. Thu. 12 March Workshop: New England mill girls (ER)
Suggested reading: *Created Equal*, chap. 10-12
5. Wed. 18 March Slavery (ER)
6. Thu. 19 March Workshop on slavery (ER)
Suggested reading: *Created Equal*, chap.13-14
7. Wed. 25 March Civil War & Reconstruction (DJ)
8. Thu. 26 March: Workshop on Reconstruction and Cartoons (DJ)
Suggested reading: *Created Equal*, chap.14-15

Historiographical analysis due, 27 March (20% of Course Grade)

9. Wed. 1 April Indigenous Dispossession (DJ)
 10. Thu. 2 April Workshop: Journalism & Last Stands(DJ)
Suggested reading: *Created Equal*, chap. 17
 11. Wed. 8 April The Continental Empire (DJ)
 12. **Thu. 9 April Test (25% of Course Grade)**
- Mid-trimester break
13. Wed. 29 April Gender Order, Gender Disorder (DJ)
 14. Thu. 30 April Workshop on Masculinity, Femininity & Sexual Scandals (DJ)
 15. Wed. 6 May Immigration (ER)

16. Thu. 7 May Workshop: photos and surveys (ER)
Suggested reading: *Created Equal*, chap. 16-19
17. Wed. 13 May Industrial revolution and industrial strife (ER)
18. Thu. 14 May Workshop on labour unrest (ER)
Suggested reading: *Created Equal*, chap. 17-19

Research Essay due, 15 May (30% of Course Grade)

19. Wed. 20 May The Great Depression (ER)
20. Thu. 21 May Workshop: Documenting the Great Depression (DJ)
Suggested reading: *Created Equal*, chap.22
21. Wed. 27 May From Hot to Cold Wars (DJ)
22. Thu. 28 May Workshop: Picturing the Philippines & Vietnam(DJ)
Suggested reading: *Created Equal*, chap. 18, 26
23. Wed. 3 June Rebels with Causes – 1960s (DJ)
24. **Thu. 4 June Test (25% of Course grade)**

TUTORIAL SCHEDULE

Tutorial 1 (10-11 March): Founding documents of a new nation

Declaration of Independence
Constitution
Bill of Rights

Tutorial 2 (17 – 18 March): The Market Revolution

C. Sellers 'Land and Market' from *The Market Revolution*
H. Watson 'The Great Body of the People' from *Liberty and Power*
John Quincy Adams urges internal improvements
Andrew Jackson urges the cautious use of public money

Tutorial 3 (24-25 March): Slavery

D. Potter 'Forging the territorial shears' from *The Impending Crisis*.
Buchanan's 'Harvest Home' letter to Berks County (PA) Democrats.
'Gen. Cass on Popular Sovereignty' (the 'Nicholson letter').
J. C. Calhoun presents his Resolutions on the Slave Question
D. Wilmot's speech at the Herkimer convention

Historiographical analysis due, 27 March (20% of Course Grade)**Tutorial 4 (31 March - 1 April): Reconstructing Race & Nation**

W. B. Wheeler & S. D. Becker, 'Reconstructing Reconstruction: The Political Cartoonist and the National Mood'
E. C. Hoffman & J Gjerde, 'Reconstruction, 1865-1877': Documents
E. Foner, 'The Odds against Success'

Tutorial 5 (7-8 April): Revision for test

Revision Questions will be circulated a week before

Test 9 April (25% of Course Grade)**Tutorial 6 (28-29 April): Sexual Scandals & Gender**

E. A. Rotundo, 'Marriage'
J. D'Emilio and E. B. Freedman, 'Sexual Politics'
!) NZ newspaper reports about the Beecher-Tilton Scandal; available in External Links Section marked for Topic 2 in Hist120 course website on Blackboard; Select one report to read & discuss in the tutorial..
2) Go to Proquest Historical Newspapers on the Library Databases; set the dates for 1872 and 1878, and put Beecher in one search box and Tilton in the other, and choose an interesting article about the Beecher-Tilton scandal to bring into the Tutorial to discuss. Chose one from the *New York Times*.

Tutorial 7 (5-6 May): Interpreting Wounded Knee

R. W. Etulain, 'Frontier Histories'
Frederick Jackson Turner, 'Significance of the Frontier'
J. Ostler, 'Introduction' and 'Valley of Death'

Newspaper Reports on Wounded Knee from Omaha *World Herald* and Chicago *Inter-Ocean*

Tutorial 8 (12-13 May): Immigration

J. Bodnar, R. Smith and M. P. Weber, 'Immigrant Newcomers in Turn-of-the-Century Pittsburgh,'
R. Romo, 'Creating Los Angeles' Eastside Barrio, 1910-1930'
J. R. Grossman, 'Southern Blacks' Migration to Chicago in the Early 20th Century'

Research Essay due, 15 May (30% of Course Grade)**Tutorial 9 (19-20 May): Labor strife**

"Industrial, Social and Economic Conditions at Pullman, Illinois"
Richard T. Ely, "Pullman: A Social Study" *Harpers Weekly*
American Railway Union, "Appeal to the American People"
"Reading the 1894 Pullman Strike: Chicago's Daily Papers Report the News"
"The Pullman Strike: Its Causes and Events" in United States Strike Commission, *Report on the Chicago Strike of June-July 1894*

Tutorial 10: (26-27 May): US Empire: 1890s & 1960s

R. M. Hyser & J. C. Arndt, 'Imperialism'
G. Bederman, 'Gendering Imperialism: Theodore Roosevelt's Question for Manhood and Empire'
E. S. Rosenberg, 'Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945'
M. Ryan and D. Kellner, *From Counter-Culture to Counterrevolution, 1967-1971*
R. Roberts and D. Welky, 'A Sacred Mission: Oliver Stone and Vietnam'

Tutorial 11: (2-3 June): Revision for Test

Revision Questions will be circulated a week before

Test 4 June (25% of Course Grade)

ASSESSMENT INSTRUCTIONS

The two writing assignments for HIST120 are cumulative. In the second assignment you will start with greater understanding from having completed the first assignment. Thus, you must choose the same topic for both assignments. Each essay should follow the guidelines below and the recommendations in 'Writing History Essays', a copy of which is available in the Assignments Section of the Hist120 course website on Blackboard.

The four topics you can choose to write about are

1. The Market Revolution
2. Sexual Politics and Sexual Scandals
3. Immigrants in America, c. 1880 – 1925
4. Explaining Wounded Knee

Assignment 1. Historiographical essay guidelines

In this assignment you will read several articles or chapters by historians, and write a short essay (1000 words) comparing the historians' different interpretations. You must compare the readings listed below for each topic, which are printed in the Book of Readings. You will also be reading these articles or chapters for tutorials at some point in the course.

Please note that the historiographical essay does not require you to write about primary sources, which are from the time period (sometime in 1800-1925) we are studying. You are only writing about secondary sources, which are historians' interpretations of what happened. In your second assignment you will use the primary sources.

We will discuss the difference between primary and secondary sources in lectures and tutorials.

Choose one of the following topics and the associated historiography from the *Book of Readings*.

Topic 1: How did the Market Revolution change daily life?

Readings

Charles Sellers 'Land and Market' from *The Market Revolution*

Harry Watson 'The Great Body of the People' from *Liberty and Power*
Both chapters in the Book of Readings

In the aftermath of the political revolution that established American independence and created a new government, historians have identified "revolutions" in daily life in the early nineteenth century. What do historians mean by a "market revolution"? Why is this (not) a useful concept? How did daily life, particularly social and economic aspects of life, change for Americans between about 1800 and 1840

Topic 2: Sexual Politics and Sexual Scandals

Readings

E. A. Rotundo, 'Marriage'

J. D'Emilio and E. B. Freedman, 'Sexual Politics'

Questions:

How were marriage and sexuality experienced and valued in the United States in the 19th Century according to Rotundo, D'Emilio and Freedman? In what sense should marriage and sexuality be seen as 'political' according to these historians?

What might sexual scandals reveal about beliefs and attitudes towards marriage and sexuality in the 19th Century United States according to Rotundo, D'Emilio and Freedman?

Topic 3: Immigrants in America, c.1880 - 1930

Readings

J. Bodnar, R. Smith and M. P. Weber, 'Immigrant Newcomers in Turn-of-the-Century Pittsburgh,'

R. Romo, 'Creating Los Angeles' Eastside Barrio, 1910-1930'

J. R. Grossman, 'Southern Blacks' Migration to Chicago in the Early 20th Century'

All articles or chapters in the Book of Readings

Choose two of the three chapters for your historiographical essay.

How did the experience of different immigrant groups differ according to these historians? Which factors does each historian identify as shaping the

different experiences? Do they focus on the role of the cities to which immigrants moved, the jobs they worked at, the time period they migrated in, and the reasons for migration? How does each historian explain the receiving culture's response to different groups of immigrants? Do these historians conclude that all immigrants received the same response? What accounted for these differences according to these historians?

Topic 4: Explaining Wounded Knee

Readings

Frederick Jackson Turner, 'Significance of the Frontier'
J. Ostler, 'Introduction' and 'Valley of Death'

Questions:

Did Turner or Ostler better explain what happened on the frontier as a general historical process? What were their explanations? Did Turner or Ostler better explain what happened at Wounded Knee? What were their explanations? What kinds of evidence did each historian use to construct his interpretation?

Assignment 2. Research Essay Guidelines

Your task is to compare the historians' interpretations you analysed in the historiographical essay to your analysis of the evidence contained in the documents recommended for each topic. The documents include primary sources printed in the Book of Readings for all of the topics, except Sexual Scandals. For all of the topics there are additional recommended primary sources that you should access through the HIST120 Blackboard site. On the HIST120 Blackboard site in the assignments section there will be a folder for each of the topics. In the folders there will be links to external websites with digital copies of primary sources, and PDF documents with other primary sources.

You will analyse the primary sources, and present an interpretation of the evidence. You will then compare your interpretation to the readings you

discussed in the first assignment to answer the following questions: Does your analysis confirm, contradict, or supplement the interpretations of the historians you read earlier in the course? How does your interpretation differ from other historians?

Topic 1: Market Revolution

How did the Market Revolution change daily lives for Americans between c. 1816 and 1850? How did people at the time react to these changes?

You should select one of the following aspects of daily life to write about: (i) work and labor in factories, (ii) farming, or (iii) material culture.

Primary sources

Book of Readings for tutorial in week beginning March 16

See also material available in Topic 1 Folder in Assignments Section in Hist120 Course website on Blackboard

Topic 2: Sexual Politics and Sexual Scandals

What does your analysis of the newspaper reports about the Beecher-Tilton scandal suggest about 'sexual politics' and attitudes towards marriage in 19th Century New Zealand and the United States?

Do Rotundo or D'Emilio and Freedmen provide a better interpretation of why there might be such intense media interest in the Beecher-Tilton scandal in the US and NZ?

Does your comparison of reports about the Beecher-Tilton scandal in New Zealand and U.S. newspapers suggest that both societies shared similar ideas about sexuality and marriage? What do the reports suggest about NZ attitudes towards the US and American culture?

Primary sources

1) NZ Newspaper reports on Beecher-Tilton Scandal available in External Links Section marked for Topic 2 in Hist120 course website on Blackboard

2) Select the same number of reports about the Beecher-Tilton scandal as you have from NZ newspapers from US newspapers. To do this, you could go to Proquest Historical Newspapers on the Library Databases; set the dates for 1872 and 1878, and put Beecher in one search box and Tilton in the other, ideally using the reports from the *New York Times*, which was published near where the scandal, selecting the dates 1872 to 1878, and using Beecher and Tilton in the Search boxes.

3) Alternatively, you could search for articles in US magazines using the link to journals available in the External Links Section marked for Topic 2 in the Hist120 website on Blackboard. Use these instead of reports from US newspapers.

Topic 3: Are Immigrants Americans?

Select **two** chapters from *How the Other Half Lives* using the links provided in Folder 3 in External Links Section on Hist120 website on Blackboard. You can also choose additional material from the additional links provided in the External Links Section of the Hist120 Course website on Blackboard.

How do these immigrants' experiences compare to the immigrants discussed in any two of the three essays – Bodnar, Romo or Grossman?

Primary sources

Jacob Riis, *How the Other Half Lives* (hypertext edition available via link in External Links Section marked as Topic 3 on Hist120 course website on Blackboard.

See also additional material available in External Links Section marked as Topic 3 on Hist120 website on Blackboard

Topic 4: Explaining Wounded Knee

Does Frederick Jackson Turner or Jeffrey Ostler provide the better interpretation for what happened at Wounded Knee?

How do the historians' interpretations compare to the interpretation you've created by analysing the newspapers and Charles Eastman's report? Does your interpretation supplement, refute or essentially agree with either or both historians?

What difference, if any, does it make if the author of a report is or isn't an 'Indian'?

Primary sources

1) Newspaper Reports on Wounded Knee from Omaha *World Herald* and Chicago *Inter-Ocean* (a part to be found in the BOR) and the entire set available in External Links Section marked as Topic 4 on Hist120 course website on Blackboard. Please note which reports were written by 'Bright Eyes' [Susette LaFlesche Tibbles] and which were written by non-Indians. She was of French, Omaha and Ponca descent.

2) Charles Eastman, *From the Deep Woods to Civilization*, pp. 76-113 available in External Links Section marked as Topic 4 on Hist120 course website on Blackboard. Eastman was a Dakota (Sioux) and a physician on the Pine Ridge Reservation.

3) Newspaper Reports after Wounded Knee, available in External Links Section marked as Topic 4 on Hist120 course website on Blackboard.

Background information:

1) Report on Susette 'Bright Eyes' La Flesche Tibbles available in External Links marked as Topic 4 on Hist120 course website on Blackboard.

2) Report on Charles Eastman available in External Links marked as Topic 4 on Hist120 course website on Blackboard.

3) Report on Elaine Goodale Eastman available on External Links marked as Topic 4 on Hist120 course website on Blackboard.

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