



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS

History Programme
2009 Trimesters 1 and 2

HIST404

A Topic in the History of the United States:
Women, work and family from the Revolution to the present

CRN 1960

Course Co-ordinator: Dr. Evan Roberts

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Seminar Times: Monday, 10:00 – 11:50 am

Venue: OK 406

Office hours will be announced at the first seminar and posted on Blackboard. You are also welcome to telephone or email me.

Communication of additional information: Information about any course changes will be announced in seminar, posted on Blackboard, or sent via email.

Blackboard and email

There will be a HIST404 Blackboard site. We will be use Blackboard to organize assignments and resources. 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.

Email Response Policy: You should check your email once every weekday. In return, you can expect that if you email me about HIST404 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

HIST404 is a research seminar in American history from the Revolution to the late twentieth century, focusing on changes in gender roles, work and family life. We will examine social, economic and political aspects of change, and consider the impact of broader national events, including the Civil War and Reconstruction, migration, and the world wars. Students will conduct original research on a relevant topic of their choice using primary sources. Students will learn a variety of qualitative and quantitative methods for historical research, and complete a research project.

Course objectives

Students passing the paper should understand

- ❖ The history of the United States from the Revolution to the present
- ❖ Long-term changes in the relationship between families and work that have taken place in the United States, Canada, Europe and Australasia.

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 12 hours per week to HIST404. This includes a 2-hour seminar every fortnight after week 2 of the trimester.

You will be expected to read between 100 and 150 pages per week in preparation for each seminar. Thus, for each fortnightly seminar you will read 200-300 pages. There will be a core set of readings that everyone is expected to read, and a longer list of suggested additional readings. This works out to being approximately one chapter or article per workday every week, or about five hours per week on the core reading. You should find some overlap between the seminar readings, and the reading you are doing for your essays.

Readings

HIST404 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.

Background reading: Students not familiar with the history of the United States in this era should consult a general history of the United States. The textbook *Created Equal* (E178 C912 2ed) is particularly good. There are at least two copies on Closed Reserve (Level 2 of the Rankine Brown library on the Kelburn campus) and more copies in the 3 Day Loan Big

Books section. See the seminar outline for recommended reading from the text. The *Cambridge Economic History of the United States* (HC103 C178 3 Day Loan), or Gary Walton and Hugh Rockoff's *History of the American Economy* (10th edition, 3 Day Loan) are accessible treatments of American economic history.

Assessment requirements

There are six assessments in HIST404

- ❖ Three 500-word response papers to seminar readings, worth 5% each (15% of course mark).

Due throughout the year at dates agreed upon at the beginning of the year.

- ❖ One 1000-word response paper to seminar readings. You will prepare the questions, and lead the seminar for this topic. Your draft questions will be ready two weeks in advance of the class to discuss with the course co-ordinator before distributing to the class 12 days ahead of the seminar. (10% of course mark)

Required for one seminar during the year, on a date agreed upon at the beginning of the year.

- ❖ A research plan that discusses the historiography relevant to a topic of your choice, and proposes a question for your final research essay (2500 words, 25% of course mark).

Due on Friday, 5 June (the final Friday of the first trimester).

- ❖ A research essay and presentation to the class (5000 words, 50% of course mark).

Draft due on Monday, 21 September.

Final version due on Friday, 16 October.

Detailed instructions and the grading scheme for the assessments will be distributed in the first month of the course.

Submission of written work: All written work for this course should be submitted electronically via email to the course co-ordinator. Be sure to keep a copy of any work submitted. When emailing assignments, please name your file in the following format

your name_404_type of assignment
eg; *Ima Student 404 Response Paper 2.doc*

Thank you!

Relationship between course assessment and course objectives

Honours courses have two major related components: reading and discussion about historiography, and original research. The assessments are designed to facilitate reading and discussion, from which you develop your own research topic. To wrap up the class, the final

two weeks of the year are devoted to student presentations. Having to present your work to your peers is a great way of helping you clarify what is important in your research.

Goal	Developed by
Examine what other people have written on this topic, and gain background knowledge	Readings, response papers and seminar discussions
Find and evaluate sources and develop a research question	Research plan
Present your research to others in a variety of formats	Presentations Final essay

Purpose of response papers: Much more than undergraduate classes, Honours classes are led by you. Your individual reading, and discussion amongst yourselves, is critical for learning. To motivate good class discussion and encourage you to think critically about the readings, you will do four short response papers on seminar readings during the semester. By writing about your reading you will think about the reading more thoroughly, and come to class well prepared to discuss the readings. Because everyone will do four response papers during the year, every class will have a core group of people who have done the readings well and can lead the class discussion. Every student will also lead one seminar during the year, sending questions in advance, opening class with an oral summary of the issues in the day's readings, and keeping the discussion active.

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 essay in the final week of the class.
- c) Attend 13 of 14 classes.

The FINAL DATE on which any written work can be accepted in this course is 5pm, **Friday 23 October**. 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 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* 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.

Seminar topics and readings

Items listed in bold must be read. You are encouraged to do as much reading from the other material listed as you can. When there is a book assigned for the week you are encouraged to consult book reviews of the book so that you can “get to grips” with the contribution and argument of the book easily.

Week beginning	Topic	Readings	Background reading	Assessment due this week
2 March (1)	Introductory class			
9 March (2)	Overview and introduction to research resources	<p>Dora L. Costa. "From Mill Town to Board Room." <i>Journal of Economic Perspectives</i> 14, no. 4 (2000): 101-122. (JSTOR)</p> <p>Valerie Kincade Oppenheimer. "Women's Rising Employment and the Future of the Family in Industrial Societies." <i>Population and Development Review</i> 20, no. 2 (1994): 293-342. (JSTOR)</p> <p>William Rau and Robert Wazienski. "Industrialization, Female Labor Force Participation, and the Modern Division of Labor by Sex." <i>Industrial Relations</i> 38, no. 4 (1999): 504-521. (e-journal)</p> <p>Stratton, Leslie. "Gains from trade and specialization: The division of work in married couple households." In <i>Women, Family and Work: Writings on the Economics of Gender</i>, edited by Karine S. Moe. Malden: Blackwell, 2003.</p> <p>Claudia Goldin. <i>Understanding the gender gap: An economic history of American women</i>. New York, 1990. (CR)</p> <p>Alice Kessler-Harris. <i>Out to Work: Wage-Earning Women in the United States</i>. New York: Oxford University Press, 1982. (CR)</p>	<p><i>CEH</i></p> <p>II: 1, 5</p> <p>III: 1, 10</p>	None

Week beginning	Topic	Readings	Background reading	Assessment due this week
23 March (3)	Women's work in the early republic	<p>Jeanne Boydston. "The Woman Who Wasn't There: Women's Market Labor and the Transition to Capitalism in the United States." <i>Journal of the Early Republic</i> 16, no. 2 (1996): 183-206. (JSTOR)</p> <p>Bruegel, Martin. <i>Farm, Shop, Landing: The Rise of a Market Society in the Hudson Valley, 1780-1860</i>. Durham: Duke University Press, 2002 (105-125 especially).</p> <p>Claudia Goldin, and Kenneth Sokoloff. "Women, Children, and Industrialization in the Early Republic Evidence from the Manufacturing Censuses." <i>Journal of Economic History</i> 42, no. 4 (1982): 741-774. (JSTOR)</p> <p>Goldin, C. "The Economic Status of Women in the Early Republic: Quantitative Evidence." <i>Journal of Interdisciplinary History</i> 16, no. 3 (1986): 375-404. (JSTOR)</p> <p>Main, Gloria. "Gender, Work, and Wages in Colonial New England." <i>William & Mary Quarterly</i> 3rd Series 51, no. 1 (1994): 39-66.</p> <p>Ulrich, Laurel Thatcher. "Martha Ballard and Her Girls." In <i>Work and Labor in Early America</i>, edited by Stephen Innes, 70-105. Chapel Hill: University of North Carolina Press, 1988.</p> <p>Jeanne Boydston. <i>Home and Work</i>. New York: Oxford, 1990. (CR)</p> <p>Dublin, Thomas. <i>Women at work</i>, New York, 1979 (CR)</p> <p>— — —. <i>Transforming Women's Work</i>, Ithaca, 1994 (CR).</p> <p>Zagarri, Rosemarie. <i>Revolutionary backlash: women and politics in the early American Republic</i>. Philadelphia: University of Pennsylvania Press, 2007.</p>	<p>CE: 10-11</p> <p>CEH: II: 1,5, 6</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
6 April (4)	Black women in the antebellum United States	<p>Kolchin, Peter. <i>American slavery, 1619-1877</i>. New York: Hill and Wang, 1993: "Slave Life"</p> <p>Jones, Jacqueline. <i>Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present</i>. New York: Free Press, 1985: " 'My Mother Was Much of a Woman': Slavery"</p> <p>Steckel, R. H. "Women, Work, and Health under Plantation Slavery in the United States." In <i>More than Chattel</i>, edited by David Barry Gaspar and Darlene Clark Hine, 43-60. Bloomington: Indiana University Press, 1996.</p> <p>White, Deborah Gray. <i>Ar'n't I a Woman: Female Slaves in the Plantation South</i>. New York: W.W. Norton, 1999: "The Life Cycle of the Female Slave"</p> <p>Fox-Genovese, Elizabeth. <i>Within the Plantation Household: Black and White Women of the Old South</i>. Chapel Hill: University of North Carolina Press, 1988.</p> <p>Walsh, Lorena S. "Work and Resistance in the New Republic." In <i>From Chattel Slaves to Wage Slaves</i>, edited by Mary Turner, 97-122. Bloomington: Indiana University Press, 1995.</p> <p>Kaye, Anthony E. <i>Joining places : slave neighborhoods in the old South, The John Hope Franklin series in African American history and culture</i>. Chapel Hill: University of North Carolina Press, 2007: "Divisions of Labor"</p> <p>Miller, Steven F. "Plantation Labor Organization and Slave Life on the Cotton Frontier: The Alabama-Mississippi Black Belt, 1815-1840." In <i>Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas</i>, edited by Ira Berlin and Philip D. Morgan, 155-169. Charlottesville: University Press of Virginia, 1993.</p> <p>Berry, Daina Ramey. <i>Swing the Sickle for the Harvest is Ripe: Gender and Slavery in Antebellum Georgia</i>. Urbana: University of Illinois Press, 2007: "'Dey S'lected Me Out to Be a Housegirl': The Privileges and Pain of Nonagricultural Labor"</p>	<p>CE: 13</p> <p>CEH: II, 8</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
27 April (5)	White women in agriculture	<p>Clark, Christopher. "The View from the Farmhouse: Rural Lives in the Early Republic." <i>Journal of the Early Republic</i> 24, no. 2 (2004): 198-207.</p> <p>Osterud, Nancy Grey. "Gender And The Transition To Capitalism In Rural America." <i>Agricultural History</i> 67, no. 2 (1993): 14-29.</p> <p>Dublin, Thomas. "Rural Putting-out Work in Early Nineteenth-century New England: Women and the Transition to Capitalism in the Countryside." <i>New England Quarterly</i> 64, no. 4 (1991): 531-573.</p> <p>Jensen, Joan M. <i>Loosening the bonds : Mid-Atlantic farm women, 1750-1850</i>. New Haven: Yale University Press, 1986: "Farm Household Labor"</p> <p>Jeffrey, Julie Roy. <i>Frontier women : "civilizing" the West? 1840-1880</i>. New York: Hill and Wang, 1998: "A Maid of All Trades"</p> <p>Riley, Glenda. <i>The female frontier : a comparative view of women on the prairie and the plains</i>. Lawrence: University Press of Kansas, 1988: "Employment and Income Production on the Prairie"</p> <p>Fink, Deborah. <i>Agrarian women : wives and mothers in rural Nebraska, 1880-1940</i>, Chapel Hill: University of North Carolina Press, 1992: "Settler Wives".</p> <p>Sharpless, Rebecca. "Southern Women And The Land." <i>Agricultural History</i> 67, no. 2 (1993): 30-42.</p> <p>Nancy Osterud, <i>Bonds of Community</i>, Ithaca, 1991.</p>	<p>CE: 12, 16</p> <p>CEH: II, 5-7</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
11 May (6)	Black women after the civil war	<p>Tera W. Hunter. <i>To 'Joy My Freedom</i>, Cambridge, 1997. (e-book)</p> <p>Roger L. Ransom, and Richard Sutch. <i>One kind of freedom</i>. New York, 2001.</p> <p>Claudia Goldin. "Female Labor Force Participation: The Origin of Black and White Differences, 1870 and 1880." <i>Journal of Economic History</i> 37, no. 1 (1977): 87-108.</p> <p>Sharon Harley. "For the Good of Family and Race: Gender, Work, and Domestic Roles in the Black Community, 1880-1930." <i>Signs</i> 15, no. 2 (1990): 336-349.</p> <p>Jones, Jacqueline. <i>Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present</i>. New York: Free Press, 1985.</p>	<p>CE: 14-15</p> <p>CEH: II 8</p>	Response paper
25 May (7)	Late nineteenth century transitions to an industrial and urban economy	<p>Margaret Byington, <i>Homestead: The Households of a Milltown</i>.</p> <p>Kleinberg, S. J. "Children's And Mothers' Wage Labor In Three Eastern U.S. Cities, 1880-1920." <i>Social Science History</i> 29, no. 1 (2005): 45-76.</p> <p>Modell, John, and Tamara K. Hareven. "Urbanization and the Malleable Household: An Examination of Boarding and Lodging in American Families." <i>Journal of Marriage and the Family</i> 35, no. 3 (1973): 467-479.</p> <p>Elizabeth Pleck. "A Mother's Wages: Income Earning Among Married Italian and Black Women." In <i>The American Family in Socio-Historical Perspective</i>, edited by Michael Gordon. New York: St. Martin's, 1978.</p> <p>John Ingham. "Patterns of African American Female Self-Employment and Entrepreneurship in Ten Southern Cities, 1880-1930." In <i>Black Business and Economic Power</i>, edited by Alusine Jalloh and Toyin Falola. Rochester: University of Rochester Press, 2002.</p>	<p>CE: 16-18</p> <p>CEH: II 9,17</p>	Essay proposal due next week on Friday, 5 June.
13 July (8)	The new immigrants in the industrial workforce	<p>Caroline Manning. <i>The Immigrant Woman and Her Job</i>. Washington, 1930.</p> <p>Louise Odencrantz. <i>Italian Women in Industry</i>, 1919.</p>	<p>CE: 16, 21</p> <p>CEH: III 2,10</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
27 July (9)	Changes in the family economy in the inter-war era	<p>Moehling, Carolyn M. "Women's Work and Men's Unemployment." <i>Journal of Economic History</i> 61, no. 4 (2001): 926-949.</p> <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> 35, no. 1 (2001): 147-174.</p> <p>Colin Linsley and David S. Pate. "Black-White Differences in Married Female Labor Supply: Estimates from the Houghteling Data of 1925." <i>Eastern Economic Journal</i> 20, no. 1 (1994): 85-96.</p> <p>Katherine J. Curtis White. "Women in the Great Migration: Economic Activity of Black and White Southern-Born Female Migrants in 1920, 1940 and 1970." <i>Social Science History</i> 29, no. 3 (2005): 413-455.</p> <p>William A. Sundstrom. "Discouraging Times: The Labor Force Participation of Married Black Women, 1930-1940." <i>Explorations in Economic History</i> 38, no. 1 (2001): 123-146.</p> <p>Finegan, T.Aldrich, and Robert A. Margo. "Work Relief and the Labor Force Participation of Married Women in 1940." <i>Journal of Economic History</i> 54, no. 1 (1994): 64-84.</p>	<p>CE: 20 - 22</p> <p>CEH: III 4,5</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
10 August (10)	World War II	<p>Schweitzer, Mary M. "World War II and Female Labor Force Participation Rates." <i>Journal of Economic History</i> 40, no. 1 (1980): 89-95.</p> <p>Karen Anderson. "Last Hired, First Fired: Black Women Workers During World War II." <i>Journal of American History</i> 69, no. 1 (1982): 82-97.</p> <p>Goldin, Claudia D. "The Role of World War II in the Rise of Women's Employment." <i>American Economic Review</i> 81, no. 4 (1991): 741-756.</p> <p>Kossoudji, Sherrie A., and Laura J. Dresser. "Working Class Rosies: Women Industrial Workers during World War II." <i>Journal of Economic History</i> 52, no. 2 (1992): 431-446.</p> <p>— — —. "The End of a Riveting Experience: Occupational Shifts at Ford After World War II." <i>American Economic Review</i> 82, no. 2 (1992): 519-525.</p> <p>Yesil, Bilge. "'Who Said This Is A Man's War?' Propaganda, Advertising Discourse and the Representation Of War Worker Women During The Second World War." <i>Media History</i> 10, no. 2 (2004): 103-117.</p> <p>Honey, Maureen. "The Working-Class Woman and Recruitment Propaganda during World War II: Class Differences in the Portrayal of War Work " <i>Signs</i> 8 (1983): 672-687.</p> <p>Fernandez, R., A. Fogli, and C. Olivetti. "Mothers and sons: Preference formation and female labor force dynamics." <i>Quarterly Journal of Economics</i> 119, no. 4 (2004): 1249-1299.</p>	<p>CE: 23</p> <p>CEH: III, 6</p>	Response paper

Week beginning	Topic	Readings	Background reading	Assessment due this week
7 September (11)	Black women in the post-World War II era	<p>Cunningham, J. S., and N. Zalokar. "The Economic Progress of Black Women, 1940-1980: Occupational Distribution and Relative Wages." <i>Industrial & Labor Relations Review</i> 45, no. 3 (1992): 540-555.</p> <p>Jaynes, G.C. "The Labor Market Status of Black Americans: 1939-1985." <i>Journal of Economic Perspectives</i> 4, no. 4 (1990): 9-24.</p> <p>William Sundstrom, "From Servants to Secretaries"</p> <p>Bailey, Martha J., and William J. Collins. "The Wage Gains Of African-American Women in the 1940s." <i>Journal of Economic History</i> 66, no. 3 (2006): 737-777.</p> <p>Craig W. Heinicke. "One Step Forward: African-American Married Women in the South, 1950-1960." <i>Journal of Interdisciplinary History</i> 31, no. 1 (2000): 43-62.</p> <p>D. Bell. "Why Participation Rates of Black and White Wives Differ." <i>Journal of Human Resources</i> 9 (1974): 465-479.</p>	<p>CE: 24 - 25</p> <p>CEH: 4, 10</p>	Response paper
21 September (12)	Closing overview	<p>Susan Thistle. <i>From marriage to the market : the transformation of women's lives and work</i>. Berkeley, 2006.</p> <p>Fernández, Raquel. "Women, Work, and Culture." <i>Journal of the European Economic Association</i> 5, no. 2-3 (2007): 305-332.</p>	<p>CE: 28 - 30</p> <p>CEH:</p>	
5 October (13)		Research presentations		
12 October (14)		Research presentations		

Research topics and assignments

Your research topic should be driven by your own interests. You will spend several months reading, writing and thinking about your topic, so the interest has to come from within.

Ideally, you will progress towards your research essay close to this schedule

March: Background reading and selection of response paper/seminar leading topics suggests an area for potential research

April: You do some initial reading and research into your topic, and discuss your ideas with the course co-ordinator

May: With a research area identified, you continue reading with more purpose and write your bibliographical essay that culminates in a research plan to be submitted in early June.

June: You take a little breather from your topic to allow reflection on your ideas. After getting your marked research plan back you start doing some research in the last couple of weeks of the break.

July – September: You continue working on your research essay, discussing ideas with the course coordinator when needed.

October: You present a short seminar on your research findings, and hand in your final essay a week or two later.

Potential research sources and topics

There is now a wealth of primary source material available online that will enable you to do original research on American women's work. You might also choose to do primary research using New Zealand sources, motivated by questions posed in the American literature.

Harvard Women Working / Immigration

<http://ocp.hul.harvard.edu/>

The Open Collections Program at Harvard University has two collections with substantial content related to this course, the Women Working, 1800-1930 and Immigration collections.

HEARTH: Home Economics Archive • Research • Tradition • History

<http://hearth.library.cornell.edu/>

Academic research into women's work was often carried out by "home economists" until the early 1930s. This digitised collection contains a lot of material related to domestic work, and 'hidden' market work, particularly by farm wives.

IPUMS: Integrated Public Use Microdata Series

<http://www.ipums.umn.edu/>

Students familiar with SPSS or another statistics package (SAS, Stata) can use samples of the United States censuses to do research on many topics relating to women's work over the past 150 years. New dataset of married couples linked over two censuses has recently been made

available, and are an exciting opportunity for quantitatively minded students to do research on how women's work changed over time within the same family.

The regular IPUMS samples from each census are easier to work with, and open up many topics for investigation.

Historical Labor Statistics Project

<http://eh.net/databases/labor/>

and new samples being created by the course co-ordinator

Several states investigated workingwomen's conditions and backgrounds, particularly in the 1890s. Other states investigated family budgets and who in the family was working. As with the censuses many different topics can be supported from these datasets, such as

- ❖ Hours women worked
- ❖ Education and women's wages
- ❖ Differences across states in working women's conditions

I am creating additional datasets to add to this series, and students should contact me if they are interested in using this material.

State labor bureau reports

<http://books.google.com>

Many state and federal labor bureau reports are now available online. There is a little trick to accessing them through Google Books. On the New Zealand server most books published after 1863 are not available. In the United States, by contrast, most books published before 1922 and scanned by Google are publicly available. If you want to download a book published between 1863 and 1922, you can do so by using a proxy server based in the United States. 2hide.net allows you to actually download the books while pretending to be in the United States.

You might use the United States state and federal labor reports to write a comparative essay with similar New Zealand material in the *Appendices to the Journal of the House of Representatives*. Topics might include

- ❖ Sweated labor
- ❖ Cost of living
- ❖ Protective labor legislation for women