

THE HISTORY OF AFRICAN AMERICANS FROM THE SLAVE TRADE TO 1900

Tuesday/Thursday, 12-1:00

“If there is no struggle, there is no progress.”
(Frederick Douglass, 1857)

Slavery and the systematic exploitation of people of African descent have profoundly shaped our nation. The rise of racial slavery underpinned the beginnings of pervasive and discriminatory racist ideologies. Debates over slavery informed our national constitution and ultimately led the nation into four years of bloody war. But rather than settling arguments about the role of black men and women in national political, social, and economic life, emancipation raised new questions, many of which beg for resolution today.

As Frederick Douglass suggests, black Americans were never passive vessels. From the moment the first disembarked on the tip of Long Island and at Jamestown, Africans and African Americans have played a vital role in shaping our nation's social, productive, cultural, and political life. Agency, or struggle, if you will, has been a hallmark of black life in mainland North America. Black Americans' resistance gave particular shape to North America's peculiar institution, and then helped bring about its destruction. Nearly a century later, continued traditions of resistance and struggle forced a reluctant nation to make good on long deferred promises of civil and political rights. Black Americans' cultures—from early whispers of Africa and a knowledge of rice cultivation, to the blues sung by working people of the Mississippi Delta, to the poets of Harlem—have influenced language, politics, religion, diet, and even agricultural practices.

To leave unexplored the historical experiences of black Americans thus leaves untold—and unexplained—the story of our national past and how we have come to be who we are today. This course is designed to begin telling that story.

REQUIREMENTS

Read: The course readings consist of both primary and secondary sources. Keeping up with the reading is imperative: informed discussions result in useful discussions. All the books are available for purchase at the Coop. They have also been placed on library reserve. Many of the articles and documents are accessible through the course web site: either via links embedded in the syllabus or in the section labeled “course documents.” It should go without saying, that if any of the readings are not readily available, the sooner the problem is brought to my attention, the better.

- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge: Harvard University Press, 2000)
- John C. Rodrigue, *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana's Sugar Parishes, 1862-1880* (Baton Rouge: Louisiana State University Press, 2001)
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 2001)

Write: Writing assignments will take several forms:

- Multiple short assignments, often involving document analysis and always requiring some thought. Check the syllabus for each assignment, and its due date: approximately 40% of final grade.
- Final Exam: approximately 30% of final grade

Talk: The study of history is a conversation about the past and how we should think about it. Consider your enrollment in this course an invitation to join in that conversation.

- Class participation: approximately 30% of final grade

SCHEDULE OF READINGS AND WRITINGS

Tuesday, 16 September

Introduction: Rethinking the American Narrative

Thursday, 28 September

Old World Antecedents to New World Slavery

Read:

- Eddy Stols, "The Expansion of the Sugar Market in Western Europe," in *Tropical Babels: Sugar and the Making of the Atlantic World, 1450-1680*, ed. Stuart B. Schwartz (Chapel Hill, N.C., 2004), 237-288 (See course documents: Week 1)

Tuesday, 23 September

Africa, Africans, and the Middle Passage

Read:

- David Eltis, "[The Volume and Structure of the Transatlantic Slave Trade: A Reassessment](#)," *William and Mary Quarterly* 58 (Jan. 2001), 17-46
- Philip D. Morgan, "The Cultural Implications of the Atlantic Slave Trade: African Regional Origins, American Destinations and New World Developments," *Slavery & Abolition* 18 (April 1997), 122-145 (See course documents: Week 2)
- [Africa, Distribution of Ethnic Groups](#)
- [West and Central African Slaving Regions](#)
- [Plan of the British Slave Ship "Brookes," 1789](#)

Write: The *Brookes*, with its ghastly interior, tells a big – and horrific – story about the Atlantic passage. But does it tell the whole story? Drawing on today's readings and maps, briefly explain why or why not. Limit yourself to 1-2 typewritten pages, due in class on 23 September.

Thursday, 25 September

Making Slavery

Read:

- Ira Berlin, *Many Thousands Gone*, 1-46
- [Richard Frethorne to Mother and Father, Jamestown, Virginia, 1623](#)
- James Revel, "[The Poor Unhappy Transported Felon's Sorrowful Account of his Fourteen Years Transportation at Virginia in America: In Six Parts](#)"

Write: Historians and others have long pondered which came first: racism or slavery – the idea or the act. Berlin offers his own thoughts on the subject. What are they, and to what extent do Richard Frethorne and the unhappy (if talented) James Revel agree with Berlin? Limit yourself to 2 typewritten pages, due in class on 25 September.

Tuesday, 30 September

Colonial America: Societies with Slaves

Read:

- Ira Berlin, *Many Thousands Gone*, 47-92
- Billy G. Smith and Richard Wojtowicz, *Blacks Who Stole Themselves: Advertisements for Runaways in the Pennsylvania Gazette, 1728-1790* (Philadelphia, Pa., 1989), 18-43 (See course documents: Week 3)

Write: Runaway ads, though written in a master's often demeaning and derogatory language, contain a wealth of information about slaves and the worlds they made for themselves. What do we learn from this selection about the slaves of the colonial mid-Atlantic? Do you discern any particular patterns? If so, what are they? Jot down your thoughts and bring them with you to class. (Hint: think about women, about men, about clothes, about geography, friends, spaces, and places)

Thursday, 2 October

Colonial America: Slave Societies

Read:

- Ira Berlin, *Many Thousands Gone*, 93-216
- *Probing the Past: [Virginia and Maryland Probate Inventories](#), 1740-1810*

Write: Exploring the slave past requires creative interrogation of a wide range of historical materials. Like runaway advertisements, estate inventories provide a wealth of information about what it meant to be a slave in colonial America. Of all those many inventories available at *Probing the Past* that involve slaves, select at least two. Read them carefully, and note what information you can glean from them about what it meant to be a slave in the colonial Chesapeake. What kind of questions about slaves' everyday lives do all those things – their quantities, their locations, and their uses – answer? What kind of questions do they raise? Be prepared to present your thoughts in class.

Tuesday, 7 October

African Americans in the Age of Revolution

Read:

- Woody Holton, “[‘Rebel Against Rebel’: Enslaved Virginians and the Coming of the American Revolution](#),” *Virginia Magazine of History and Biography* 105 (Spring 1997), 157-192
- [Petition for freedom to the Massachusetts Council and the House of Representatives](#), [13] January 1777
- Thomas Jefferson, *Notes on the State of Virginia*, [Query VIII](#), [Query XIV](#), [Query XVIII](#)

Write: Thomas Jefferson had very clear notions about the people of Africa and African descent, and about their capacity for intellectual and political life. As an exercise in taking different perspectives, assume Jefferson's and in no more than 2 typewritten pages, offer an informed response to both Woody Holton and the authors of the Massachusetts petition; due in class on 7 October.

Thursday, 9 October

New Crops, New Homes

Read:

- Steven F. Miller, “Plantation Labor Organization and Slave Life on the Cotton Frontier: The Alabama-Mississippi Black Belt, 1815-1840,” in *Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas*, ed. Ira Berlin and Philip D. Morgan (Charlottesville, Va., 1993), 138-154 (See course documents: Week 4)

- Charles L. Munnerlyn to James Shackelford, 23 Nov. 1839 (See course documents: Week 4)
- Maria Perkins to Richard Perkins, 7 Oct. 1852 (See course documents: Week 4)
- James Williams, [*Narrative of James Williams, an American Slave, who was for Several Years a Driver on a Cotton Plantation in Alabama*](#) (1838), 25-75

Write: It has become commonplace for historians to refer to the antebellum domestic migration as the “Second Middle Passage.” Read the above materials, and then reflecting on what you know about the Atlantic Middle Passage, decide for yourself if the “Second Middle Passage” is an appropriate concept. Explain your reasoning in 1-2 typewritten pages and bring them to class on 9 October.

Tuesday, 14 October

Of Markets and Men (and Women)

Read:

- Walter Johnson, [*Soul by Soul: Life Inside the Antebellum Slave Market*](#) (Cambridge, Mass., 2001)

Write: From what kind of evidence does Johnson develop his study of the New Orleans slave market? What are his key assumptions (ie: what does he take for granted)? What are his key conclusions? And last, what are some of the major if unspoken implications of *Soul by Soul* – especially as they relate to our understanding of the American past? Think about these questions as you read and be prepared to discuss your thoughts in class.

Thursday, 16 October

Reformatting Family and Community on Antebellum Terrain

Read:

- Charles Ball, [*Slavery in the United States: A Narrative of the Life and Adventures of Charles Ball, a Black Man, Who Lived Forty Years in Maryland, South Carolina and Georgia, as a Slave Under Various Masters, and was One Year in the Navy with Commodore Barney, During the Late War*](#) (New York, 1837), chaps. 1-13
- Jonas Smith to John B. Lamar, 5 May 1851 (See course documents: Week 5)
- Hawkins Wilson to the Chief of the Freedmen’s Bureau, 11 May 1867, enclosing Hawkins Wilson to Sister Jane [11 May 1867] (See course documents: Week 5)
- Entry of Henry Clay, 22 Aug. 1871, no. 377, Records of the Office of the Comptroller of Currency, National Archives, Record Group 101, microcopy 816: Registers of the Signatures of Depositors in Branches of the Freedmen’s and Savings Trust Company, 1865-1874, reel 5, Shreveport, Louisiana (See course documents: Week 5)

Write: With each master or market-induced upheaval, enslaved men and women were faced once again with the problem of reassembling their lives. But as Marx pointed out long ago, while history matters, it is not determinate. Thus no one ever fully replicates what they had been or done in the past. Certainly this was the case with those who scholars have come to call the “Migration Generations.” Drawing on today’s materials, as well as any presented earlier, identify some of the ways in which this productive revolution forced enslaved men and women to adjust their lives and their ideas about, among other things, family, work, and community. Write up a neat list, and be prepared to discuss your ideas in class.

Tuesday, 21 October

Black Life and Labor in the Post-Revolutionary North

Read:

- Shane White, “[The Death of James Johnson](#),” *American Quarterly* 51 (December 1999), 753-795
- [An Act for the Gradual Abolition of Slavery](#) - Pennsylvania; March 1, 1780

Write: Read “An Act for the Gradual Abolition of Slavery” very carefully. Who is being emancipated? When? What might be some of the implications of this act? How, for instance, might this emancipation project inform the economic status of free blacks in Pennsylvania? How might the terms of this act influence African American families and communities? (You might find it useful to consult a general American history text to learn the average life expectancy of Americans in the late eighteenth and early nineteenth century.) In 1-2 typewritten pages, discuss what you see as the major consequence(s) of this sort of gradual emancipation, bring those pages to class on 21 October.

Thursday, 23 October

Free People of Color in the Slave South

Read:

- Michael P. Johnson and James L. Roark, *Black Masters: A Free Family of Color in the Old South* (New York, 1984), chaps. 1, 3 (See course documents: Week 6)
- “Apollo Belvedere,” from Josiah Nott and G. R. Gliddon, *Types of Mankind* (Philadelphia, 1854), reprinted in Stephen J. Gould, *The Mismeasure of Man* (New York, 1981), 33 (See course documents: Week 6)
- Citizens of Rutherford County to Tennessee Assembly, ca. 1825 (See course documents: Week 6)
- David B. Gibson et al. to the General Assembly of the State of North Carolina, 31 Oct. 1835 (See course documents: Week 6)
- [Petition of Citizens and Mechanics of Smithville to the North Carolina General Assembly](#), 1856
- Contract between Maria Cohen and Levi S. D’Lyon, 1 Nov. 1836 (See course documents: Week 6)

Write: “Apollo Belvedere” reveals much about the state of mainstream racial belief in antebellum America. Yet rhetoric did not quite match reality: 488,000 free people of color lived within the nation’s borders by 1860; 261,000 of whom lived in the slaveholding states. How did the latter do it? What sort of strategies enabled them to survive as free women and men in a slaveholders’ society? Can you discern any regional or gendered or other patterns? Finally, what did their presence mean to the institution of slavery, and to the arguments used to buttress it? Develop your answers in 1-2 typed pages and bring them with you to class on 23 October.

Tuesday, 28 October

The Northern Struggle against Slavery: The Worlds Abolitionists Made

Read:

- David Walker, [Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829](#) (Boston, 1830)
- Henry Highland Garnet, [“Address to the Slaves of the United States,”](#) given at Buffalo, New York, 1843
- “Idleness in Our City,” *Palladium of Liberty* (Columbus, Ohio), 3 Apr. 1844 (See course documents: Week 7)
- “A Word to the Ladies,” *Palladium of Liberty* (Columbus, Ohio), 22 May 1844 (See course documents: Week 7)
- “What do the Ladies Think,” *Palladium of Liberty* (Columbus, Ohio), 22 May 1844 (See course documents: Week 7)

Write: In facing off against slavery, black Northerners not only debated the best means by which to destroy slavery, they also talked about what kind of social and political system ought to replace it, and the various roles women and men would play in that new world. Working with today’s readings, discuss the kinds of societies imagined by David Walker, Henry Highland Garnet, and David Jenkins, the editor of the short-lived *Palladium of Liberty*. Who would fit in where? Doing what, and for whom? Confine your response to 1-2 typewritten pages and bring them with you to class on 28 October.

Thursday, 30 October

The Southern Struggle Against Slavery: "Dissidents in the Conscript Army"

Read:

- Laura F. Edwards, "Enslaved Women and the Law: Paradoxes of Subordination in the Post-Revolutionary Carolinas," *Slavery and Abolition* 26 (Aug. 2005): 305-323 (See course documents: Week 7)
- Stancil Barwick to Col. J. B. Lamar, 15 July 1855 (See course documents: Week 7)
- Runaway slave advertisement, Milledgeville, *Georgia Journal*, 26 Jan. 1836 (See course documents: Week 7)
- Testimony in the case of State of Georgia v. William W. G. Nuel, 28 May 1852 (See course documents: Week 7)
- Charles Ball, [*Slavery in the United States: A Narrative of the Life and Adventures of Charles Ball, a Black Man, Who Lived Forty Years in Maryland, South Carolina and Georgia, as a Slave Under Various Masters, and was One Year in the Navy with Commodore Barney, During the Late War*](#) (New York, 1837), chaps. 14-26

Write: David Walker was hardly alone in questioning the ability of slaves to act on their own volition; countless of his contemporaries shared his doubts. So too did many generations of historians of slavery (W. E. B. Du Bois being an early and important exception). As we have changed our assumptions and our perspectives, we have come to recognize that slaves were never passive objects of slaveholders' authority. But at the same time, we have come to recognize that resistance – the forms slaves' responses took as they struggled to restore order and coherency to their lives – has its own history. In other words, how enslaved people attempted to deflect their owners' impositions depended on the specific circumstances of their lives. Taking as your starting point today's readings, identify the various modes of resistance you find in them, noting which seem to depart from colonial antecedents and why that might be so. Be prepared to discuss your conclusions in class.

Tuesday, 4 November

Civil War: Loosening the Bonds and Self-Emancipation

Read:

- Abraham Lincoln, [First Inaugural Address](#), 4 Mar. 1861
- Excerpt from Benjamin F. Butler to Lieutenant Genl. Scott, 27 May 1861, in *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 1, vol. 1, *The Destruction of Slavery*, ed. Ira Berlin, Barbara J. Fields, Thavolia Glymph, Joseph P. Reidy, and Leslie S. Rowland (Cambridge, U.K., 1985), 70-71 (See course documents: Week 8)
- Brig. Gen. A. D. McCook to Genl. W. T. Sherman, 5 Nov. 1861, and Sherman's reply, in *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 1, vol. 1, *The Destruction of Slavery*, ed. Ira Berlin, Barbara J. Fields, Thavolia Glymph, Joseph P. Reidy, and Leslie S. Rowland (Cambridge, U.K., 1985), 519-520 (See course documents: Week 8)
- [Maryland Fugitive Slave to His Wife](#), January 12, 1862
- C. B. Calloway to Governor Brown, 25 Feb. 1862 (See course documents: Week 8)
- [Proclamation of the President](#), 18 May 1862
- Richard F. Lyon to his Excellency Joseph E. Brown Governor of Geo., 9 Aug. 1862 (See course documents: Week 8)
- [Emancipation Proclamation](#), 1 Jan. 1863
- [Louisiana Planters to the Commander of the Department of the Gulf](#), January 14, 1863
- [Testimony by the Superintendent of Contrabands at Fortress Monroe, Virginia, before the American Freedmen's Inquiry Commission](#), May 9, 1863
- A. J. Dollar to Mr. J. E. Brown, 29 June 1864 (See course documents: Week 8)

Write: Who freed the slaves? Develop your answer in 2-3 typewritten pages and bring them to class on 4 November.

Thursday, 6 November

Civil War: Black Soldiers in the War for Freedom

Read:

- [Hannah Johnson to Abraham Lincoln](#), 31 July 1863
- A colored man, [September? 1863] (See course documents: Week 8)
- [Corporal James Henry Gooding to Abraham Lincoln](#), 28 Sept. 1863
- [Marriage certificate of Rufus Wright and Elizabeth Turner](#), 3 Dec. 1863
- Chaplain E. S. Wheeler to Brig. Genl. Ullman, 8 Apr. 1864, in *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 2, *The Destruction of Slavery*, ed. Ira Berlin, Joseph P. Reidy, and Leslie S. Rowland (Cambridge, U.K., 1982), 618-619 (See course documents: Week 8)
- [Private Spotswood Rice to My Children](#), [3 Sept. 1864]; and [Spotswood Rice to Kittey Diggs](#), [3 Sept. 1864]
- Affidavit of Joseph Miller, 26 Nov. 1864 (See course documents: Week 8)
- Joseph J. Harris to General Daniel Ullman, 27 Dec. 1864 (See course documents: Week 8)

Write: In August 1863, Frederick Douglass famously pronounced that “Once let the black man get upon his person the brass letters, U.S.; let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth which can deny that he has earned the right to citizenship.” So it seems from today’s readings, but “citizenship” is a slippery subject. Drawing from today’s readings, use 1-2 typewritten pages to discuss some of the ways in which black Americans thought about citizenship, and about the kinds of rights and responsibilities that accrued to those who had it. Be prepared to discuss your ideas in class.

Tuesday, 11 November

- Holiday: no class

Thursday, 13 November

The Problem of Freedom

Read:

- John C. Rodrigue, *Reconstruction in the Cane Fields*, chap. 2
- [Meeting between Black Religious Leaders and Union Military Authorities](#), January 12, 1865
- [Order by the Commander of the Military Division of the Mississippi](#), January 15, 1865
- Capt. Charles C. Soule to Maj. Gen'l. O. O. Howard, 12 June 1865, enclosing a speech "To the Freed People of Orangeburg District," [June 1865]; and Maj Gen. O. O Howard to Captain Charles C. Soule, 21 June 1865 (See course documents: Week 9)
- Contract between A. T. Oliver and Cummins et al., 1 July 1865 (See course documents: Week 9)
- Henry Bram et al. to Major General O. O. Howard, [20 or 21 Oct. 1865]; and Maj. Gen. O. O. Howard to the Committee of the Colored people. of Edisto Island, 22 Oct. 1865 (See course documents: Week 9)
- William, Toney Golden, et al. to Col, H. F. Sickles, 28 Nov. 1865 (See course documents: Week 9)

Write: What did freedom mean, to whom, and to the extent that you can offer an explanation: why? Be prepared to discuss these questions, and your answers, in class on 13 November.

Tuesday, 18 November

Presidential Reconstruction

Read:

- Steven Hahn, “[‘Extravagant Expectations’ of Freedom: Rumour, Political Struggle, and the Christmas Insurrection Scare of 1865 in the American South](#),” *Past & Present* 157 (Nov. 1997), 122-158
- Mississippi “Black Codes” (See course documents: Week 10)
- South Carolina “Black Codes” (See course documents: Week 10)
- “Amnesty Proclamation,” *The Statutes at Large, Treaties, and Proclamations of the United States of America from December 1863, to December 1865* (Boston, 1866), vol. 13, pp. 758-760
- J. B. Carr to Major General Oliver O. Howard, 17 Jan. 1866 (See course documents: Week 10)
- Howell Cobb Jr. to Howell Cobb, 3 Jan. 1866 (See course documents: Week 10)

Write: “Presidential Reconstruction” has been the label commonly assigned to that period between the Confederate surrender and the March 1867 passage by Congress of the Reconstruction Act. But as with the case of emancipation, what happens to the conventional American historical narrative when the ideas and activities of African Americans are taken into account? To what extent was this the president’s reconstruction? Develop your response in 2-3 typewritten pages and bring them to class on 18 November.

Thursday, 20 November

Black Mobilization

Read:

- John C. Rodrigue, *Reconstruction in the Cane Fields*, chap. 3
- Steven F. Miller, Susan E. O’Donovan, John C. Rodrigue, Leslie S. Rowland, ed., “[Between Emancipation and Enfranchisement: Law and the Political Mobilization of Black Southerners During Presidential Reconstruction, 1865-1867](#),” *Chicago-Kent Law Review* 70, no. 3 (1995), 1059-1077
- Capt. George Smith to Major A. W. Preston, 31 Oct. 1866 (See course documents: Week 11)
- Aima Ship to Leathe, 13 May 1866, and Aima Ship to Adeline, 13 May 1866 (See course documents: Week 11)
- Peter R. Hines to Chief of Freedmens Bureau, 1 Nov. 1865 (See course documents: Week 11)

Write: Only recently have historians come to recognize the extent to which former slaves were mobilizing in advance of that period known as “Radical Reconstruction.” Yet once again, former slaves refused to follow a single script. Who mobilized, how, and for what reason depended heavily on the specific circumstances of black people’s lives. Using the above sources, describe in 1-2 typewritten pages some of the different purposes that brought former slaves together in the months following freedom. Do you see any relationship between purpose and participants? Bring your papers – and thoughts – to class on 20 November.

Tuesday, 25 November

New Lawmakers, New Laws

Read:

- John C. Rodrigue, *Reconstruction in the Cane Fields*, chap. 4-7
- “An Act to provide for the more efficient Government of the Rebel States,” *Statutes at Large*, vol. 14, pp. 428-429 (See course documents: Week 11)
- Rev. Samuel Lewis M.E. to W. W. Holden, 4 Jan. 1869 (See course documents: Week 11)
- B. T. Sellers to Daniel H. Chamberlain, 1 Sept. 1876 (See course documents: Week 11)
- “Types of State-Level Policy During Reconstruction,” from Richard M. Valelly, *The Two Reconstructions: The Struggle for Black Enfranchisement* (Chicago, 2004), 80-81

Write: Read these selections carefully, and as you do, ask yourself whose aspirations – whose freedoms – are being enacted by the Reconstruction governments? Jot down your thoughts and be prepared to discuss them in class on 25 November.

Thanksgiving Break

Tuesday, 2 December

Democratic Resurgence

Read:

- John C. Rodrigue, *Reconstruction in the Cane Fields*, chap. 8
- Philip Joiner to John Emory Bryant, 10 Sept. 1868 (See course documents: Week 12)
- A. L. Holliday to R. L. Hunter, 18 June 1868 (See course documents: Week 12)
- Martin W. Gary, "Plan of the Campaign of 1876," in Frances Butler Simkins, *South Carolina During Reconstruction* (Chapel Hill, N.C., 1832), Appendix, 564-569 (See course documents: Week 12)

Thursday, 4 December

Bi-Racial Movements and Political Promises

Read:

- Lawrence C. Goodwyn, "[Populist Dreams and Negro Rights: East Texas as a Case Study](#)," *American Historical Review* 76 (Dec. 1971): 1435-1456
- Eric Arneson, "'It Aint Like They Do In New Orleans': Race Relations, Labor Markets, and Waterfront Labor Movements in the American South, 1880-1923," in *Racism and the Labour Market: Historical Studies*, ed. Marcel van der Linden and Jan Lucassen (Berlin, Germany, 1995), 57-100 (See course documents: Week 12)
- Excerpts from "Big Bill" Haywood, *Bill Haywood's Book* (1929), 241-242 (See course documents: Week 12)
- *Galveston (Texas) Daily News*, 5 Sept. 1898 (See course documents: Week 12)
- [Miners' children at school](#), Roslyn, Washington, 1906
- And their fathers: [Coal miners at lunch](#), Roslyn, Washington, ca. 1900

Write: In *The Wages of Whiteness* (revised ed., 1999), p. 8, David R. Roediger states rather unequivocally that "working class formation and the systematic development of a sense of whiteness went hand in hand for the US white working class." Is this view sustained or challenged by today's materials? Were the categories as stable as Roediger suggests? In 1-2 typewritten pages support your response with specific examples. Due in class on 4 December.

Tuesday, 9 December

Dawning of the Age of Jim Crow

Read:

- John C. Rodrigue, *Reconstruction in the Cane Fields*, epilogue
- Beck, E. M., and Stewart E. Tolnay, "[The Killing Fields of the Deep South: The Market for Cotton and the Lynching of Blacks, 1882-1930](#)," *American Sociological Review* 55 (Aug. 1990): 526-539
- "[A Serious Question – How Long Will This Last](#)," *News and Observer*, 13 Aug. 1898
- "[Jim Young, The Negro Politician, at Head of the Committee on Education at the Blind Institute for White Children at Raleigh](#)," Raleigh N.C., *News and Observer*, 18 Aug. 1898
- "[Re-Pop.li-can Office Holder Despises Humble Farmer](#)," *News and Observer*, 27 Aug. 1898
- "[A Warning. Get Back! We Will not Stand It](#)," *News and Observer*, 30 Aug. 1898

- [“White Girls Proving Witness Tickets Before a Negro Deputy Clerk of the Court,”](#) *News and Observer*, 8 Sept. 1898
- [“Negro Road Overseer in Craven County,”](#) *News and Observer*, 11 Sept. 1898
- [“The Vampire that Hovers over North Carolina,”](#) *News and Observer*, 27 Sept. 1898
- [“The Goddess of Democracy,”](#) *News and Observer*, 28 Sept. 1898
- [“The New Slavery,”](#) *News and Observer*, 15 Oct. 1898
- [“Behind the Bars,”](#) *News and Observer*, 18 Oct. 1898
- [“To the Good People of North Carolina – One and All,”](#) *News and Observer*, 23 Oct. 1898
- [“Under Which Flag?”](#) *News and Observer*, 1 Nov. 1898
- “Great Day at Wilmington: Rough Riders and Red Shirts,” *Baltimore Sun*, 4 Nov. 1898 (In course documents: Week 13)
- [“The Tar Heel ‘Free-for-All,’](#) *News and Observer*, 6 Nov. 1898
- [“Good Morning! Have you voted the White Man’s Ticket?”](#) *News and Observer*, 8 Nov. 1898
- “Gentlemen on the Day of the [Wilmington, N.C.] Race Riot,” 10 Nov. 1898 (In course documents: Week 13)

Write: Historian Steve Kantrowitz argues in his biography of South Carolinian Ben Tillman that white supremacy was hard work. What do you think? Develop your response in 2-3 typewritten pages, and bring them to class on 9 December.

Thursday, 11 December

New Leaders, New Directions, New Constituencies

Read:

- Tera W. Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War* (Cambridge, Ma., 1997), 169-186 (In course documents: Week 13)
- Mrs. A. M. Curtis, [Appeal to Colored Voters](#), no date
- Booker T. Washington, [Speech at the Atlanta Cotton States and International Exposition](#), 18 Sept. 1895
- W. E. B. Du Bois, [The Talented Tenth](#), Sept. 1903
- W. E. B. Du Bois, “Close Ranks,” *The Crisis* 16 (July 1918): 111 (In course documents: Week 13)

Write: Karl Marx once observed that “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given, and transmitted from their pasts.” If that’s the case, what sort of pasts help to explain the individuals represented in this week’s readings? Come to class prepared to discuss the historical antecedents that helped produce those such as Booker T. Washington, W. E. B. Du Bois, Mrs. Curtis, and the working-class women of turn-of-the-century Atlanta. In other words, how do we as historians account for their presence, their ambitions, and their ideas?

Tuesday, 16 December

- Wrap up & Review