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History 526 Old South to New South

Objectives:

This is a seminar course that provides an overview of the South as a modern slave society, the challenges it confronted during the Civil War, and its radical transformation into a society grounded in the social relations of free labor capitalism. By the end of the semester you should be able to do the following:

- Explain the Old South's evolution into a modern slave society.
- Define the various strategies that slaves employed to resist the authority of the master class.
- Understand how the Civil War initiated a revolution that forever altered the South's political economy.
- Understand how white Southerners and the nation as a whole came to terms with disunion and Confederate military defeat.
- Write an analytical critique.

Evaluation:

Participation 40%
Quizzes 20%
Response Papers 40%

Attendance Policy:

Faithful attendance is essential. You are allowed one excused absence. **If you miss more than three classes, 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.**

Participation (40%)

This assessment will be based on three criteria:

13) This is a seminar, not a lecture course. 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.

14) 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.

Response Papers (40%)

You will write a **two-page response paper** every week. Each assignment should be typed and double spaced. Please use a reasonable sized font (11 or 12) and margins. You will treat these short papers as analytical reviews of the week's assigned monograph. It is essential that you dissect the argument of the book and the major interpretive themes that support the author's thesis. **Do not merely summarize the content of the book.**

Texts

Berlin, Many Thousands Gone
Frye and Wood, Come Shouting to Zion
Faust, James Henry Hammond
Dew Apostles of Disunion
Campbell, When Sherman Marched North
Foner, Nothing But Freedom
Blight, Race and Reunion
Singal, The War Within

Faulkner, Absalom, Absalom

All texts are available at the bookstore.

Class Schedule

August 19 Introduction

August 24 and 26 Slavery in the Americas

Discuss: Berlin, Many Thousands Gone: August 24 (1-92) Quiz; August 26 (93-215) Quiz.

August 31 and September 2 Slavery in the Americas continued

Discuss: Berlin, Many Thousands Gone August 31 (219-289) Quiz; September 2 (290-365) Quiz.

September 7 and 9 Slave Religion

Discuss: Frye and Wood, Come Shouting to Zion (**Two-to three-page response paper due September 7**)

September 14 and 16 The Mind of the Master Class

Discuss: Faust, James Henry Hammond (**Two-to three-page response paper due September 14**)

September 21 and 23 Women of the Old South

Discuss: McCurry, "Producing Dependence: Women, Work, and Yeoman Households in Low-Country South Carolina" (**Quiz on September 21**)

Discuss: Gillespie, "To Harden a Lady's Hand: Gender Politics, Racial Realities, and Women Millworkers in Antebellum Georgia" (**Quiz on September 23**)

September 28 and 30 Architecture and landscapes of the Old South

September 30 Tour Blandwood

October 5 and 7 Secession

Discuss: Dew Apostles of Disunion (**Two-to three-page response paper due October 5**)

October 12 and 14 Confederate Women at War

Discuss: Campbell, When Sherman Marched North (**Two- to three-page response paper due October 12**)

October 19 and 21 Confederate Men at War

Discuss: Faust, "The Meaning of Revivalism in the Confederate Army," (Quiz on October 21)

October 26 and 28 A Revolution?

Discuss: Foner, Nothing But Freedom (Two- to three-page response paper due October 26)

November 2 and 4 Week Off

November 9 and 11 Remembering the Civil War

Discuss: Blight, Race and Reunion (Two- to three-page response paper due November 9)

November 16 and 18 Victorianism and the New South

Discuss: Singal, The War Within (Two- to three-page response paper due on November 16)

November 23 Thanksgiving Break

November 30 and December 2 Faulkner's South

Discuss: Faulkner, Absalom, Absalom (Two- to three-page response paper due on November 30)