



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME – 2008 Full Year**

**HIST 404: A TOPIC IN THE HISTORY OF THE UNITED STATES CRN 1960**

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**Seminar:** Wednesdays, 2:10-4:00, 406 OK  
**Office Hours:** Tuesdays, 3:10-5:00, 415 OK

This course will be conducted as a research seminar drawing upon the digitalised and microfilmed primary sources available to document the history of the Southern United States. It will draw upon the fields of social, political and cultural history to acquaint the students with the historiography of the specific region with a focus on the period from the 1800 to 2000. The course will make use of the massive ‘virtual’ archive of primary sources now available through the internet which will shape the topics and themes to be covered each year in addition to the issues that have emerged in the historiography which is also plentiful and expanding.

Region, Culture, Power & Society will focus on Southern history which has a substantial and sustained historiography (and historical debates) as well as plentiful digitalised sources for the 19th century but also for specialised topics in the 20<sup>th</sup> century. The course will initially focus on the themes of race, gender, class and culture as those have evolved from the colonial period to the recent past, but each of you can shape the rest of the course through the topics

you choose. Each of you will be expected to take responsibility for a presentation dealing with a specific topic for one of the topics in a bi-weekly seminar, develop and complete a research project that makes use of the best available primary sources and discusses the historiography for that topic which should address an issue of significance in the historiography and that occurred prior to 1990 to make sure that there’s a substantial body of secondary sources..

You should think about making use of ‘virtual’ archives like those listed later in the course outline for your research essay. Your research proposal must include brief annotations of the primary and secondary sources. Your historiographical essay addresses the debates within the specific historiography about your topic and the research essay address the extent to which you have demonstrated, challenged or added to the existing scholarship.

**The History Programme expects 400 level courses to:**

1. Introduce you to more complex historiographical debates and develop your understanding of the evolution of the historical discipline, and, in this case, of the historiography about the U.S. South;
2. Improve your understanding of theory and ability to use appropriate methods, primary evidence, theoretical models and historiography;
3. Give you the experience of independent, self-directed work, including the formulating and defining of problems and areas of debate;

4. Improve your skills in seminar presentation and verbal debate;
5. Give you additional experience in locating and analysing primary materials including virtual archives, published sources, and databases;
6. Improve your writing skills to a level suitable for a professional audience and for publication; and
7. Prepare you for more advanced historical and other kinds of intensive research.

**HIST404 will ensure that you are able to:**

- learn about the historical development of the U.S. South with a specific focus on its gender, class and racial relationships;
- critically engage with the extensive historiography in Southern History; and
- develop your research, writing and analytical skills creatively using available sources of evidence at the VUW Library, the National Library, Parliamentary Library and the Virtual Archives on the Internet.
- Discuss and debate your research findings and your interpretation of the required readings.

**The topics that may be examined in the initial phase of Hist404 are:**

1. Slavery and the Plantation South
2. Masculinity and Femininity in the ‘Old South’
3. White, Black, Brown and Red: The Dynamics of Southern Identity
4. Abolitionism and Pro-Slavery Ideology
5. Civil War
6. Reconstruction
7. Race, Class and Gender in the New South
8. Disfranchisement, Segregation and Resistance
9. The Depression, the New Deal and the Decline of the Plantation System
10. The Civil Rights Movement and Southern Transformation
11. The Sunbelt, Suburban Warriors and the Disappearing ‘South’

For useful guidance to any of these or other topics in Southern history, you can consult the following volumes in *The New Encyclopedia of Southern Culture – Foodways* edited by John T. Edge, *Ethnicity* edited by Celeste Ray, *History* edited by Charles Reagan Wilson, *Myths, Manners and Memory* edited by Charles Reagan Wilson, or *Religion* edited by Samuel S. Hill. You can also consult the *Encyclopedia of Southern Culture* edited by Charles

Reagan Wilson & William Ferris, the *Encyclopedia of Southern History* edited by David C. Roller and others, and, *The Encyclopedia of Religion in the South* edited by Samuel S. Hill and Charles Lippy. These will have essays about specific topics plus bibliographies for further research on the topic giving you broad general knowledge and a starting point for further research. For additional guidance, use the Library catalogue, searching under the subject Southern States, for books in Southern history.

**ASSESSMENT:**

- 1) Historiographical Essay, 25% (2500 words), due **Monday, 26 May**, submitted in electronic form and posted onto File Exchange in Hist404 Blackboard.
- 2) **Research Proposal, 25% (2500 words)**, due in draft form on file Exchange in Blackboard by **Monday, 7 July; due in final form on 11 August** discussing your research questions, the historiography, the evidence, and the methods you’ll use to analyse the evidence to be posted onto File Exchange on the Hist404 Blackboard website & submitted in an electronic version via e-mail to me.
- 3) Research Essay, 50%, (5000 words); Due in draft form on **11<sup>th</sup> September**, posted on File Exchange(5%) and submitted electronically to Dolores Janiewski; and due in Final Form on, **15<sup>th</sup> October (45%)**, submitted in both electronic & hardcopy to Dolores Janiewski.

**Be sure to keep a copy of any work submitted. When posting onto File Exchange or sending an electronic copy via e-mail, name your file with your last name + HIST 404 + type of assignment so that it’s easy to keep track of these files without having to open them to find out the name of author & the type of assignment.**

**MANDATORY COURSE REQUIREMENTS:**

The Faculty of Humanities and Social Sciences suggests that students should spend an average of 12 hours a week for a Full Year, 400-level course.

1. To gain a pass in this course each student must:

- a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work below); and
- b) Attend at least 75% of the seminars
- c) Make a presentation to a seminar on an assigned topic during the first part of the course
- d) Present your Research Design in a Seminar
- e) Present your research findings in a Seminar
- f) Provide useful commentary, critique and suggestions to other students about their research

Faculty guidelines require you to attend 75% of seminars scheduled for Hist404 without penalty. Extra absences will result in a student failing to meet the Mandatory Requirements, except in cases of exceptional circumstance. An example of an exceptional circumstance would be SERIOUS illness supported by a letter from a medical practitioner. There is no provision in this course for 'make-ups' to compensate for additional absences except under those circumstances. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences. Attendance means active participation including those Seminars where other Students' work is being presented. Come prepared, having read the materials posted onto File Exchange, and able to make useful comments and suggestions in regards to other people's work.

#### **PENALTIES FOR LATE SUBMISSION OF WORK:**

The assignments must be handed in by the due date. Extensions will be granted only in exceptional circumstances as described above prior to the deadline. Please note that lack of organization, word-processing failures and other work demands are not 'good reasons'. If you have a clash of submission dates, there is provision to negotiate your deadline but this must be done prior to the deadline. You should consider your submission dates at the outset of the course. Late submission of work without permission will be penalised by deduction. It is the History Programme's policy that late papers, except those granted extensions owing to a very serious reason, will be subject to a penalty of 5% for the first day late, and 2% thereafter for a maximum of 8 days. Thereafter work can be accepted for mandatory course requirements but will not be marked.

The **FINAL DATE** on which any written work can be accepted in this course is **FRIDAY 31 OCTOBER 2008**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of History, and will only be granted for serious medical reasons (supported by a medical certificate), or in the case of serious personal crisis.

#### **AEGROTATS:**

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of this course the starting point for this period is **Monday 15 September 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

#### **ACADEMIC INTEGRITY AND PLAGIARISM :**

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

#### **GENERAL UNIVERSITY POLICIES AND STATUTES:**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

#### **EXPECTED WORKLOAD:**

15 Hours Per Week, with 3 hours preparation time for each Seminar, 2 hours for the Seminar, and the additional 10 Weeks spent on developing your research project. During the weeks when there are no seminars the time should be spent on the research project beginning with the historiography, then the Research Proposal, and the Research Essay.

#### **READINGS**

Seminar Readings will be read to be picked up the Thursday in the week preceding each Seminar or will be available on Blackboard in the Assignment Section. Student Work to be presented should be posted onto File Exchange in the Hist404 Blackboard website. All students are expected to read these individual student presentations as a part of the Seminar Reading.

#### **ADDITIONAL INFORMATION ABOUT THE COURSE**

Additional information about Hist404 will be discussed in the Seminar, Posted onto the Hist404 Blackboard website and sent out via e-mail. If you are not using your student e-mail, please place a forwarding from your student account to the e-mail account you are using so that you can be contacted via the Blackboard e-mail system.

## Details on Written Work Required for HIST404:

### **Historiographical Essay (2500 words), 25% Due 26 May; Posted onto File Exchange and transmitted electronically to Dolores Janiewski:**

Follow the examples of reviews of historiography/scholarship in *Journal of Southern History* or *Reviews in American History*. You can easily find such examples in JStor by using the Advanced search, clicking on Review and on History Journals. **Arrange a meeting with Dolores Janiewski in early May to confirm your choice of books and articles.** The essay should compare the different authors' interpretations, including their central theses, evidence, causation, and theories pointing to the strengths and weaknesses of each interpretation, and identifying gaps in the scholarship. You should cite each source when referring to it, using the correct footnote/endnote format, and provide a complete bibliography. You should include a discussion of the connections between the existing historiography and your research as a part of your presentation of your Research Design.

There should be at least **7-10** historical interpretations including at least **4** monographs but the other **3-5** minimal sources can be articles published in historical journals such as the *Journal of Southern History*, the *Journal of American History*, or *Civil War History* which are properly referenced using footnotes or endnotes. Whether books or articles, your selections must be written by **historians** and published by **academic presses or appear in historical journals**. You cannot use review articles as your historiographical choices although you can read them and add them to your bibliography. Your interpretation must be yours, rather than relying on what other historians have said about the books and articles.

### **Research Proposal (2500 words) 25%, Due 11 August and in Draft form on File Exchange by 7 July:**

Your proposal should outline your research question(s), and your tentative answer(s)/thesis, discuss the relationship to the existing historiography, justify the choice of the primary sources to be analysed and explain why those are appropriate to answer the question(s), discuss the method(s) to be used to analyse the primary sources, and include an annotated bibliography divided into historiography (secondary sources) and evidence (the primary sources) **Discuss possible primary sources,**

**methods and your research questions via e-mail in June when I'll be away at a conference and research in the U.S..** If you want to cite reference works such as the *Encyclopedia of Southern History*, these should be placed in a third section called either Reference Works or Tertiary Sources. The Individual items in your bibliography should be annotated by providing a brief description of the major argument of the each author. **Pay attention to how each author uses evidence, methods, and kinds of evidence to develop your own specific research design.**

### **Research Essay (5000 words), 50%; draft due 11 September; Final Version due 15 October:**

The research essay should 1) open with an interesting introduction that explains the importance of your topic and the research question(s) your essay will answer; 2) discuss the scholarship (this can be a briefer version of your historiographical essay) and how your research results relate to the scholarship (proving, disproving or going in another direction); 3) present your analysis of the primary sources, carefully citing and quoting (as appropriate) your evidence in the main body of the essay; 4) discuss and justify your answer to the research question(s); and 5) conclude with an assessment of how your research has contributed to the scholarship; followed by 6) a bibliography divided between primary & secondary sources.

### **Seminar Presentations for the First Part of the course:**

Each Student will choose or be assigned a specific topic; Prior to the Seminar read and analyse a specific book related to the subject of the Seminar and post your historiographical analysis onto File Exchange in the Hist404 Blackboard website on the Monday of the week in which your Seminar will occur.

What follows is a list of suggested readings to select for your Seminar Presentations and your Historiographical essays. Go beyond this list and also be sure to use the Databases, particularly JStor, to find appropriate articles.

I have some of these books in my own collection, so, if you can't find it in the Library or the National Library, check with me. Also check with me to see which are the most significant. Be aware of looking at dates of publication in *Southern History*. Many changes in interpretation have occurred over the

years and there was a major change in the 1960s and 1970s. The early 20<sup>th</sup> century school was called the ‘Dunning School’ and wrote upon the assumption that African Americans – ‘the negro’ were inferior and hence that the extension of equal rights was doomed to be a failure.

### **Slavery and Plantation South**

Isaac, *The Transformation of Virginia*

Onuff, *Jeffersonian Legacies*

Genovese, *Roll, Jordan Roll*

Stampp, *The Peculiar Institution*

Oakes, *The Ruling Race*

Jordan, *White over Black*

Robertson, *Denmark Vesey*

Jewett and Allen, *Slavery in the South*

Morgan, *American Freedom, American Slavery*

Kennedy, *Mr. Jefferson’s Lost Cause: Land, Farmers, Slavery and the Louisiana Purchase*

Ashworth, *Slavery Capitalism and Politics in the Antebellum Republic*

*Africans in Colonial Louisiana: the Development of Afro-Creole*

*Culture in the Eighteenth Century*

Berlin, *Generations of Captivity*

### **Masculinity and Femininity in the ‘Old South’:**

Wyatt-Brown, *Southern Honor*

White, *Ar’n’t I a Woman? Female Slaves in the Plantation South, 2nd ed.*

Fox-Genovese, *Within the Plantation Household*

Lewis and Onuf, *Sally Hemmings and Thomas Jefferson*

Lewis, *Pursuit of Happiness: Family and Values in Jefferson’s Virginia*

Perdue, *Cherokee Women*

Clinton, *Plantation Mistress*

Block, *Rape & Sexual Power in Early America*

### **Black, White and Red**

Usner, *Indians, Settlers, and Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley before 1783*

Kupperman, *Indians and English*

Brundage, *The Southern Past*

White, *Roots of Dependency*

Frederickson, *White Supremacy: A Comparative Study of American and South African History*

Perdue, *Slavery and the Evolution of Cherokee Society*

McCurry, *Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country*

Onuf, *Jefferson’s Empire: the Language of American Nationhood*

Lewis, *Pursuit of Happiness: Family and Values in Jefferson’s Virginia*

Jones, *Labor of Love, Labor of Sorrow*

Kolchin, *Sphinx on the American Land*

Boles, *Black Southerners*

Oliphant, *Peace and War on the Anglo-Cherokee*

*Frontier*

Gabriel, *Elias Budinot*

Hadden, *Slave Patrols*

Filler and Guttman, *The Removal of the Cherokee Indians*

Saunt, *A New Order of Things*

White, *Roots of Dependency*

Berlin, *Remembering Slavery*

Creel, *A Peculiar People*

Joyner, *Down by the Riverside*

Franklin, *In Search of the Promised Land*

Kelley, *To Make Our World Anew*

Wallace, *Jefferson and the Indians*

Oliphant, *Peace and War on the Anglo-Cherokee*

*Frontier*

### **Abolitionism and Pro-Slavery Ideology**

Genovese, *The World the Slaveholders Made*

Tate, *Conservatism and Southern Intellectuals, 1789-1861: Liberty, Tradition, and the Good Society.*

Oakes, *Slavery and Freedom: An Interpretation of the Old South*

Greenberg, *Masters and Statesmen: The Political Culture of American Slavery*

Faust, *A Sacred Circle*

Fox-Genovese and Genovese, *Mind of the master Class*

O’Brien, *Conjectures of Order*

**Civil War**

Robinson, *Bitter Fruits of Bondage*  
Rubin, *Shattered nation: The Rise and Fall of the Confederacy*  
Escott, *After Secession*  
Dew, *Apostles of Disunion*  
Faust, *Mothers of Invention:*  
Faust, *The Creation of Confederate Nationalism*  
Goldfield, *Still Fighting the Civil War*  
Clinton, *Other Civil War*  
Clinton, *Divided Houses*  
Nudelman, *John Brown's body*  
Huddleston, *Killing Ground*  
Hess, *Liberty, Virtue and Progress*  
Blight, *Race and Reunion*  
Vinovkis, *Toward a Social History of the Civil War*  
Shaffer, *After the Glory*  
Rable, *Civil Wars*  
Giesberg, *Civil War Sisterhood*

**Reconstruction:**

Trelease, *White Terror*  
Roark, *Masters Without Slaves: Southern Planters in the Civil War and Reconstruction*  
Kousser and McPherson, *Region, Race, and Reconstruction*  
Foner, *Reconstruction*  
Perman, *Reunion without Compromise*  
McKittrick, *Andrew Johnson and Reconstruction*  
Woodward, *Reunion and Reaction*  
Stampp, *Era of Reconstruction*  
Olsen, *Reconstruction and Redemption in the South*  
Ransom and Sutch, *One Kind of Freedom*

**Race, Class and Gender in the New South:**

Woodward, *Origins of the New South*  
Ayers, *Promise of the New South*  
Janiewski, *Sisterhood Denied*  
Carlton, *Mill and Town in South Carolina*

Ayers, *The Promise of the New South: Life after Reconstruction*  
Goodwyn, *Democratic Promise*  
Goodwyn, *Populist Moment*  
Palmer, *Man over Money*  
Jones, *Labor of Love, Labor of Sorrow*  
Wright, *Old South, New South*  
Cobb, *Industrialization and Southern Society*  
Green, *Southern Strategies*  
Wheeler, *New Women in the New South*  
Smith, *How Race is made*  
Clayton, *The Savage ideal*  
Williamson, *Crucible of Race*  
Wheeler, *Votes for Women*  
\_\_\_\_\_ *One Woman, One Vote*  
Scott, *The Southern Lady*  
\_\_\_\_\_ *Making the Invisible Woman Visible*

**Disfranchisement, Segregation and Resistance**

Hahn, *A Nation Under our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*  
Fredrickson, *Black Image in the White Mind*  
Kousser, *The Shaping of Southern Politics*  
Degler, *The Other South*  
Woodward, *Strange Career of Jim Crow*  
Mandle, *Roots of Black Poverty*  
Kelley, *To Make Our World Anew*  
Cobb, *Away Down South*  
Tindall, *Emergence of the New South*  
Singal, *War Within*  
Daniel, Pete *The Shadow of Slavery*  
Fredrickson, *White Supremacy*  
Hewitt and Lebsack, *Visible Women*  
Blee, *Women of the Klan*

**The Depression, the New Deal and the Decline of the Plantation System**

Brattain, *The Politics of Whiteness: Depression, the New Deal and the Decline of the Plantation System*

Carlton and Coclanis, *Confronting Southern Poverty in the Great Depression*  
Sitkoff, *A New Deal for Blacks: The Emergence of Civil Rights as a National Issue*  
Cobb, *The New Deal and the South*  
Kelley, *Hammer and Hoe*  
\_\_\_\_\_, *Race Rebels*  
Painter, *Narrative of Hosea Hudson*  
Cobb, *Selling the South*  
Clayton and Salmond, *The South is Another Land*  
Hall, *Like a Family: The Making of a Southern Cotton Mill world*

### **The Civil Rights Movement and Southern Transformation**

Borstelmann, *The Cold War and the Color Line*  
Greene, *Our Separate Ways: Women and the Black Freedom Movement in Durham, North Carolina*  
Honey, *Southern Labor and Black Civil Rights*  
Chappell, *Inside Agitators: Southern Whites and the Civil Rights Movement*  
Chafe, *Civilities and Civil Rights*  
Payne, *I've Got the Light of Freedom:*  
Korstad, *Civil Rights Unionism*  
Arsenault, *Freedom Riders*  
Chappell, *A Stone of Hope*  
Crosby, *A Little Taste of Freedom*  
Tyson, *Radio Free Dixie*  
Ward, *Radio and the Struggle for Civil Rights in the South*  
McAdam, *Freedom Summer*  
Lawson, *Running for Freedom*  
Carson, *In Struggle*

### **The Sunbelt, Suburban Warriors and the Disappearing 'South'**

Carter, *From George Wallace to Newt Gingrich*  
Carter, *The Politics of Rage*  
Feldman, *Politics and Religion in the White South*  
Kell and Camp, *In the Name of the Father: Lassiter, The Silent Majority: Suburban Politics in the Sunbelt South*  
Kruse, *White Flight: Atlanta and the Making of Modern Conservatism*  
Harding, *The Book of Jerry Falwell*  
Black and Black, *Rise of Southern Republicans*

-----Politics and Society in the South  
Davidson and Grofman, *Quiet Revolution*  
Lindsey and Silk, *Religion and Public Life*

### **Newspaper Primary Sources:**

Proquest Historical Newspapers

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Proquest Historical Newspapers

*Washington Post* (1877-onwards; largely a pro-Southern white perspective)

*New York Times* (1851 – 2001; Northern perspective)

### **North Carolina Newspapers**

#### **1860s-1870s**

*Daily Sentinel*

*North Carolina Standard*

*Greensboro Patriot*

*Wilmington Post*

#### **1880s-1900s**

*Wilmington Messenger*

*Progressive Farmer*

*Rutherford Star*

*The Morning Post*

### **Examples of published Primary Sources**

Barton, *Civil War Soldier: A Historical Reader*

*Slave Narratives*

Davis and Gates, *The Slave Narrative*

Belfrage, *Freedom Summer*

Carson, *The Papers of Martin Luther King*

Raiines, *My Soul Is Rested*

Hendrick and Hendrick, *Two Slave Rebellions at Sea*

Helms, *I Take My Stand*

Barton and Logue, *The Civil War Soldier*

Gragg, *From Fields of Fire and Glory*

Huddleston, *Killing Ground*

Woodward, *Mary Chesnut's Civil War*

Mahon, *Winchester Divided*



King, *Freedom Song*  
Berlin, *The Destruction of Slavery*  
\_\_\_\_\_ *Families and Freedom*  
\_\_\_\_\_ *Free at Last*  
\_\_\_\_\_ *Wartime Genesis of Free Labor*  
Stoper, *The Student Non-Violent Coordinating Committee*  
Yetman, *When I was a Slave*  
Search also VUW and National Library catalogues under such headings as  
Southern States  
Slavery  
Civil Rights  
African Americans  
United States --History -Civil War, 1861-1865 – personal narratives  
United States --History -Civil War, 1861-1865 –regimental histories  
United States --History -Civil War, 1861-1865 –Social Aspects

#### **Examples of what's available in the Virtual Archives**

American Memory, Library of Congress  
<http://memory.loc.gov/ammem/index.html>  
History Matters <http://historymatters.gmu.edu/browse/manypasts/>  
Documenting the American South <http://docsouth.unc.edu/subject/>  
American Civil War collections <http://etext.lib.virginia.edu/civilwar/>  
Native Americans <http://etext.lib.virginia.edu/subjects/Native-American.html>  
Early American Fiction <http://etext.lib.virginia.edu/eaf/pubindex.html>  
Documenting the African American Experience  
<http://etext.lib.virginia.edu/readex/>  
The Geography of Slavery in Virginia  
<http://www.vcdh.virginia.edu/gos/index.html>  
Valley of the Shadow <http://valley.vcdh.virginia.edu/>  
New Deal Network <http://newdeal.feri.org/>  
America from the Great Depression to World War II  
<http://rs6.loc.gov/fsowhome.html>  
American Life Histories from the Federal Writers Project  
<http://memory.loc.gov/ammem/wpaintro/wpahome.html>  
Race and Place: Charlottesville  
<http://www.vcdh.virginia.edu/afam/raceandplace/index.html>  
The 1934 Georgia Textile Strike  
<http://msit.gsu.edu/dhr/pullen/selections.asp?id=34strike>

1914 Fulton Bag Strike  
<http://msit.gsu.edu/dhr/pullen/selections.asp?id=fultonbag>  
Civil Rights movement  
[http://www.besthistorysites.net/USHistory\\_CivilRights.shtml](http://www.besthistorysites.net/USHistory_CivilRights.shtml)  
Moral majority Coalition  
[http://www.moralmajority.us/index.php?option=com\\_frontpage&Itemid=1&limit=4&limitstart=16](http://www.moralmajority.us/index.php?option=com_frontpage&Itemid=1&limit=4&limitstart=16)  
Christian Coalition <http://www.cc.org/>  
New Religious Movements  
<http://religiousmovements.lib.virginia.edu/welcome/welcome.htm>  
Women and Social Movements  
<http://www.binghamton.edu/womhist/projectmap.htm>  
African American Women <http://scriptorium.lib.duke.edu/collections/african-american-women.html>

#### **27 February: Surveying Southern History**

Wilson, 'History', 'Historians' Indian History.  
The reading is available to be picked up at the History Office. As you read this broad overview.  
What are the major themes in Southern history?  
How have Southern historians developed the historiography?  
What are the major themes in Indian history?

#### **12 March: Slavery and the Plantation South Gender in the 'Old South'**

How did slavery shape Southern Society? Gender relations? Racial Relations? Class Relations?  
How was masculinity shaped in Southern society? Femininity? What difference did slavery make to gender relations among the slaves? The planter class? Non-slaveholding whites?

#### **26 March: White, Black and Red: The Dynamics of Southern Identity Abolitionism and The Pro-Slavery Ideology**

How were Indians affected by the expansion of the plantation system? By slavery?  
How was 'whiteness' constructed? 'blackness'?

Why did a pro-slavery ideology emerge?  
What were the major justifications for slavery?  
What role did 'race' play in the defence of slavery?

## **2 April: Civil War Reconstruction**

How did the South contribute to the causes of the Civil War? What were Confederate advantages and disadvantages in fighting the Civil War?  
How did the defeat shape Southern society?  
What was being 'reconstructed'?  
What were the outcomes of Reconstruction?  
Whose goals were achieved?

## **30 April : New South Disfranchisement, Segregation and Resistance**

What was the 'New South'? How did it differ from the 'Old South'?  
How did industrialisation in the South reflect the pre-existing pattern of race, gender & class relationships?  
What did it change about those relationships?  
Why did disfranchisement occur? Segregation?  
What forms of resistance occurred?  
How did these processes shape the 20<sup>th</sup> century South?

## **7 May: The Depression, the New Deal and the Decline of the Plantation System The Civil Rights Movement and Southern Transformation**

How did the Depression change the South? What was the impact of the decline of the plantation system?  
Why the Civil Rights movement? What role did Southerners play in the movement? In opposing it?

## **21 May: The Sunbelt, Suburban Warriors, and the Disappearing 'South'**

What role did the South play in the growth of conservatism in the 1970s and 1980s? Why did the Republican Party become politically powerful in the South?

What connection was there between civil rights and conservatism?  
Is there still a 'South'?

## **Historiographical Essays due 26 May**

## **Research Presentations; Post a draft of Your Research Proposal onto File Exchange by Monday, 7 July**

For your presentation bring examples of the evidence or post them onto File Exchange; discuss how your research will connect with the historiography; discuss the appropriate methods; and provide an example of the secondary sources to be ready to be distributed by the Monday of your seminar with several questions for the Seminar to discuss.

What are your research questions? How do they relate to the historiography? What are the debates in your field? How is your research going to address this scholarship? How will this evidence help you answer your research questions? What methods will you use?

## **Research Proposals due – 11 August, due in draft form 7 July**

**9<sup>th</sup> July:**

**16<sup>th</sup> July**

**23<sup>th</sup> July**

**30 July**

**6th August:**

## **Research Essay Drafts Due 11th September**

## **Presentation of Research**

**1 October**

**8 October**

## **Final Version of Research Essays due 15 October**

## **Historical Causation**

Immediate Cause

Background: Chain of Cause/Effect Events

Chance  
 Personalities  
 Economics  
 Politics/Power  
 Institutions: Collapsing or Growing?  
 Technology  
 Ideology/Beliefs  
 Culture, ie. Religion, Values  
 Group Consciousness/Conflict  
 Social: Gender, Race, Ethnicity, Class  
 Geography  
 Environment/Biology  
 Demography  
 Psychology/Emotion  
 Sexuality

**Q**uestions to ask when attempting to determine the model of historical causation

1. Is there evidence of an immediate cause? [Immediate]
2. Is there evidence of a chain of events leading up to the specific development?
3. Are there any strong or weak personalities whose words, deeds, misdeeds, actions, reactions, or inactions became significant causative factors? [Personalities]
4. What economic interests are involved, and how do they act in this case? [Economic]
5. What political or power interests are involved, and how do they act in this case? [Politics/Power]
6. Are there any new inventions, discoveries or scientific or technological innovations that act as causative factors? [Technology]
7. Are ideological factors involved such as political doctrines, creeds, world views? Are there any 'isms' such as nationalism, racism, democracy? [Ideology]
8. Are there any cultural factors involved such as differences of religion, language or moral values? [Culture]
9. Is there evidence of social tension, conflict, or solidarity arising from the emergence of group consciousness among one or more social groups based on such distinctions as class, race, ethnicity, gender, or sexual orientation? [Social]
10. Are geographic factors involved including aspects of the physical or man-made environment? [Geography, environment]
11. Are there demographic factors involved such as increasing or decreasing populations or segments of populations? [Demography]
12. Is chance involved? [Chance]
13. Is sexuality a driving force in this historical development? [Sexuality]
12. Are emotions or psychological factors influencing the development or events? [Psychology/Emotion]

### **Historiographical Essay: Guidelines**

Historiography could be described as 'the history of how history gets written.' You will be analysing the historiography of the topic you have chosen. This will require that you have completed reading all of your secondary sources, so that you can compare and contrast what each historian has written about your topic.

1. As you select and analyse the historiography for your particular topic, you should be thinking about these questions:
  - a. Who are the major historians for your topic?
  - b. How can these historians be organized into schools of approach or methodology?
  - c. How has the historiography of your topic evolved over time?

- d. How have the major developments in historiography (such as the Annales school, postmodernism, the new historicism, Marxism, feminism, etc.) had on your topic?
- e. How have they caused historians to ask new questions or take their research in new directions?
- f. What new idea or interpretation is the author trying to support or develop?
  - i. How does his/her interpretation compare with those of other historians?
- g. A historiographical essay is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. It is usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the historiographical essay into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question.

### **Historiographical Essay Requirements:**

The essay must outline past and current historical interpretations advanced about the topic.

In order to trace historiography adequately, you will need to analyze 7-10 secondary sources. The topic should be an important issue in Southern historiography which means that there should be an abundance of choices from which to select your 7-10 secondary sources. You will help yourself meet this requirement if you choose a topic that occurred prior to 1990.

The list should include works covering the general field in which you are working, as well as sources specifically addressing your more narrow historical topic. It's a good idea to work from the general to the particular.

7-10 secondary sources should prove adequate for writing a thoughtful, well-argued historiographical essay. You must make reference in the text

to at least 7 of the scholarly sources—this does NOT include any references you may make to other non-secondary sources. These seven to ten should be scholarly journal articles and historical monographs. All the scholarship that informs your essay should be included in the Bibliography even when you do not discuss it specifically in the text. This includes reading done for Hist404 and insights you have gained from reading the essays of other students.

### **Research Presentations – Prepare a Handout for the Seminar --.**

#### **Research Essay Guidelines, due in draft 11 September; final form, 15 October**

The Research essay should be 5000 words in length to analyse a substantial and appropriately selected set of primary sources, on an important issue from Southern History – It is strongly recommended to concern an event that happened before 1990 so that you'll have a sufficiently strong historiography to draw upon.

You will analyse primary sources to construct an interpretation and compare your interpretation to that presented in the secondary sources analysed in your historiographical essay. Your research essay must develop a central thesis, demonstrate it through the analysis and quotation/citation of evidence, explain the factors shaping the historical outcome (causation), discuss your method/choice of evidence in an appendix, and compare what you've discovered to what the two historical interpretations analysed in your historiographical essay have found.

It should include the following parts:

- 1) Introduction: (300 words) Introduce the question(s) that you'll be seeking to answer in your essay. Don't use a question form but a declarative statement that will inform your reader as to the issue(s) to be addressed and explained in the essay. Explain the significance of this question(s) and prepare your reader for the essay to follow. Perhaps present an interesting incident or provocative phrase to interest your reader in what's to follow. Don't give away your final conclusion since you want to present the essay as

an investigation and you want the reader to be interested in the analysis that is to follow.

2) Historiographical Section (500-750 words): Discuss how at least one other scholar has addressed the same issue and the relationship between your analysis and his or hers. Are you refuting, testing, or going in a new direction from the other historian?

3) Main Body (3700 words) Here you'll present the evidence and your analysis leading you to the conclusion that you have reached. Here you will explain why the historical events unfolded as they did dealing with the causation.

4) Conclusion 300 words): You will discuss your final answer to the question you sought to answer with your research. If there are still some unanswered questions, you could also suggest approaches to take for further investigation.

You will turn in a rough draft of this essay on **11 September**. This should be as complete as possible focusing primarily on the analysis of the primary sources and your interpretation of the evidence. I will assess this draft and give you feedback, as well as a grade that will count for 5% of the total mark. This grade will be based upon the understanding that this is a draft and the context. This means, however, that you will need to improve the final version to receive the same or a higher mark. This essay may be assessed by a historian at the University of Auckland which means that any grade is provisional until the assessment is completed. The final version is due on **15<sup>th</sup> October**.