

HI 849: RACE, REGION, DISUNION, AND REUNION IN US HISTORIOGRAPHY
FALL 2014

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Office Hours: Mondays, 3-4; Wednesdays, 11-12 and 1:30-2:30; and by appointment

This class provides a historiographic examination of several central threads in nineteenth (and early twentieth) century US history, covering the period from about 1830 to 1910. Although we do not consider all of the central historical problems in the “middle period” of US history, we do tackle some of the critical themes of race, region, disunion, and reunion, with the goal of familiarizing students with a number of historical interpretations of issues such as plantation slavery; abolition; the secession crisis; war and Reconstruction; and southern life and race relations after Reconstruction. Most importantly, our focus will be on scholars’ interpretations and historians’ debates, not on a narrative accounting of the events in this historical era.

ASSIGNMENTS

Students will be required to write two, 4-6 page book reviews in which you will make one book the main focus of your review but include at least two other readings as part of the discussion. **YOUR BOOK REVIEW IS DUE IN CLASS ON THE DATE WHEN THE MAIN BOOK BEING REVIEWED IS DISCUSSED.** The syllabus indicates the **LAST DATE** on which the first and second book reviews can be submitted. A final paper, 12-15 pages in length, will be due at the end of the semester. You will receive further instructions about this paper in class.

In addition to the above, each student will also do two oral presentations. The first entails leading off the discussion for one of the sessions below. There are no strict guidelines to follow for this. Rather, you should select one or two of the readings within one of the weekly assignments and highlight points or a line of interpretation that seemed significant, perhaps bringing in a comparative framework with something else we have read, perhaps highlighting specific passages in the readings that seem to merit further discussion, and/or perhaps raising questions about evidence. You will also be responsible for posing some questions for the general discussion. Students will sign up for these presentations at our first class meeting.

All students will also do a second oral presentation, on their final paper topics, at the very last class meeting.

Finally, in light of the seminar style of this class, all students are responsible for making timely and thoughtful contributions to the class discussion. Along these lines, you should not only read all the assigned readings, but also make observations and comments that

you can share with the class. Students are also encouraged to make postings to the “Discussion Board” on the course website as a way to signal questions or comments about the readings. For students who might be reluctant about speaking up in class, this would be a particularly useful way to contribute to our discussions.

Students are allowed no more than one unexcused absence over the course of the semester.

Course website: The course website is on the Blackboard Learn system. To access this site, students must have a BU ACS account. Students should go to the Blackboard home page at <https://learn.bu.edu/webapps/portal/frameset.jsp> and then click on the link for HI 849 under the “My Courses” section.

CLASS SCHEDULE:

(*) Denotes book which can be purchased or held on reserve in Mugar
(#) Denotes article or selection to be found on course website (also look at the separate sections, in the case of some books, that contain footnotes)

I. Sept. 8: Slavery and the South

(*) Eugene Genovese, *Roll Jordan Roll*, pp 1-97, 123-324
(*) James Oakes, *The Ruling Race*, pp 3-150

II. Sept. 15: Slavery and the South

(#) Elizabeth Fox-Genovese, *Within the Plantation Household*, pp 100-145; 192-241
(*) Walter Johnson, *Soul by Soul*, pp 1-134

There is also an optional reading, posted on the website, from Fox-Genovese’s book, the chapter entitled “Southern Women, Southern Households”. Students are encouraged to review these pages, not necessarily reading for details, but to glean the central argument.

III. Sept. 22: Anti-Slavery

(#) Elizabeth Clark, “The Sacred Rights of the Weak: Pain, Sympathy and the Culture of Individual Rights in Antebellum America,” in *Journal of American History* 82 (September 1995), 463-493
(#) David Roediger, *The Wages of Whiteness*, pp 43-114
(#) Daniel Feller, “A Brother in Arms: Benjamin Tappan and the Antislavery Democracy,” *Journal of American History* 88 (June, 2001), 48-74
(#) Carol Lasser, “Voyeuristic Abolitionism: Sex, Gender, and the Transformation of Antislavery Rhetoric,” *Journal of the Early Republic* 28 (Spring, 2008), 83-114

(#) Manisha Sinha, "To 'Cast Just Obliquely' on Oppressors: Black Radicalism in the Age of Revolution," *The William and Mary Quarterly* 64 (January 2007), 149-160

IV. Sept. 29: Secession Crisis

(*) Eric Foner, *Free Soil, Free Labor, Free Men*, new intro; old intro; ch. 1-3; ch. 8-9

(*) Stephanie McCurry, *Masters of Small Worlds*, pp. 5-129; 208-304

V. Oct. 6: Civil War: Confederate

(*) Stephanie McCurry, *Confederate Reckoning*, 85-309

(#) Gary Gallagher, *The Confederate War*, 17-59, 63-111

VI. Oct. 14 (TUES): Civil War: Union

(No classes on Monday October 13)

(*) James Oakes, *Freedom National: The Destruction of Slavery in the United States*, ix-xxiv, 192-392

(*) Gary Gallagher, *The Union War*, pp. 1-118

LAST DAY FOR FIRST BOOK REVIEW

VII. Oct. 20: Other Perspectives on the Civil War Era

(*) Drew Faust, *This Republic of Suffering*, xi-101

(#) Sven Beckert, "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War", *American Historical Review* (December 2004)

(#) Steven Hahn, "Slave Emancipation, Indian Peoples, and the Projects of a New American Nation State," in *The Journal of the Civil War Era* 3 (September 2013), 307-330.

VIII. Oct. 27: Reconstruction

(*) Eric Foner, *A Short History of Reconstruction*, xi-15; 35-198

(#) Heather Cox Richardson, *West from Appomattox*, 1-77

IX. Nov. 3: Reconciliation and Civil War Memory

(*) David Blight, *Race and Reunion*, 140-210; 300-337

- (#) Caroline Janney, *Remembering the Civil War*, 160-231
(#) Nina Silber, *Romance of Reunion*, 66-123, 159-196

X. Nov. 10: New South?

- (#) C. Vann Woodward, *Origins of the New South*, pp 1-22, 51-74, 142-234
(Please note that the pages on Blackboard for Woodward's book exceed what is indicated on the syllabus.)
(*) Natalie Ring, *The Problem South*, 1-57, 95-174

XI. Nov. 17: Jim Crow

- (*) Joel Williamson, *A Rage for Order*, pp 3-151 (shorten)
(*) Glenda Gilmore, *Gender and Jim Crow*, 31-175

XII. Nov. 24: Rethinking Race

- (*) Matthew Jacobson, *Whiteness of A Different Color*, pp 1-90; 138-170; 203-222
(#) Matthew Guterl, *The Color of Race*, pp 1-67
(#) Barbara Fields, "Ideology and Race in American History," in J. Morgan Kousser and James McPherson, eds., *Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward*

LAST DAY FOR SECOND BOOK REVIEW

XIII. Dec. 1: Reunion and Empire

- (#) Kristin Hoganson, *Fighting for American Manhood*, pp 1-67; 107-132, 133-155
(The file identified as "Hoganson II" contains pages 133-155 and footnotes.)
(*) Eric Love, *Race over Empire*, xi-26, 73-200

XIV. Dec. 8: WRAP-UP

We will take stock of themes and questions raised over the course of the semester and students will give presentations on their final papers.

THE FINAL PAPER WILL BE DUE ON MONDAY DEC. 15