

Historical Studies 645.01

Books That Rocked My World

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COURSE DESCRIPTION:

This course examines texts that have influenced historical scholarship in the United States since the late 1960s. It was inspired in part by my own reflections on changes in historical analysis since I entered the profession. “My world” as applied in this class is the world of a social historian--the intellectual world that encompasses histories of class, gender, race, and region in the United States.

The basic idea for the course developed as I reflected on what texts had been the most influential in these areas of historical scholarship since I entered graduate school in 1970. Readings encompass the scholarship of the past half century that brought new concepts, analytic categories, and methodologies to the historian’s toolbox. Since the 1960s, that toolbox expanded to include quantitative methodologies made possible by the computer; material culture; oral history; the analytic categories of race, class, gender, and sexuality; and histories of large groups of “ordinary” people that began with what some historians called “history from the bottom up” or “the search for a usable past.” From those roots grew the (no longer) “New” histories: New Left, New Social, New Working-Class, etc., which developed into social and cultural histories that examined relationships of race, class, gender, etc. These expanded perspectives on social relationships challenged key concepts in American history, including the significance of the frontier in American history, and romantic and political constructions of American westward movement. Similarly, new histories of slavery and race significantly reconfigured histories of the American South, and working-class histories unsettled concepts of American mobility and industrial development. Assigned readings chart these changes through key texts in the development of social histories and histories of social movements from the late 1960s to the present that significantly impacted the practice and interpretation of American history.

Texts:

James Brooks, *Captives and Cousins: Slavery, Kinship and Community in the Southwest Borderlands*

John Demos, *A Little Commonwealth: Family Life in Plymouth Colony*

Herbert Gutman, *Slavery and the Numbers Game: A Critique of Time on the Cross*

Jacquelyn Dowd Hall, et al, *Like a Family: The Making of a Southern Cotton Mills*

Anne Hyde, *Empires, Nations, and Families: A New History of the North American West, 1800-1860*

Elizabeth Jameson, *All that Glitters: Class, Conflict and Community in Cripple Creek*

Note: I make no claim for the significance of my own work. This text “rocked my world” in other ways and demonstrates how the work of other historians impacted my own.

Susan Johnson, *Roaring Camp: The Social World of the California Gold Rush*

Mary Murphy, *Mining Cultures: Men, Women, and Leisure in Butte, 1914-1941*

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*

Stephan Thernstrom, *Poverty and Progress: Social Mobility in a Nineteenth Century City*

One of the Following:

Sarah Deutsch, *No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940*

Albert Hurtado, *Intimate Frontiers: Sex, Gender and Culture in Old California*

Sylvia Van Kirk, *Many Tender Ties: Women in Fur-Trade Society, 1670-1870*

In addition, the following articles provide useful background for some topics, and/or were formative texts for establishing categories of analysis or for rethinking existing interpretations of race, region, gender, etc. We will discuss how they relate to assigned readings, and you are encouraged to read those that relate to your own work if you have not already done so:

Melvyn Dubofsky, "The Origins of Western Working Class Radicalism, 1890-1905," *Labor History* 7 (Spring 1966): 131-54.

Available through Library, digital journals, Taylor and Francis Online

Herbert G. Gutman, "Work, Culture, and Society in Industrializing America, 1815-1919," *The American Historical Review* 78:3 (June 1973): 531-588

<http://www.jstor.org/stable/1847655>

Joan Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91:5 (Dec., 1986): 1053-1075

<http://www.jstor.org/stable/1864376>

Richard White, "Race Relations in the American West," *American Quarterly*, 38:3, 1986, 396-416

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2712674?seq=2>

Elliott West, "Reconstructing Race," *Western Historical Quarterly*, Spring 2003, 6-26
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/25047206>

Requirements:

The primary requirement is intelligent participation in class discussion. Students are expected to complete the assigned reading prior to class, to participate thoughtfully in class discussions, and to be active listeners who encourage their colleagues' participation and who respectfully engage alternate interpretations. One student each week will be asked to research the reception of the assigned text in order to help establish the context for its significance and impact.

In addition, students are required to submit the following written assignments:

- 1) A two-page response to the assigned readings each week. These should concisely summarize the thesis and conclusions of each assigned text, and may raise questions of interpretation or questions that concern or confuse you. These papers will not be graded. Consistently superior or consistently inadequate responses may impact your mark, but in general you will receive full credit if you submit the response papers each week on time.
Due in class each week
- 2) It was difficult to limit the choices of "world rocking" books to those we could read in a single semester. Students will read one of the books I had to cut, or another selected in consultation with the instructor that might meet the same standard of historical significance, and write a 5-7 page critical analysis of this book.

Among the books that I had to cut were the following:

- Jose Alamillo, *Making Lemonade Out of Lemons: Mexican American Labor and Leisure in a California Town 1880-1960*
Alan Dawley, *Class and Community: The Industrial Revolution in Lynn*
Herbert Gutman, *The Black Family in Slavery and Freedom, 1775-1925*
David Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*
Marion Goldman, *Gold Diggers and Silver Miners: Prostitution and Social Life on the Comstock Lode*
Margaret D. Jacobs, *White Mothers to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*
Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*
Robert Korstad, *Civil Rights Unionism: Tobacco Workers and the Struggle for Democracy in the Mid-Twentieth-Century South*

- George Lipsitz, *How Racism Takes Place*
David Montgomery, *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925*
Mary Ryan, *Cradle of the Middle Class: The Family in Oneida County, New York, 1790-1865*
Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*
Kathryn Kish Sklar, *Catherine Beecher: A Study in American Domesticity*
Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*

There are many more that might have been included. Select one book in consultation with the instructor.

Due April 13

- 3) A long (18-20 page) paper on a topic appropriate to the course. You could, for instance, survey “world rocking” scholarship on a particular topic, or you could apply concepts and methodologies of the new social and cultural histories in an original research paper, or you could consider how two or more methodologies or categories of analysis might affect the treatment of the same subject. Students are advised to discuss this assignment with the instructor early in the semester. **Due April 22**

All written assignments (except the two-page response papers) should be properly referenced and should follow appropriate form. The response papers need not be footnoted.

Grades:

Grades will be determined as follows:

Class Participation	30 percent
Response Papers	20 percent
Short Paper	15 percent
Long Paper	35 percent

A Note to Auditors:

Auditors *are not* expected to submit written assignments. You *are* expected to do the readings, attend all classes, and participate actively in class discussions. This includes taking your turn establishing the contexts for one or more texts.

Assignments:

Week 1: January 14

E.P. Thompson, Preface, *The Making of the English Working Class* (page numbers vary, depending on the edition)

On reserve, Taylor Family Digital Library

Week 2: January 21

Stephan Thernstrom, *Poverty and Progress: Social Mobility in a Nineteenth Century City*

Week 3: January 28

John Demos, *A Little Commonwealth: Family Life in Plymouth Colony*

Week 4: February 4

Herbert Gutman, *Slavery and the Numbers Game: A Critique of Time on the Cross*

Week 5: February 11

Jacquelyn Dowd Hall, et al, *Like a Family: The Making of a Southern Cotton Mill World*

February 14-21: Reading Week, No Class

Week 6: February 25

One of the following: Sylvia Van Kirk, *Many Tender Ties*, Sarah Deutsch, *No Separate Refuge*, or Albert Hurtado, *Intimate Frontiers*

Week 7: March 3

Elizabeth Jameson, *All that Glitters: Class, Conflict and Community in Cripple Creek*

Week 8: March 10

Mary Murphy, *Mining Culture: Men, Women, and Leisure in Butte, 1914-1941*

Week 9: March 17

Susan Johnson, *Roaring Camp: The Social World of the California Gold Rush*

Week 10: March 24

James Brooks, *Captives and Cousins: Slavery, Kinship and Community in the Southwest Borderlands*

Week 11: March 31

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*

Week 12: April 7

Anne Hyde, *Empires, Nations, and Families: A New History of the North American West, 1800-1860*

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or

that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90–100	A+	4.00	Outstanding
85–89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80–84	A-	3.70	
77–79	B+	3.30	
73–76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70–72	B-	2.70	
67–69	C+	2.30	
63–66	C	2.00	Satisfactory—basic understanding of the subject matter.
60–62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56–59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.

Percentage	Letter Grade	Grade Point Value	Description
50–55	D	1.00	
0–49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca,
arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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