

AMH 5930

Race and Power in the Nineteenth Century South Spring 2014 Monday, periods 8-10 (3-6 pm)

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Office hours:
Monday/Wednesday 2-3, or by
appointment

Course description and objectives

This course explores the sources of race and power in the South between 1820 and 1900. We will read in topics such as slavery, the Civil War and Reconstruction, the destruction of slavery, racial violence, and the establishment of white supremacy. Students will have the opportunity to construct a semester project around their interests—should that be suitable to their program of study. Most of us, however, will be engaged in intensive reading, as part of an effort to explore and understand the topic.

Readings

The following books should be either purchased or read via e-reserves:

David Cecelski, *The Fire of Freedom: Abraham Galloway and the Slaves' Civil War**

Carole Emberton, *Beyond Redemption***

Walter Johnson, *River of Dark Dreams**

Watson Jennison, *Cultivating Race***

William A. Link, *Atlanta, Cradle of the New South** (I will supply copies)

Kate Masur, *An Example for All the Land: Emancipation and the Struggle over
Equality in Washington, D.C.**

James Oakes, *Freedom National*++

* - available as single user ebook

** - available as multiuser ebook

++ - no ebook available

Evaluation:

Course grades are calculated on the following basis: discussion, 25 percent; reaction papers, 25 percent; review essays, 50 percent.

NB: As a matter of policy, I do not give out incompletes.

Attendance policy:

Students are expected to attend ALL classes.

Minimal expectations:

1. Attend all classes.
2. Complete the assigned weekly readings before each class.
3. Criticize your peers' work constructively.
4. Participate regularly in class discussions.
5. Complete all papers by the deadline. Late papers will be penalized by a full grade for every 24 hours.

Writing assignments:

1. Six 500-word reaction essays to each of the core readings (with the exception of the first class). These papers should address the author's argument and assess its effectiveness.
2. Three review essays, each approximately 1500-2000 words. These longer essays should analyze connections between the assigned readings and an additional two books (titles provided below). I expect that students will read different titles and perhaps reach different conclusions. ***These need to be turned by the weekend prior to class.*** We will discuss them during the seminar.

Discussion facilitators/Peer review

Discussion facilitators will consult with me ahead of time, and devise a strategy for discussion for our Monday class meeting. The discussion facilitators are responsible for reading the books and articles, and providing a brief review of the former. I ask

that, at a minimum, discussion facilitators prepare for the class: 1) questions regarding the reading, 2) a summary of published book reviews; and 3) a brief (no more than 1 pg.) bibliography of relevant works, emailed to the class in advance.

Each student will also serve as a critic of the work of another student. I will ask that each of you perform this duty when review essays are due, and prepare a brief critique for class.

I will make assignments for discussion facilitators and critics during the first part of the semester.

Course Schedule

WEEK 1 January 6: Introduction to class

Reading: Eugene D. Genovese, "The Significance of the Slave Plantation for Southern Economic Development," *Journal of Southern History*, Vol. 28, No. 4 (Nov., 1962), pp. 422-437.

I Slavery and Power

WEEK 2 January 13: Johnson, *River of Dark Dreams*

January 20th: MLK Holiday

WEEK 3 January 27: Johnson, *River of Dark Dreams* (reaction paper # 1 due)

Additional reading: Johnson, "The Pedestal and the Veil: Rethinking the Capitalism/Slavery Question," *Journal of the Early Republic*, Vol. 24, No. 2 (Summer, 2004), pp. 299-308; Adam Rothman, "Beware the Weak State," *William and Mary Quarterly*, Third Series, Vol. 64, No. 2 (Apr., 2007), pp. 271-274.

WEEK 4 February 3: Jennison, *Cultivating Race* (reaction paper # 2 due)

Additional reading: James Sidbury, "Globalization, Creolization, and the Not-So-Peculiar Institution," *Journal of Southern History*, Vol. 73, No. 3 (Aug., 2007), pp. 617-630.

WEEK 5 February 10: Jennison, *Cultivating Race*

Review essay # 1 due

Using two of the following books, construct a 1,500-2,000 word essay based on the readings in this section.

Stephanie Camp, *Closer to Freedom*

William Duminberre, *Them Dark Days: Slavery in the Rice Swamps*

Anthony Kaye, *Joining Places*

Walter Johnson, *Soul by Soul*

Barbara Krauthamer, *Black Slaves, Indian Masters*

Stephanie McCurry, *Masters of Small Worlds*

Joshua Rothman, *Flush Times and Fever Dreams*

Loren Schweninger, *Families in Crisis in the Old South*

Emily West, *Family or Freedom*

II War and Power

WEEK 6 February 17 James Oakes, *Freedom National*

Additional reading: Rebecca Scott, "Comparing Emancipations," *Journal of Social History*, Vol. 20, No. 3 (Spring, 1987), pp. 565-583.

WEEK 7 February 24 James Oakes, *Freedom National* (reaction paper # 3 due)

Additional reading: Laura F. Edwards, "Status without Rights: African Americans and the Tangled History of Law and Governance in the Nineteenth-Century U.S. South," *American Historical Review*, Vol. 112, No. 2 (April 2007), pp. 365-393.

March 3-7: SPRING BREAK

WEEK 9 March 10 David Cecelski, *The Fire of Freedom: Abraham Galloway and the Slaves' Civil War* (reaction paper # 4 due)

Additional reading: Steven Hahn "'Extravagant Expectations' of Freedom: Rumour, Political Struggle, and the Christmas Insurrection Scare of 1865 in the American South," *Past & Present*, No. 157 (Nov., 1997), pp. 122-158; Yael Sternhell, *Routes of War* (available on ereserves), pp. 93-154.

WEEK 10 March 17 David Cecelski, *The Fire of Freedom*

Review essay # 2 due

Using two of the following books, construct a 1,500-2,000 word essay based on the readings in this section.

Aaron Astor, *Rebels on the Border: Civil War, Emancipation, and the Reconstruction of Kentucky and Missouri*
Jim Downs, *Sick from Freedom: African-American Illness and Suffering during the Civil War and Reconstruction*
Eric Foner, *The Fiery Trial*
Thavolia Glymph, *Out of the House of Bondage*
Bruce Levine, *The Fall of the House of Dixie*
Stephanie McCurry, *Confederate Reckoning*
Yael Sternhell, *Routes of War*
Alan Taylor, *The Internal Enemy: Slavery and War in Virginia, 1772-1832*

III Reconstruction

WEEK 11 March 24 Carole Emberton, *Beyond Redemption*

Additional reading: Eric Foner, "The Meaning of Freedom in the Age of Emancipation," *Journal of American History*, Vol. 81, No. 2 (Sep., 1994), pp. 435-460.

WEEK 12 March 31 Emberton, *Beyond Redemption* (reaction paper # 5 due)

WEEK 13 April 7 Kate Masur, *An Example for All the Land*

Additional reading: David W. Blight, "What Will Peace among the Whites Bring?": Reunion and Race in the Struggle over the Memory of the Civil War in American Culture," *Massachusetts Review*, Vol. 34, No. 3 (Autumn, 1993), pp. 393-410.

WEEK 14: April 14

Masur, *An Example for All the Land* (reaction paper # 6 due)

Additional reading: David W. Blight, "For Something beyond the Battlefield": Frederick Douglass and the Struggle for the Memory of the Civil War," *Journal of American History*, Vol. 75, No. 4 (Mar., 1989), pp. 1156-1178.

WEEK 15 April 21

William A. Link, *Cradle of the New South*

Review essay # 3 due

Using two of the following books, construct a 1,500-2,000 word essay based on the readings in this section.

David Blight, *Race and Reunion*

Paul Escott, *Many Excellent People*

Laura Edwards, *A People and Their Peace*

Eric Foner, *Reconstruction*

Caroline Janney, *Remembering the Civil War*

Stephen Kantrowitz, *More Than Freedom*

Megan Kate Nelson, *Ruin Nation*

Scott Reynolds Nelson, *Iron Confederacies*

Hannah Rosen, *Terror in the Heart of Freedom*

Allen Trelease, *White Terror*