



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

History Programme

**HIST234: Tired, poor and huddled masses: American social history, 1860-1925
CRN 9522**

TRIMESTER 2, 2009

13 July to 15 November 2009

Trimester dates

Teaching dates: 13 July to 16 October

Study week: 19 to 23 October

Examination/Assessment period: 27 October to 15 November

Course Co-ordinator: Dr. Evan Roberts

Room: OK 425

Phone: 463-5472

Email: evan.roberts@vuw.ac.nz

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

Venue: MY 632

Tutorial times: One hour per week, to be arranged at the first lecture. Tutorial times and locations will be advised via email and posted to Blackboard.

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.

Course delivery: This course lasts twelve weeks. Each week, there will be two one-hour lectures. Starting in the second week, there will be tutorials and lab sessions. You must attend the tutorials. Attendance at labs is optional, but recommended.

Communication of additional information: Information about any course changes will be announced in lectures, posted outside Old Kirk 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 (@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 are 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 1924. 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 culminates in a research essay, using social surveys of Chicago families from the 1890s and 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 pattern of social and economic changes affecting the population including changes in work, leisure, poverty, incomes and earnings, health and demography (sex, fertility, disease and death), urbanization and education.
- ❖ The development of social history as an important part of academic research in history
- ❖ The origins of social science and social surveys in the late nineteenth century as a new way of understanding the world

Students passing the paper will gain skills in

- ❖ Planning original research and framing questions
- ❖ Selecting appropriate methods for analysing historical evidence
- ❖ Creating historical interpretations by analysing multiple sources of evidence
- ❖ Understanding tables and figures as evidence
- ❖ Accessing print and visual information from the library and the internet
- ❖ Presenting their findings in oral and written forms

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 hour of lectures per week, and one 1-hour tutorial or lab 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 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 three assessments in HIST234

Assessment	When due (by 6pm)	Contribution to grade
1. Analysis of letters	Friday, 7 August	20%
2. Research plan based on your preliminary analysis of a selection of social surveys	Monday, 7 September	30%
3. Final essay and presentation		50%
Meet with lecturer and present at least 8 pages of notes towards final essay.	Week beginning Monday, 21 September	
Students who do not fulfil this requirement will lose 5% of their final grade.		
Peer review of another students' final essay. Essays exchanged on Wednesday, 7 October.	Monday, 12 October	5%
Presentation of research findings to class	Tuesday, 13 October Wednesday 14 October	5%
Final essay	Friday, 16 October	40%

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
Find and evaluate sources and develop a research question	Research plan
Plan and execute work over an extended period of time	Research plan Discuss research with lecturer 3-4 weeks before final essay is due
Draft and revise your work	Peer review of essays
Write up your findings clearly	Analysis of letters Final essay
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 the surveys of Chicago families. The wide range of questions in the surveys gives you a lot of scope to select a topic that interests you. 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.

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

The FINAL DATE on which any written work can be accepted in this course is 6:00pm, 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.

Tutorial attendance: Tutorial discussion is an essential part of learning. Your understanding of the material is significantly enhanced by reading, taking notes, and discussing your

understanding of the material with your peers. Your contribution is vital to the success of the discussion.

Because this is a research class not all of our tutorial times will be discussion. Discussions will occur at the tutorials on 20 July, 10 August, 7 September, 14 September, and 21 September.

To receive credit for attending tutorial you must submit your written notes on the material we have read for class. Bring your notes to tutorial, and submit them to the lecturer at the end of tutorial. To receive credit for attendance, make sure your name and student ID number is on the page. Your notes will be returned at the next lecture.

A minimum of half an A4 page of notes is required. There is no prescribed format for the notes you take, nor will you receive a grade for the notes. The notes are evidence that you actively read the chapters/articles for the week, and engaged with the questions posed for tutorial discussion. We will discuss effective note-taking strategies in the first week of class.

Statement on penalties

Tutorials and lectures: Non-attendance at the five “starred” tutorials and the final weeks presentations will be penalized. The five starred tutorials occur in the weeks beginning 20 July, 10 August, 7 September, 14 September, 21 September. The presentations occur at tutorials and lectures in the week beginning 12 October. Penalties for non-attendance will be assessed against your final grade.

Penalties for non-attendance will be assessed as follows:

Number of tutorials/presentations missed	Deduction from final grade
0	0%
1	4%
2	8%
3	16%
4	32%
5	64%
6	64%

However, penalties may be waived if there are valid grounds, such as illness or the death of a close family member. Documentation of the reasons for missing a tutorial/final week lecture will be required.

Written work: 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 **eight** days, with weekends included in the calculation of days late. Work that is more than eight 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.

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. 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>

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.

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

Lecture and tutorial outline

Week	Date	Lecture topic	Tutorial topic Attendance is required at tutorials marked with a *	Created Equal chapters	Assessment due this week
1	Tue. 14 July Wed. 15 July	Introduction to course Overview: Reconstruction, the Gilded Age and Progressive Era			
2	Tue. 21 July Wed. 22 July	Immigration to the U.S., 1860s-1929 Opposition to immigration	Immigrant letters and diaries *	17 18	Mandatory tutorial
3	Tue. 28 July Wed. 29 July	Civil War and Reconstruction African-American life in the late 19th century	Introduction to SPSS	14 15	
4	Tue. 4 August Wed. 5 August	Finding primary sources The industrial revolution	Using spreadsheets and databases	16	Immigrant letters analysis (20%)
5	Tue. 11 August Wed. 12 August	Labor unrest in Chicago, 1877-1894 The demographic transition	African-American life after slavery *	18 17, 19	Mandatory tutorial
6	Tue. 18 August Wed. 19 August	Changing role of women Americanism and immigrants	Open lab: work on research	21	
Mid-trimester break from 22 August to 6 September					
7	Tue. 8 September Wed. 9 September	The Progressive Era Economic statistics (national income, wages, employment)	The family wage *	19, 21	Research plan (30%) Mandatory tutorial
8	Tue. 15 September	Measuring the population and its problems	Social surveys *		Mandatory tutorial

Week	Date	Lecture topic	Tutorial topic Attendance is required at tutorials marked with a *	Created Equal chapters	Assessment due this week
	Wed. 16 September	Chicago's history			
9	Tue. 22 September	World War I	Chicago families in the 1920s *	20	Discuss research notes and progress with lecturer Mandatory tutorial
	Wed. 23 September	The Great Migration			
10	Tue. 29 September Wed. 30 September	Families and work Consumer culture and the 1920s	Lab to work on final essay	21	
11	Tue. 6 October Wed. 7 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		
12	Tue. 13 October Wed. 14 October	Student presentations * Student presentations *	Student presentations *		Presentation (5%) Peer review (5%) Final essay (40%)

Tutorial and background readings

Comment [V1]: This section needs to be revised.

Note: We will not be discussing all the readings in the Book of Readings in tutorials. Readings provided in weeks without a * beside the topic are for background reading.

Week	Week beginning	Tutorial topic	Readings
1	Mon. 13 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. 20 July	Immigrant letters and diaries *	<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>Emmet J. Scott, “Letters of Negro Migrants of 1916-1918.” <i>Journal of Negro History</i>, 4, no. 3 (1919): 290-340.</p>
3	Mon. 27 July	<p>Introduction to SPSS</p> <p>Surveys of Chicago families</p>	<p>Surveys of Chicago families</p> <p>"Earnings and Expenses" 3rd Biennial Report of the Illinois Bureau of Labor Statistics, Springfield (IL), 1884, pp.165-166.</p> <p>Carroll D. Wright, <i>The Italians in Chicago</i>. Ninth Special Report of the Commissioner of Labor. Washington, D.C. 1897, pp.52-53, 274, 352.</p> <p>Survey manuscript from surveys collected for Leila Houghteling, <i>The Income and Standards of Living of Unskilled Laborers in Chicago</i>, (Chicago: University of Chicago Press 1927). Original from Special Collections, University of Chicago Libraries.</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>

Week	Week beginning	Tutorial topic	Readings
4	Mon. 3 August	Lab: Using spreadsheets and databases	No readings as you have an assignment due on Friday
5	Mon. 10 August	African-American life after slavery *	<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) http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1028698</p>
6	Mon. 17 August	Open lab: work on research	<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>
Mid-trimester break from 22 August to 6 September			
7	Mon. 7 September	The family wage *	<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. http://www.jstor.org/stable/3177569</p>

Week	Week beginning	Tutorial topic	Readings
			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. http://www.jstor.org/stable/3787880
8	Mon. 14 September	Social surveys *	<p>"The slums defined, 1875-1900." From David Ward, <i>Poverty, Ethnicity, and the American 1840-1925: Changing Conceptions of the Slum and the Ghetto</i>. Cambridge: Cambridge University Press, 1989, pp.46-93.</p> <p>"Measuring poverty." From Sidney Eli Zimbalist. <i>Historic Themes and Landmarks in Social Welfare Research</i>. New York: Harper & Row, 1977, pp.73-117.</p>
9	Mon. 21 September	Chicago families in the 1920s *	<p>Gareth Cnaan, "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. http://muse.jhu.edu/helicon.vuw.ac.nz/journals/journal_of_social_history/v035/35.1cnaan.html</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>
10	Mon. 28 September	Lab to work on final essay	<p>"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.</p> <p>"Marriage" in Robert S. Lynd and Helen Merrell Lynd. <i>Middletown: A Study in</i></p>

Week	Week beginning	Tutorial topic	Readings
			<p><i>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>
11	Mon. 5 October	Lab to work on final essay	None, you have draft essays due on Wednesday this week
12	Mon. 12 October	Student presentations *	None, you have essays and presentations due this weeks

Final essay worth 40% of grade due: Friday 16 October