

We will format our papers differently. There will be a separate formatting guide for the IA

To what extent did World War II lead to women in the United States becoming permanent participants of the labor force?



Women working in construction. <<http://www.historiasdecinema.com/wp-content/uploads/2010/11/women-at-war-II.jpg>>

(NAME AND CANDIDATE NUMBER)
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Moderator comments: Criterion A: 5 marks

The research question is clearly stated and appropriate with a clear explanation. The two sources are clearly identified and also are also appropriate and relevant. Source One is a secondary source. The value is related to the origin as well as the content, although the value in relation to its purpose is not entirely well explained. The limitations are related to the content and in a rather weak way to its origin. Source Two is a primary source. The value and imitations are linked to the content and origin. There is a clear explanation of the relevance of the sources to the investigation and an analysis and evaluation.

Example 2

My response to the examiner: Not sure where the student has explained the relevance of the sources to the investigation...this has not been done. This section should score a 4.

Right column: My comments. PROTIPs: suggestions for writing. @ICS are things required by me. Highlighted phrases can be copied directly by you as they are signaling the things examiners are looking for.

Section 1: Identification and Evaluation of sources

Left column: Sentence by sentence labeling.

This investigation will explore the question: To what extent did World War

II lead to women in the United States becoming permanent participants of the labor force? The years 1940 to 1950 **will be the focus of this investigation**, to allow for an analysis of women’s employment during the war, as well as its evolution in the post-war period.

Scope (what will be contained in the investigation)

@ICS the first sentence must start this way. Same sentence stem and then the research question.

A scope sentence is not required. It makes sense from a reading-flow standpoint. But this is not the same as a clear explanation of the relevance of the sources

The origin information—author, title, publication date.

The first source which will be evaluated in depth is Julia Kirk Blackwelder’s book “The Feminization of Work in the United States, 1900-1995”, written in 1997.

PROTIP: To avoid repetition more origin information is provided but in connecting to a value or limitation. In this case the author’s profession as value.

Value: Origin-author’s profession

The origin of this source is valuable because Blackwelder is a professor of history at Texas University, specializing in Modern US and American women’s history, and has written extensively on women’s employment in scholarly journals and books, indicating that she is knowledgeable on this topic. Furthermore, **the date of the**

@ICS biographical information and journal reviews **MUST BE CITED**

Value: Origin-date of publication

publication of this source, 1997, strengthens its value, as it indicates that Blackwelder, benefitting from **hindsight**, has been able to analyze a comprehensive range of sources, including government documents, interviews and statistics.

@ ICS: I want secondary sources like this one to be evaluated using an academic review. These can easily be found on JSTOR.

Limitation: Origin-author’s profession

However, the origin of the source is limited in that Blackwelder is not a professional expert in economics, with which this topic is closely related and, consequently, might have misinterpreted some of the economic data presented.

This is a weak limitation, which could be made so much better if supported by a review stating that the author actually had weak analysis.

Purpose/Content?

The purpose of Blackwelder’s book is to analyze the trends of American women’s employment in the 1900-1955 period, and “to let evidence speak for itself” (Blackwelder xiii). **This is valuable**, for it indicates that an extended period

PROTIP: Book Forwards, reviews and back covers are all places where purpose may be explicitly stated. Abstracts and initial paragraphs for journal articles contain the thesis, which is a purpose.

Value: Purpose (scope of the book) Examiner—notes this is a weak limitation.

of time has been examined, permitting for connections to be made between the trends discovered. However, the fact that the author has covered nearly a century

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Limitation:
Purpose (scope
of the book)

of economic developments limits its value to a historian studying economic developments within a short time period.

Origin information—
author, type of source,
title of source, date.

The second source evaluated in depth is Mary Anderson’s 1944 address

American Economic Association “The Postwar role of American women”, which was delivered in March, 1944. The origin of this source is valuable because the

Value: Origin-
author’s profession

address was delivered by the head of the Women’s Bureau of the Department of Labor, and therefore provides an insight into the views of a well-known figure

Value: Origin-
publication date

regarding women’s employment and post-war plans. Additionally, the date of delivery of the address, 1944, indicates that the source allows for a valuable understanding of contemporary views on women’s employment. However, this

Limitation: Origin-
publication date

date is also a limitation, for it suggests that the source, having been written before the completion of the war, is likely to fail to analyze extensive research on women’s employment. In terms of origin, the source is also limited in that

Limitation:
Content/Origin-
author’s perspective

Anderson was herself a former factory worker and was “ particularly well attuned to the thinking of female employees” (Weatherford 256), indicating that she might have tended to shape the address according to her views, and, consequently, may have provided a slightly subjective insight into government plans.

Purpose

The purpose of this source is to underscore the importance of the adoption of measures to secure the position of women in the American post-war workforce.

Value: Content/
Purpose

The address therefore provides a valuable insight into government plans at the time. The source is, however, limited in its purpose in that the address, having been written to convince others of Anderson’s point of view, perhaps omits some

Limitation: Content/
Purpose

‘inconvenient truths’ about the government’s views, merely describing encouraging plans for female workers.

This value is weak because it is more or less a repeat of the value (publication date) above—gives us insight into the gov at the time.

I also think this limitation is weak for the same reason its a repeat of the limitation (author’s perspective). Also without a specific quote, from the source it is a weak claim.

Criterion B: 13 marks

The investigation addresses two different viewpoints with a good use of statistics to show women’s incorporation into the workforce during the war. It would have been interesting to have more information on the women’s ages, marital status and sector of the economy. There is also a good use of statistics to show the number of women who left the workforce after the end of the war and the number of women workers in the period 1947-50s, showing long term trends. Reference is made to government plans to encourage women workers but this is not developed. The investigation comes to a reasoned conclusion consistent with the evidence and arguments.

Section 2: Investigation

Claim with perspectives

Few historians would disagree that World War II brought about a dramatic increase in female participation in the American labor force during the early 1940s.

@ICS Like this sentence, the first sentence must directly address/answer the research question.

Two sentences of evidence.

Between 1940 and 1944, women’s participation in the workforce rose by 23.5%

PROTIP: Two sentences which cite three separate sources. This shows “a range of sources”

Warrant which effectively connects the evidence back to the central claim.

(Clark, Summers 8), a change affecting women of all ages (See Table 1 of the Appendix). As a whole, women workers grew by 5 million in the 1941-1944 period (Anderson 239), with one-sixth of the working women being employed by a war-

related industry (Goldin 753). The war was therefore responsible for the unquestionable incorporation of women into the American labor force. However, historians disagree on the extent to which these changes had long-term effects.

Perspectives: Increases the quality of analysis.

While some refer to this war as a “watershed” event leading to the permanent incorporation of women into the labor force, others refute this statement by arguing that the war’s influence on women’s employment “appears to have been more modest” (Goldin 741).

PROTIP: Using perspectives like this enables the author to structure the essay around each perspective and then come to a conclusion at the end.

Claim

Upon Japan’s surrender in 1945, the situation regarding women’s employment was uncertain. On the one hand, 75% of women who had been employed during the war years intended to continue working after the conflict

I don’t really get how these numbers are being used, because I don’t know the relationship between the 75% and the 15 million.

Evidence

(Weissbrodt 11) and, according to estimates, 3 million women would abandon the jobs acquired during the war, whereas 15 million women would remain in the labor force in the post-war period (Anderson 239). Important public figures

This sentence should have a citation, otherwise it is a hypothetical—weak writing.

Evidence

encouraged the implementation of measures to face the “challenge” of maintaining the opportunities gained in war. However, it is difficult to determine the extent to

Analysis

which the measures defended were a realistic part of the government’s plans. This is due to the fact that important public figures, such as Mary Anderson, who made

This analysis of Anderson’s statements as a government official in relation to women is “critical analysis” because it is evaluating the source in connection with the argument. However, the examiner notes that this section of the paper is not developed.

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some of the first public statements defining the attitude of the government towards this change, which was to have far-reaching consequences for the American female population, are likely to have shaped their addresses so as to encourage the female working sector. Indeed, the hopes of working women failed to materialize, for the immediate postwar period saw a significant diminution of the opportunities gained during the war. In 1947, for example, the participation of women in the labor force had declined by 12% (Hartmann) and about half of the women who had entered the labour force during the war left it shortly after 1944, with 4.6 million of the wartime entrants leaving labor force by February 1946 (Blackwelder 124). The participation of women aged 20 to 24 in the workforce fell from 54.4% to 46% in the April 1945-1946 period, and that of women aged 25 to 34 fell from 33.3% to 23% in the same one-year period (Durand 154). Women in the war industries were particularly affected, with the number of female autoworkers falling by 16.5% between 1944 and 1946 (Chafe 160) and another 800,000 workers being laid off by the air-craft industry shortly after V-J day (Chafe 159). It therefore appears that the employment of women workers during the war, was, as pointed out by Goldin, shortly reversed after the conflict, leading revisionist historians to argue that the effects of this event were limited as to the persistence of “Rosies” as part of the labor force (Goldin 750).

This should be a new paragraph

Transition/
C l a i m –
counter
argument.

More evidence in the form of statistics

I find this all a bit overwhelming. In part because I am not sure what is being proven by all of these. More analysis in the middle would have been easier for me.

PROTIP: However, FIVE different sources are used in this series of statistics. This had to have helped demonstrate “range of sources”

Warrant on claim, using historian’s argument to back up the warrant.

PROTIP: This kind of incorporation of a historian is good stuff. However, better would be to use it earlier in the paragraph and to develop the argument a bit more.

Claim—counter counter? argument

PROTIP: Bringing in historians + counter arguments = perspectives.

Evidence
Statistics

However, the late postwar period gave way to a reversal of this initially unfavorable effect, for women’s employment soared in the 1947-1950 years. In this period the percentage of working women between 25-64 years of age increased from by 2% (Clark, Summers 1982), and that of working married women rose from 20% to 23.8% (Goldin 742). Additionally, the number of employed female operatives in metals and machinery manufacturing increased

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from 175,246 to 331,140 between 1940 and 1950. (Blackwelder 145). Also, twice as many women were employed in California in 1949 as had been employed in 1940 (Chafe 161). These examples of growth have led some to point out that the war did, indeed, have, a “ long-term rather than temporary impact on women's place in the labor force” (Blackwelder 147). The 5.25 million female increase in the labor force between 1940 and 1949 (Chafe 161) further strengthens the point that the war was, despite the initial postwar setback, a “milestone for women in America.” (Chafe 172). Conversely, it seems relevant that only 22% of the eventual 1950 women workers joined during the war years (Goldin 744) and that more than half of the women employed in 1950 had been employed before the United State’s entry in the war (Goldin 744). “Rosies” of 1944 were only 20 % of the eventual 1951 employment among married women (Goldin 750). These figures indicate that a majority of the jobs offered during the war period disappeared at its conclusion, and, consequently, that the women that participated in the labor force during the war years only constituted a small percentage of the late postwar employment. This suggests that the changes brought about by the war were more moderate than suggested by enthusiastic modern historians such as Blackwelder, who, perhaps in an effort to analyze an extensive time period, might have failed to examine short-term trends, consequently venturing to claim that "World War II had clearly accelerated the feminization of the U.S. labor force and increased employment among married women." (Blackwelder 146).

It therefore seems that World War II was indeed, responsible for an incorporation of females in the American labor force during the war years, an increase that is likely to have lead to a change in the perspective of male employers and public officials towards women employees, and might have played an

Warrant – using historian's arguments earlier in the paragraph this time.

Evidence + analysis

Evidence

Critical analysis

Analysis of perspectives

Conclusion paragraph every sentence is analysis.

Note how few quotes there are
This is also critical analysis

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important role in the rise in women's employment during the late postwar period.

However, evidence regarding the percentage of "Rosies" that were to form part of the postwar labor force suggests that the conflict did not secure a permanent incorporation of war female workers into the American labor force. World War II can therefore be seen as responsible for a number of significant ideological changes regarding women's employment but its direct influence in terms of persistence of women's participation in the labor force appears to have been modest.

The goal in the conclusion is to answer your research question clearly. Hopefully, your research question is complex enough that it has sub-parts which can be addressed individually in your conclusion. Think about it this way, each body paragraph has to make a point and in your conclusion you need to capture each of these points to make a final conclusion.

Criterion C: 4 marks

This is very much a personal reflection but it does highlight the methods of historians and the challenges and limitations which they face. It is clearly and explicitly linked to the investigation.

My response: This shouldn't be a 4. It is reflective and hits a number of points, but not in way the questions provided in the IA directions indicate they should be reflected upon. It is too personal "I did this..then this" rather than "When considering which evidence to include, I realized that historians must... We are going to use specific readings about the methods of history (Gaddis, Wineburg, Evans etc.) to help frame our thinking.

Section 3: Reflection

This investigation has allowed be to gain an insight into some of the methods used by historians, as well as to the challenges that historians face when carrying out historical investigations. I feel I have developed a skill that is fundamental in the study of history, that of carefully analyzing sources, often presenting different points of view on a same subject, to reach a justified conclusion. In order to carry out the investigation, I read books by renowned historians on the subject, analyzed statistical evidence, read government documents and public addressees concerning the subject of this study, all of which are methods often used by historians.

When comparing evidence provided by different types of sources regarding my research question I also became more aware of the challenges facing historians. As I began reading about this subject, I was initially surprised that the main theses of the sources that I was using differed significantly from each other. One the one hand, some, such as Blackwelder in her book *Now Hiring: The Feminization of Work in the United States, 1900-1995* and Anderson in the address "The Postwar Role of American Women", argued that the incorporation of women in the workforce brought about a dramatic change that would have far-reaching consequences in the post-war era. Others, for example Claudia D. Goldin in her article *The Role of World War II in the Rise of Women's Employment* stated that the effects of the war had been modest, and the incorporation of women in the workforce was reversed shortly after its conclusion.

Although I initially found it difficult to reach a conclusion, as I continued the investigation I began to understand the work of the historian better. In history, unlike mathematics or science, there is no "absolute truth". However, this does not

PROTIP: Should you write this exactly the same way? No, but use the phrases like "methods used by historians". This is language right from the rubric.

Reads like a CAS reflection don't it? Given the examiners comment "very much a personal reflection but..." Probably too much "I" in here and not enough TOK "historians gain knowledge..."

I wonder if this would have been better if the author had spent less time detailing the theses and more time explaining what a historian would have done or does in these situations?

Again an exact quote is not allowed, but look at the language.

Two sentences naming or describing the methods of historians — the first question from the IA directions

Third question

Here is the "clear and explicit connection" to the rest of the investigation

Third question — comparing AOKs

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Fifth question

mean that all versions of an event are equally acceptable. It is the task of the historian to find the most 'acceptable version', which often involves assessing the values and limitations of the sources at hand to find a version that is more closely aligned with the truth. I personally found this a challenge during my investigation. However, by considering the limitations of the sources I was employing I was able to reach a conclusion. For example, I regarded the evidence presented by the extensive article by Claudia D. Golding more valuable than that of Julia K. Blackwelder's book because the former focused specifically on women's employment in the World-War II and post-war period, while the latter evaluated nearly a century of developments in the workforce. This meant I that I tended to side with Goldin's view as I found that her 'version' of events was probably more accurate and well-researched than Blackwelder's, who only devoted a few chapters to the World War II period in her book. I also employed a similar method to assess the reliability of primary sources, in particular, Mary Anderson's address. Anderson defended that the war had far reaching consequences for women in the workforce. Although providing an interesting insight, I deemed this primary source as only partially valuable for my investigation, due to the fact that it was a piece of persuasive writing, and it was delivered in 1944, before the effects of the war could be fully assessed.

More direct connection to the rest of the investigation

This is more personal writing. The author is detailing how he/she overcame the struggles at a personal level. This would be better to get more into TOKish thinking.

Conclusion of reflection section. Not necessary, it doesn't add anything.

All in all, this investigation has provided me with a valuable insight into the tasks and challenges facing the historian, and has allowed me to understand the importance of assessing the reliability of historical sources when forming an opinion.

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Appendix

- Table 1
 - The following table shows the evolution of women's participation in the labor force from 1940 to 1945:

Age	Participation in the labor force (%)	
	April 1940	April 1945
20-24	45.6	54.4
25-34	37.9	33.3
35-44	38.4	27.3
45-54	33.3	22.4

(Durand 143)

- Table 2
 - The following table shows the evolution of women's participation in the labor force from 1945 to 1946:

Age	Participation in the labor force (%)	
	April 1945	April 1946
20-24	54.4	46.0
25-34	33.3	23.0
35-44	27.3	22.9
45-54	22.4	17.0

(Durand 154)

Work's cited page as reflection of quality and breadth of research: 11 total sources.

1 is the image on the front page and doesn't really count as a source.

5 primary sources: Anderson, Clark, Pidgeon, Weissbrodt, and Women Working in Construction

3 historical monographs, 1 encyclopedia article (but from a specialized encyclopedia, so it was ok), 2 journal articles.

A few things to note about MLA. Although, I really don't have to do this because if you make your bibliography in NoodleTools and export it as a Word file, NoodleTools will ensure that all of this is done for you.

Works Cited

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There is a hanging indent—>
Which means all lines after the
first in an entry are indented.

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sixth Annual Meeting of the American Economic Association (Mar., 1944).

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<← All web entries
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This is required by the IB

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