

HIST 588: Readings in Nineteenth-Century American History
Spring 2011 / Rice University / Dr. Caleb McDaniel
Thursdays, 2:30-5:30 pm, Humanities 327

Contact:

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Objectives:

The objectives of this seminar are (a) to introduce graduate students to some of the major recent problems and questions in the field of nineteenth-century American history and (b) to learn to identify the historiographical issues that recent works of scholarship address and connect their individual arguments to larger debates in the field.

Assignments:

The semester is roughly divided into two parts. In the first half of the semester, all seminar participants will complete a “common reading”--usually a journal article or set of articles that deals with a major problem in the field--as well as an *individual* reading assignment of one book that somehow addresses the debate(s) introduced by the common reading. In these weeks, all seminar participants are responsible for (a) completing both the common reading and the individual reading and preparing notes that will enable you to participate in a classroom **discussion** focused on the common reading, but informed by the individual readings; (b) **writing a blog post** by midnight on the Wednesday preceding class that provides a brief precis of the individual reading’s major arguments, points, and sources, and also discusses how the individual reading speaks to, expands on, or addresses the problems outlined in one or more of the common readings; (c) **reading** the blog posts of the other participants in the seminar in preparation for the in-class discussion on Thursday. Assignments of the individual readings and further guidelines for blogging will take place on the first day of class; other assignments may be indicated on the schedule or distributed in the seminar.

In the second half of the semester, we will all read one major recent book in the field of nineteenth-century American history each week. In this half, all participants are responsible for reading the week’s common reading each week. But on the first day of class each week’s book will also be assigned to **two** seminar participants who will be responsible for (a) **leading that week’s discussion** of the book in class; (b) working together to identify two broad historiographical literatures, questions, or problems the book addresses, and then to divide those two historiographical issues between them; (c) doing **additional reading** to identify other books with which the work in question is in conversation, in sympathy, or in dispute with, and working individually to **write weekly, informal blog posts** that keep seminar participants updated about what they are learning; these posts will precede and continue beyond the actual date of discussion of the book. Imagine this as your goal: if the book in question were on one of the “individual reading lists” of the sort provided in the first half of the semester, what other books would be on that list, and what “common reading” might it address? Your aim is both to create that list and by the end of the semester to work your way through the readings that you would put on it.

The final writing assignment for the semester is to write a more formal, 10- to 15-page historiographical essay, drawing on the work you have done in your blog posts during the second half, which (a) reviews the assigned reading book that you have been focusing on and (b) shows how it connects to a broader, coherent historiographical debate initiated by books or articles that preceded it on a particular question. Imagine this as a much more extended version of the sort of writing you did for your individual reading blog posts at the beginning of the semester--a review of the book that addresses its historiographical contributions, rejoinders, questions, answers, etc.

In sum, your work in this seminar will consist of (a) doing reading that is assigned for discussion that week in the seminar, as well as doing reading related to your particular assigned book for the second half of the semester; (b) writing weekly blog posts that either review the individual book you have been assigned (first half of the semester) or, in the second half of the semester, report informally and regularly on the work you are doing related to the major recent book that you have been assigned to with one other participant.

Schedule of Readings:

PART I

January 13

Organization; Assignment of readings

Also, read and discuss these articles:

Jürgen Osterhammel, "In Search of a Nineteenth Century," with commentary by Ira Berlin, in *GHI Bulletin* 32 (Spring 2003). http://www.ghi-dc.org/index.php?option=com_content&view=article&id=185&Itemid=100

Charles Bright and Michael Geyer, "Where in the World is America? The History of the United States in the Global Age," in *Rethinking American History in a Global Age*, ed. Thomas Bender (California, 2002), 63-99.

Robert Wiebe, "Framing U. S. History: Democracy, Nationalism, and Socialism," in Bender, ed., *Rethinking American History in a Global Age*, 236-249

January 20

By this week, have your blog set up on <http://blogs.rice.edu>. You may wish to introduce yourself further to other participants with a brief introductory post on your historical interests, but this is not required. You should, however, write and publish a post that either (a) compares and contrasts the Furstenberg and Mehta articles--how do their arguments explaining the exclusion of certain groups from a liberal society differ or resemble each other? **OR** (b) discusses how Furstenberg builds on or departs from the earlier historiography on republicanism discussed in the Rodgers article.

Common Reading:

Daniel T. Rodgers, "Republicanism: The Career of a Concept," *Journal of American History* (June 1992), 11-38.

Francois Furstenberg, "Beyond Freedom and Slavery: Autonomy, Virtue, and Resistance in Early American Political Discourse," *Journal of American History* (March 2003), 1295-1330.

Uday S. Mehta, "Liberal Strategies of Exclusion," in *Tensions of Empire: Colonial Cultures in a Bourgeois World*, ed. Ann Stoler and Frederick Cooper (Berkeley: University of California Press, 1997), 59-86.

January 27

Common reading:

"Symposium on Class in the Early Republic," *Journal of the Early Republic* 25, no. 4 (Winter 2005), with essays by Kornblith, Rockman, Goloboy, Schocket, and Clark.

Individual readings:

Paul E. Johnson, *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837* (New York: Hill and Wang, 1978)

Mary P. Ryan, *Cradle of the Middle Class: The Family in Onondia County, New York, 1790-1865* (New York: Cambridge University Press, 1981)

James Oakes, *The Ruling Race: A History of American Slaveholders* (New York: W. W. Norton, 1982).

Karen Haltunnen, *Confidence Men and Painted Women: A Study of Middle-Class Culture in America, 1830-1870* (New Haven: Yale University Press, 1982)

Roy Rosenzweig, *Eight Hours For What We Will: Workers and Leisure in an Industrial City, 1870-1920* (New York: Cambridge University Press, 1983)

Sean Wilentz, *Chants Democratic: New York City and the Rise of the American Working Class, 1788-1850* (New York: Oxford University Press, 1984)

Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860*, rept. (University of Illinois Press, 1987)

Stuart Blumin, *The Emergence of the Middle Class: Social Experience in the American City, 1760-1900* (New York: Cambridge University Press, 1989)

David Montgomery, *Citizen Worker: The Experience of Workers in the United States with Democracy and the Free Market during the Nineteenth Century* (New York: Cambridge University Press, 1993)

Dror Wahrman, *Imagining the Middle Class: The Political Representation of Class in Britain, c. 1780-1840* (New York: Cambridge University Press, 1995)

Sven Becket, *The Monied Metropolis: New York City and the Consolidation of the Bourgeoisie, 1850-1896* (New York: Cambridge University Press, 2001)

Terry Bouton, *Taming Democracy: "The People," the Founders, and the Troubled Ending of the American Revolution* (New York: Oxford University Press, 2007).

Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (Baltimore: Johns Hopkins University Press, 2009)

Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, rev. ed. (New York: Basic Books, 2009)

Brian Luskey, *On the Make: Clerks and the Quest for Capital in Nineteenth-Century America* (New York: New York University Press, 2010)

Wendy Woloson, *In Hock: Pawning in America from Independence through the Great Depression* (Chicago: University of Chicago Press, 2010)

February 3

Common Reading

Barbara J. Fields, "Ideology and Race in American History," in *Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward*, ed. J. Morgan Kousser and James M. McPherson (New York: Oxford University Press, 1982), 143-177.

Martha Hodes, "The Mercurial Nature and Abiding Power of Race: A Transnational Family Story," *American Historical Review* 108, no. 1 (February 2003), 84-118.

Peter Kolchin, "Whiteness Studies: The New History of Race in America," *Journal of*

American History 89, no. 1 (June 2002).

Individual Readings

Winthrop Jordan, *White Over Black: American Attitudes Toward the Negro, 1550-1812* (Chapel Hill: University of North Carolina Press, 1968)

George Fredrickson, *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*, rept. (Wesleyan University Press, 1971)

David R. Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class*, rev. ed. (New York: Verso, 1999)

Eric Lott, *Love and Theft: Blackface Minstrelsy and the American Working Class* (New York: Oxford University Press, 1993).

Laura Tabili, *"We Ask for British Justice": Workers and Racial Difference in Late Imperial Britain* (Ithaca, NY: Cornell University Press, 1994).

Noel Ignatiev, *How the Irish Became White* (New York: Routledge, 1995)

Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: University of Chicago Press, 1995)

Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth Century South* (New Haven: Yale University Press, 1997)

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (Cambridge, Mass.: Harvard University Press, 1998)

Joanne Pope Melish, *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860* (Ithaca: Cornell University Press, 1998)

Mia Bay, *The White Image in the Black Mind: African-American Ideas about White People, 1830-1925* (New York: Oxford University Press, 2000)

George Fredrickson, *Racism: A Short History* (Princeton: Princeton University Press, 2002)

Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Chapel Hill: University of North Carolina Press, 2003)

Edward Blum, *Reforging the White Republic: Race, Religion, and American Nationalism, 1865-1898* (Baton Rouge: Louisiana State University Press, 2005).

Theda Perdue, *Mixed Blood Indians: Racial Construction in the Early South* (University of Georgia Press, 2005).

Paul Escott, *"What Shall We Do with the Negro?" Lincoln, White Racism, and Civil War America* (Charlottesville: University of Virginia Press, 2009).

February 10

Common Reading

Michael P. Johnson, "Denmark Vesey and His Co-Conspirators," *William and Mary Quarterly*, 3rd. ser., 58, no. 4 (2001), 915-976.

All responses to Johnson in "The Making of a Slave Conspiracy, Part 2," *William and Mary Quarterly*, 3rd. ser., 59, no. 1 (2002), 135-202.

Walter Johnson, "On Agency," *Journal of Social History* 37, no. 1 (Fall 2003), 113-124.

Individual Readings

Eugene Genovese, *Roll, Jordan, Roll: The World the Slaves Made* (New York: Vintage, 1976)

Deborah Gray White, *Ar'n't I a Woman? Female Slaves in the Plantation South*, rev. ed. (New York: Norton, 1999).

James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale University Press, 1990).

Sylvia Frey, *Water from the Rock: Black Resistance in a Revolutionary Age* (Princeton:

Princeton University Press, 1991).

Ira Berlin, Barbara J. Fields, et al., *Slaves No More: Three Essays on Emancipation and the Civil War* (New York: Cambridge University Press, 1992).

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920* (Chapel Hill: University of North Carolina Press, 1996).

William Dustinberre, *Them Dark Days: Slavery in the American Rice Swamps* (1996; Athens: University of Georgia Press, 2000).

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass.: Harvard University Press, 1999).

John Hope Franklin and Loren Schweninger, *Runaway Slaves: Rebels on the Plantation* (New York: Oxford University Press, 1999)

Patrick Rael, *Black Identity and Black Protest in the Antebellum North* (Chapel Hill: University of North Carolina Press, 2002).

Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Harvard University Press, 2003).

Dylan Penningroth, *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* (Chapel Hill: University of North Carolina Press, 2003).

Stephanie M. H. Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South* (Chapel Hill: University of North Carolina Press, 2004).

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (Cambridge, Mass.: Harvard University Press, 2008).

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge: Harvard University Press, 2010).

February 17

Common Readings:

Jack P. Greene, "Colonial History and National History: Reflections on a Continuing Problem," *William and Mary Quarterly* 63, no. 2 (April 2007), with responses by Armitage, Gould, Zuckerman, Yokota, Rothman, Einhorn, and Greene.

Individual Readings:

Brian Balogh, *A Government out of Sight: The Mystery of National Authority in Nineteenth-Century America* (New York: Cambridge University Press, 2009)

Robin L. Einhorn, *American Taxation, American Slavery* (Chicago: University of Chicago Press, 2006).

David C. Hendrickson, *Peace Pact: The Lost World of the American Founding* (Lawrence: University Press of Kansas, 2003).

Richard Bense, *Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877* (New York: Cambridge University Press, 1990).

Richard John, *Spreading the News: The American Postal System from Franklin to Morse* (Cambridge, Mass.: Harvard University Press, 1995).

Peter S. Onuf, *Jefferson's Empire: The Language of American Nationhood* (Charlottesville, Virginia: University of Virginia Press, 2000).

Don E. Fehrenbacher, *The Slaveholding Republic: An Account of the United States Government's Relations to Slavery* (New York: Oxford University Press, 2001).

John Craig Hammond, *Slavery, Freedom and Expansion in the Early American West* (Charlottesville: University of Virginia Press, 2007).

Elisa Tamarkin, *Anglophilia: Deference, Devotion, and Antebellum America* (Chicago: University of Chicago Press, 2008).

Sam W. Haynes, *Unfinished Revolution: The Early American Republic in a British World* (Charlottesville: University of Virginia Press, 2010).

Woody Holton, *Unruly Americans and the Origins of the Constitution* (New York: Hill and Wang, 2007).

Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Knopf, 1992).

Thomas R. Hietala, *Manifest Design: American Exceptionalism and Empire*, rev. ed. (New York: Cornell University Press, 2003).

Adam Rothman, *Slave Country: American Expansion and the Origins of the Deep South* (Cambridge, Mass.: Harvard University Press, 2005)

Robert E. Bonner, *Mastering America: Southern Slaveholders and the Crisis of American Nationhood* (New York: Cambridge University Press, 2009)

David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism, 1776-1820* (Chapel Hill: University of North Carolina Press, 1997)

James E. Lewis, Jr., *The American Union and the Problem of Neighborhood: The United States and the Collapse of the Spanish Empire, 1783-1829* (Chapel Hill: University of North Carolina Press, 1998)

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford University Press, 2007)

PART II

February 24: Edward B. Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War* (Baton Rouge: Louisiana State University Press, 2008).

March 3: No class: Spring Break

March 10: Charles F. Irons, *The Origins of Proslavery Christianity: White and Black Evangelicals in Colonial and Antebellum Virginia* (Chapel Hill: University of North Carolina Press, 2008)

March 17: Mary Kelley, *Learning to Stand and Speak: Women, Education, and Public Life in America's Republic* (Chapel Hill: University of North Carolina Press, 2006)

March 24: No class: Spring Recess

March 31: Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (New Haven: Yale University Press, 2008).

April 7: Paul Kramer, *The Blood of Government: Race, Empire, the United States, & the Philippines* (Chapel Hill: University of North Carolina Press, 2006).

April 14: Charles Postel, *The Populist Vision* (New York: Oxford University Press, 2007).

April 21: William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton, 1991).

FINAL PAPERS DUE MAY 4