

Spring 2006
Peter S. Carmichael
History 711

From Old South to New South

This seminar focuses on the construction and destruction of the South as a slave society. Understanding the nature of slavery as a social system will be the focus of the first half of the semester. The transition to a free labor society, beginning in the Civil War, and continuing into the post-Civil War South will be the primary line of inquiry during the second half of the semester. Special emphasis will be given to the struggles over the meaning of freedom in the New South and the emergence of a plantation economy based on sharecropping and tenant farming

This course is based on readings and discussion. Several books are to be purchased in the bookstore. This is an intensive reading course that will expose students to the primary questions and historiography of the Old and New South. Upon completion of this course, students will have a command of the most important literature on the Old South and New South.

Attendance Policy:

Faithful attendance is essential. You are allowed one excused absence. **If you miss more than one class, there will be a 5% reduction of your final grade for each absence. Beyond even this penalty, a student who neglects attendance and preparation risks failing the course.**

Assignments:

You will be assigned to a group that will determine the completion of the assignments below. I will place you into a group on the first day of class and not before. **Please do not request a group assignment. You will write two essays, one Book Review critique, and one Historiographical review during the course of the semester**

A. You will complete two Essays, one Book Review critique, and one Historiographical Assignment (25% of your final grade)

Essay (800 to 1,000 words; Due on Thursday by noon)

Group A January 19
Group B February 2
Group C March 2
Groups A, B, and C March 23

Book Review critique (350 to 500 words; Post on Blackboard by Wed at noon)

Group A February 2

Group B January 19

Group C March 2

Historiographical review (350 to 500 words; Post on Blackboard by Wed at noon)

Group A March 2

Group B January 19

Group C February 2

B. Discussion (Includes Discussion Threads on Blackboard and leading class discussion) (50 % of your final grade)

This assessment will be based on three criteria:

- 1) This is a seminar, not a lecture course. Each week pairs of students will lead class discussion. The discussion leaders will meet as a team with me before they are scheduled to lead class. **Both discussion leaders must meet me on Wed afternoon before class. This is essential and the only day that I can meet.** In class, discussion leaders will ask questions about the common readings and how it relates to broader historiographic trends. They will not lecture to their fellow students.
- 2) Thorough preparation for this class is essential. All readings should be done before class. It is imperative that you have either handwritten or typed notes that outline the central questions and arguments of the assigned readings.
- 3) It is essential that you contribute to class on a consistent basis, that you intellectually engage with your peers, and that you are an active listener. In order to create an inviting environment for everyone to participate, please follow the guidelines:
 - Be ready to explain the broader argument and sub-themes of the assigned material and how the various readings fit together or diverge.
 - Instead of just criticizing a book, focus on understanding the contributions of the assigned readings and why they have had a lasting influence on the field.
 - You should feel free to disagree with others, but be specific in your own assertions and support them with evidence. You should also be willing to change your mind and concede to others when they make persuasive, well-reasoned arguments. Please challenge each other in a polite and courteous manner.

- The success of a discussion depends on group interaction. Listen carefully and respond to your peers. There should be a dynamic give-and-take between the discussion leaders and the rest of the class. This can only happen if you elaborate upon the assertions of classmates or ask for clarification if you don't understand. Simply answering the questions will not lead to vigorous debate, and the discussion leaders will end up giving a monologue.
- Make your point succinctly, avoid repetition, and stick to the subject.

III Final projects (25% of your final grade) Please select one project from below.

A. Interpretive Plan of Nat Turner's National Historical Park (5 to 7 pages)

1) You will create a Long-Range Interpretive Plan for the newly created Nat Turner National Historical Park in Southampton, Virginia (This is a fictitious park). You will provide an intellectual and interpretive vision that identifies the key educational and experience goals for the visitor. You will also recommend the most effective, efficient, and practical ways to address those goals and issues. You must also identify the interpretive challenges that the story of Turner presents, particularly the mission statement to broadly interpret the experience of the American slave and the site-specific story of Nat Turner. As part of your interpretive strategy, it is required that your themes are rooted within the historiography of the Old South. The historiographical discussions should be largely confined to your notes. I will provide a mission statement, the format for the plan, and other specifics from which you can then construct your interpretive blueprint. Keep in mind that the objective of this assignment is to articulate clear interpretive objectives that have scholarly merit and that have accessibility to the public. **For this assignment you will need to read Stephen Oates, Fire of Jubilee and The Confessions of Nat Turner and Related Documents (Edited by Kenneth S. Greenberg). Both are very reasonable and can be purchased at the typical web outlets.** You might also want to consult Scott French's The Rebellious Slave: Nat Turner in American Memory

B Race, Ideology, and Southern History (5 to 7 pages)

1) Please read Barbara Fields' essay "Ideology and Race in American History" in Kousser and McPherson, Region Race and Reconstruction (I will put this essay on Blackboard). Fields is very specific about the uses and misuses of race as a category of analysis. Use her article as the point of departure to explore how Southern historians (our readings during the course of the semester) have conceptualized and analyzed race as a force in history. Please integrate Fields's ideas into your analysis. I do not want to read a summary of her argument, followed by a summary of various books. In thinking about our readings, you should reflect on how historians have explored racial ideas and identities as a way to understand the material reality of slavery and the post bellum South. Identify the work of historians that especially appealed to you when dealing with this complicated issue. Whose scholarly endeavors were less satisfying and why?

C. Witnessing a Revolution in Land and Labor

1) Reflect on the nature of the Old South and its transformation from a slave society to a political economy based on free labor. Please consider the cultural ideas, gender roles, racial ideas, social and class relationships that helped define the South before and after the Civil War. In the end, you should construct a broad interpretive analysis of the Old and New South (based on our readings) that considers the degree of change wrought by the Civil War. Once you have created a broad interpretive framework, you must turn to the observations of Frederick Law Olmstead (The Cotton Kingdom) and John T. Trowbridge (The Desolate South). Integrate their observations into your analytical narrative. How do these travel accounts compare to your ideas about the South?

Required Readings:

Elizabeth Fox-Genovese Within the Plantation Household

Eugene Genovese, Roll, Jordan, Roll

Ira Berlin Generations of Captivity

Drew Gilpin Faust, James Henry Hammond

MaurieD. McInnis, The Politics of Taste in Antebellum Charleston

Charles Bolton, Poor Whites of the Antebellum South

Drew Gilpin Faust, The Creation of Confederate Nationalism

Eugene Genovese, A Consuming Fire

Lawrence Powell, New Masters: Northern Planters During the Civil War and Reconstruction

Steven Hahn, A Nation Under our Feet: Black Political Struggles in the rural South from Slavery to the Great Migration

William Link, The Paradox of Southern Progressivism

Mark Smith, Listening to Nineteenth Century-America

Fitz Brundage, The Southern Past: A Clash of Race and Memory

*Marks articles on electronic reserve or Blackboard

Slavery in the American South January 12

Discuss: Ira Berlin, Generations of Captivity

We will concern ourselves with the process of the South becoming a modern slave society. The generational approach of Berlin will push us to think broadly about the historical experiences of all classes and races. By the end of the book, you should be able to explain why the following occurred *“In 1800 few American slaves grew cotton, few resided in the Deep South, and most did not identify with Christianity---no matter how latitudinous the definitions of Christian belief. Yet in 1865, when with the ratification of the Thirteenth Amendment to the Constitution black people completed their wartime exodus from slavery, all of these elements were in place. Most slaves grew cotton, resided in the Deep South, and professed Christianity”* **There is no written assignment for January 12**

Suggested Readings: U. B. Phillips, American Negro Slavery; Kenneth Stampp, The Peculiar Institution; Eugene Genovese, The Political Economy of Slavery, The World the Slaveholders Made, and Roll, Jordan, Roll; Walter Johnson, Soul by Soul: Life Inside the Antebellum Slave Market; James Oakes, The Ruling Race and Slavery and Freedom; Robert Olwell, Masters, Slaves, and Subjects: The Culture of Power in the South Carolina Low Country, 1740-1790; Robert Fogel and Stanley Engerman, Time on the Cross: The Economics of American Negro Slavery; Adam Rothman, Slave Country: American Expansion and the Origins of the Deep South

The Slave Experience
January 19

Discuss: *Brenda Stevenson, "Distress and Discord in Virginia Slave Families, 1830-1860," in Blesser's In Joy and in Sorrow; *Bertram Wyatt-Brown, "Dignity, Deception, and Identity in the Male Slave Experience," in The Shaping of Southern Culture; Eugene Genovese, Roll, Jordan, Roll, Book 1 (pt. 1) and Book 3 (pt. 2)

Suggested Readings: John Blassingame, The Slave Community ; John Michael Vlach, Back of the Big House The Architecture of Plantation Slavery; Joseph Boskin, Sambo: The Rise & Demise of an American Jester; Marie Jenkins Schwartz, Born in Bondage; Wilma King, Stolen Childhood; Sylvia R. Frey, Water From the Rock; Herbert Gutman, The Black Family in Slavery and Freedom; Loren Schweniger and John Hope Franklin, Runaway Slaves

Essay (800 to 1,000 words): Based upon your readings for January 12 and 19, how should we understand the exchange of power between master and slave? In your interpretation of the master-slave relationship, please incorporate all of the assigned readings. Please explain where you agree or dissent from the various scholars. This is not a book review. I want this paper to be an interpretive piece that reflects your ideas and how they intersect or dissent with the interpretations of other scholars.

Book Review Critique (350 to 500 words; Post on Blackboard) : Please critique two reviews of Roll, Jordan, Roll (Give the full citation for the reviews on your post). In what ways do the reviewers buttress or dispute your interpretations of Genovese?

Historiographical Assignment (350 to 500 words; Post on Blackboard): Pick a book from the suggested readings list (for either January 12 or 19) and explain the historiographical relationship with Roll, Jordan, Roll . You can look at books published before Genovese to understand how he drew or departed from previous interpretations.

The Mind of the Master Class

January 26

Discuss: Drew Gilpin Faust, James Henry Hammond

Suggested Readings: Eugene D. Genovese, The Slaveholders' Dilemma; Elizabeth Fox-Genovese and Eugene D. Genovese, The Mind of the Master Class: History and Faith in the Southern Slaveholders' Worldview; Michael O'Brien, Conjectures of Order: Intellectual Life and the American South 2 vols; Manisha Sinha, The Counterrevolution of Slavery: Politics and Ideology in Antebellum South Carolina; John McCardell, The Idea of a Southern Nation; Anne C. Loveland, Southern Evangelicals and the Social Order, 1800-1860; Bertram Wyatt-Brown, "Modernizing Southern Slavery: The Proslavery Argument Reinterpreted," in J. Morgan Kousser and James M. McPherson (eds.) Region, Race and Reconstruction; Larry Tise, Proslavery: A History of the Defense of Slavery in America; Stephen W. Berry, II, All that Makes a Man: Love and Ambition in the Civil War South; Bertram Wyatt-Brown, Southern Honor; William K. Scarborough, Masters of the The Big House; John Michael Vlach, The Planter's Prospect: Privilege & Slavery in Plantation Paintings

Southern Women
February 2

Discuss: Elizabeth Fox-Genovese, Within the Plantation Household

Suggested Readings: Catherine Clinton, The Plantation Mistress; Laura Edwards, Scarlet Doesn't Live Here Anymore: Southern Women in the Civil War Era; Carol Blesser, ed., In Joy and in Sorrow: Women, Family, and Marriage in the Victorian South; Anne Firor Scott, The Southern Lady: From Pedestal to Politics; Deborah Gray White, Ar'n't I a Woman; Suzanne Lebsock, The Free Women of Petersburg; Elizabeth Varon, We Mean to be Counted; Drew Gilpin Faust, Mothers of Invention; George Rable, Civil Wars; Bell Irvin Wiley, Confederate Women; Victoria Bynum, Unruly Women: The Politics of Social and Sexual Control in the Old South; LeeAnn Whites, The Civil War as a Crisis in Gender

Essay (800 to 1,000 words) Based upon your reading of Faust's James Henry Hammond and Fox-Genovese's Within the Plantation Household, offer an interpretation as to what it meant to be a slaveholding man and woman in the Old South.

Book Review Critique (350 to 500 words; Post on Blackboard) Please critique two reviews of Within the Plantation Household.

**Historiographical Assignment (350 to 500 words; Post on Blackboard)
Pick a book from the suggested readings list and explain the historiographical relationship to either Within the Plantation Household or James Henry Hammond.**

Southern Urban life
February 9

Discuss: Maurie D. McInnis, The Politics of Taste in Antebellum Charleston

Suggested Readings: Lisa Tolbert, Constructing Townscapes: Space and Society in Antebellum Tennessee; Fred Bateman and Thomas Weiss, A Deplorable Scarcity: The Failure of Industrialization in the Slave Economy; David Goldfield, Urban Growth in the Age of Sectionalism: Virginia, 1847-1861; Leonard P. Curry, "Urbanization and Urbanism in the Old South: A Comparative View," Journal of Southern History XL (February 1974); Richard C. Wade, Slavery in the Cities; Steven Tripp, Yankee Town, Southern City

Blackboard Discussion: Two Threads (I would prefer that students engage both lines of discussion and that you offer more than one post for each thread)

1) In what ways does McInnis's book assist museum professionals in thinking about ways to present slavery to a public audience?

2) Evaluate the methodology and the source material that McInnis employs. Does her inter-disciplinary approach offer you new ways to explore your own work?

Poor Whites and Yeomen Farmers
February 16

Discuss: Charles Bolton, Poor Whites of the Antebellum South; *Michelle Gillespie, "To Harden a Lady's Hand: Gender Politics, Racial Realities, and Women Milworkers in Antebellum Georgia," in Neither Lady nor Slave: Working Women of the Old South, Edited by Susanna Delfino and Michel Gillespie.

Suggested Readings: Steven Hahn, The Roots of Southern Populism; Lacy Ford, The Origins of Southern Radicalism; Eugene D. Genovese, "Yeomen Farmers in a Slaveholders' Democracy," in Elizabeth Fox-Genovese and Eugene D. Genovese, Fruits of Merchant Capital; Stephanie McCurry, Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country; Bell Irwin Wiley, The Plain People of the Confederacy; Frank Owsley, Plain Folk of the Old South; John Inscoe, Mountain Masters, Slavery, and the Sectional Crisis in Western North Carolina; Forrest McDonald and Grady McWhiney, "The Antebellum Southern Herdsman: A Reinterpretation," in Journal of Southern History, XLI (May, 1975); Carl Degler, The Other South: Southern Dissenters in the Nineteenth Century; William Kauffman Scarborough, The Overseer: Plantation Management in the Old South; Bell Irwin Wiley, The Plain People of the Confederacy

February 17: Optional meeting with Professor Gillespie at Wake Forest to discuss her article. We will meet Professor Gillespie at 1 p.m. Professor Gillespie has mentioned the following titles as work that informed her "To Harden

a Lady's Hand.” Feel free to consult the following readings: Ava Baron's introduction in Ava Baron, ed. Work Engendered: Toward a new History of American Labor (1991); Joan Scott's essay, Gender as a Useful Category of Historical Analysis (1988); Claudia Goldin, Urban Slavery in the American South, 1820-1860: A Quantitative History (1976) and the article she wrote with Kenneth Sokoloff, Women, Children and Industrialization in the Early Republic: Evidence from the Manufacturing Census, Journal of Economic History 42 (Dec.): 741-74; Lee Ann Whites, The Civil War as a Crisis in Gender: Augusta, Georgia, 1860-1890; Stephanie McCurry, Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country

Comparing the North and South
February 23

Discuss: Mark Smith, Listening to Nineteenth-Century America

Suggested Readings: James Oakes, Slavery and Freedom: An Interpretation of the Old South; Mark M. Smith, Mastered by the Clock; Raimondo Luraghi, The Rise and Fall of the Plantation South; Gavin Wright, The Political Economy of the Cotton South; Edward Pessen, “How Different From Each Other Were the Antebellum North and South?” American Historical Review LXXXV (December, 1980); Harold D. Woodman, “The Old South: Global and Local Perspectives on Power, Politics, and Ideology,” Civil War History, XXV (December 1979); C. Van Woodward, The Burden of Southern History; William R. Taylor, Cavalier and Yankee: The South and American National Character; John McCardell, The Growth of Southern Nationalism; Carl Degler, “Thesis, Antithesis, Synthesis: The South, the North, and the Nation,” in The Journal of Southern History 53 (February 1987)

Blackboard Discussion Threads (I would prefer that students engage at least two lines of discussion and that you offer more than one post for each thread)

- 1) Is “sensory history” a legitimate approach to understand the past?
- 2) How could “sensory” history be employed in interpretive presentations (both static exhibits
- 3) Was the Old South different from the North and the rest of the bourgeois world?

The South at War
March 2

Discuss: Drew Gilpin Faust, The Creation of Confederate Nationalism; Eugene D. Genovese, A Consuming Fire: The Fall of the Confederacy in the Mind of the White Christian South and *Bertram Wyatt-Brown, "Death of a Nation" in The Shaping of Southern Culture

Suggested Readings: Georgia Lee Tatuam, Disloyalty in the Confederacy; George Rable, A Confederate Republic; Anne Sarah Rubin, A Shattered Nation; Emory Thomas, The Confederate Nation; William W. Freehling, The South vs. The South; Gary W. Gallagher, Confederate War; Marc Kruman, "Dissent in the Confederacy, The North Carolina Experience," Civil War History (December 1981); Paul D. Escott, After Secession: Jefferson Davis and the Failure of the Confederate Nationalism; Richard Beringer, et. al. Why the South Lost; William Blair, Virginia's Private War; James McPherson, "Why Did the Confederacy Lose?" in Drawn with the Sword; Wayne Durrill, War of Another Kind; Charles Ramsdell, Behind the Lines of the Southern Confederacy; Stephen Ash, When the Yankees Came: Conflict and Chaos in the Occupied South, 1861-1861; Mary DeCredico, Patriotism for Profit: Georgia's Urban Entrepreneurs and the Confederate War Effort; Clarence Mohr, On the Threshold of Freedom: Masters and Slaves in Civil War Georgia; Mark Grimsley, The Hard Hand of War: Union Military Policy toward Southern Civilians; James Marten, Texas Divided: Loyalty and Dissent in the Lone Star State

Written Assignment: Based upon the March 2 readings, explore the ideological, psychological, political, and class tensions that existed within the Confederacy. Did the war reveal irreconcilable contradictions in the make-up of the Old South? Your interpretive essay should integrate the work of Faust, Genovese, and Wyatt-Brown.

Book Review (350 to 500 words; Post on Blackboard) : Please critique two reviews of Faust's The Creation of Confederate Nationalism. (Give the full citation for the reviews on your post). In what ways do the reviewers buttress or dispute your interpretations of Faust

Historiographical Assignment (350 to 500 words; Post on Blackboard): Pick a book from the suggested readings list and explain the historiographical relationship with any or all three of the readings for this week.

Spring Break
March 9

Reconstruction
March 16

Discuss: Lawrence Powell, New Masters: Northern Planters During the Civil War and Reconstruction; Harold Woodman, "Sequel to Slavery: The New History Views of the Postbellum South," Journal of Southern History (November 1977) J-Store

Suggested Readings: Eric Foner, Reconstruction and Nothing But Freedom; David Blight, Race and Reunion; William Blair, Cities of Dead; Jonathan M. Wiener, "Planter Persistence and Social Change: Alabama, 1850-1870" Journal of Interdisciplinary History (Autumn 1976); Harold D. Woodman, King Cotton & His Retainers, Financing & Marketing the Cotton Crop of the South, 1800-1925; W. Scott Poole. Never Surrender: Confederate Memory and Conservatism in the South Carolina; Gaines Foster Ghosts of the Confederacy; Charles Reagan Wilson, Baptized in Blood; Lynda Morgan, Emancipation in Virginia's Tobacco Belt; Michael Wayne, The Reshaping of Plantation Society, The Natchez District; Stephen Ash, Middle Tennessee Transformed; Jonathan Bryant, How a Curious a Land: Conflict and Change in Greene County, Georgia; Leon Litwack, Been in the Storm so Long: The Aftermath of Slavery; Willie Lee Rose, Rehearsal for Reconstruction; Michael W. Fitzgerald, The Union League Movement in the Deep South;

The New South March 23

Discuss: *Bethany L. Johnson, "C. Vann Woodward and the Reconstruction of the New South," *James Tice Morre, "Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870-1900," and "The Historical Context for 'Redeemers Reconsidered,'" and *C. Vann Woodward, "Origin of Origins," in Origins of the New South: Fifty Years Later ; Jonathan Weiner, "Class Struggle and Economic Development in the American South, 1865-1950," American Historical Review (1979) and Woodman's response J-Store

Suggested Readings: Edward Ayers, The Promise of the New South; David Blight, Race and Reunion; Heather Cox Richardson, The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865—1901; Roger Ransom and Richard Sutch, One Kind of Freedom: The Economic Consequences of Emancipation; Julie Saville, The Work of Reconstruction: From Slave Wage Laborer in South Carolina; Harold Woodman, "How New Was the New South?" Agricultural History 58 (October 1984); Thavolia Glymph and John J. Kushma, Essays on the Postbellum Southern Economy; Joel Williamson, The Crucible of Race: Black-White Relations in the American South; Jay R. Mandle, Not Slave, Not Free: The African American Economic Experience since the Civil War; Charles J. Holden, In the Great Maelstrom: Conservatives in Post-Civil War South Carolina; Sarah Gardner, Blood & Irony: Southern White Women's Narratives of the Civil War, 1861-1937

Written Assignment (750 to 1,000 words): Based upon your reading for March 16 and March 23, please make a case as to whether the New South was a revolutionary child of the Civil War or a clone of the Old South. Your interpretations should reference and incorporate both the continuity and discontinuity camps represented in your readings. (Groups A, B, and C will complete)

Black Protest in the Post-Civil War South
March 30

Discuss: Steven Hahn, A Nation Under our Feet: Black Political Struggles in the rural South from Slavery to the Great Migration

Blackboard Discussion Threads

- 1) **Is Hahn's narrative of black political protest one of possibilities and hope or is it a story of predictable outcomes and despair?**

Southern Progressivism
April 6

Discuss: William Link, The Paradox of Southern Progressivism

No class
April 13 and April 20

Southern Identity and the Twentieth Century
April 27

Discuss: Fitz Brundage, The Southern Past: A Clash of Race and Memory

Final Papers Due on April 27.