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Gender Histories of Slavery and Emancipation
History 313 01/Africana Studies 306 04/American Studies 350 07/GSWs 390b 01
Spring 2015, Monday and Wednesday, 2:00-3:20 pm
James Blair Hall 223

This course explores the historical nexus of gender and race in the history of slavery, emancipation, and the struggle of African Americans to construct a meaningful freedom in the United States. We will investigate how the organization of gender was conditioned by, and how it undergirded, systems of both slavery and racism in the 18th and 19th-centuries. What role did gender play in the establishment of slavery and racial hierarchy in colonial North America? How did gender shape the experience of slavery for African-American women and men? How did slavery affect gender relations among white southerners? What was the nature of gender relations within slave communities? What were black men and women's visions for freedom and citizenship after emancipation? And how did gender shape postemancipation struggles between blacks and whites as well as relations between black women and men? Finally, how have gendered histories of slavery and freedom shaped the politics of race in the United States today? To explore these questions, we will consider topics such as men's and women's labor, family, sexuality, citizenship, and rape and other forms of violence. Using primary and secondary sources, we will also experiment with methods of historical interpretation and argumentation.

REQUIREMENTS:

Attendance: The quality of our experience in this class will depend on the presence and contribution of all its members. Thus attendance at every class is required. If you must miss a class due to illness or a personal emergency, you must contact me by email before the class that will be missed.

Participation: Your contributions to our class discussions are a central part of this course. You will be graded on the quality of those contributions.

Reading: You are expected to read closely the materials assigned for the course.

Presentation: Each student will choose one week during the semester (from Weeks 3-14) when she or he will open class discussion by presenting the arguments put forth in the readings assigned for that week and posing questions for class discussion. (Presenters should post their questions to our Blackboard site by 8pm the night before the presentation so that other students can read them ahead of time. They should also by 8pm share with the instructor their plans for the presentation, by emailing an outline and/or Powerpoint presentation.) More than one student will likely be presenting each week, so presentations and questions should be prepared collaboratively. I strongly recommend that co-presenters meet **in person** to prepare their presentation. Presentations should be no longer than 15 minutes. It is noted on the syllabus for each week which day that week we will begin class with the presentation.

Papers: Five analytic response papers (approximately 3 double-spaced pages typed) addressing assigned readings and based on a question posted to Blackboard the week before, or a question of a student's own design (if you choose the latter option, be sure to clearly identify the question you are addressing at the top of your paper). Students may choose the five weeks between Week 2 and Week 13 when they write the papers, though at least one paper must be written by Week 5 and an additional one before Spring Break. Papers are due at the beginning of class on either the Monday or the Wednesday of the week the

readings written about will be discussed, as indicated each week on the syllabus; no late papers will be accepted, except in rare instances when a sudden illness or a personal emergency prevents a student from attending class. Please hand in your papers in hard copy at the beginning of the class period. You will be asked to discuss what you have written in class.

An analytic response paper is not an informal response paper, nor a personal reflection essay. These are formal essays in which we are practicing rigorous engagement with and critique of the ideas put forth in the texts assigned for the week. So I recommend that in writing these essays you stay closely focused on the question you are addressing and closely rooted in the texts you are writing about. That means you should articulate and discuss the precise arguments made in the texts and you should use quotations from the texts as evidence to demonstrate your points.

I encourage you to meet with me to discuss your papers and my comments on them. In addition, you are welcome to seek assistance at the History Writing Resources Center (www.wm.edu/hwrc), in 347 James Blair Hall. You can make an appointment by calling 221-3756 or writing to Write1@wm.edu.

Analytical Question: For Week 14, all students are required to compose a brief analytical question about the assigned readings. Please use as a guide the kinds of questions I will have been providing throughout the term. Questions should be typed and handed in at the beginning of class in hard copy.

GRADING:

Participation in class: 40%

Presentation: 10%

Five Papers and Final Analytical Question: 50%

CLASS ROOM GROUND RULES:

Academic Integrity: All assignments submitted for this course must be your own original work. When you draw on material from work written by others, whether or not you quote it directly, you must cite the source appropriately. If you are not certain how or when to cite sources, please make an appointment to discuss citation with me in office hours. All instances of plagiarism and cheating will be investigated fully, in accordance with the College of William and Mary's honor code.

Electronic devices: Laptop computers and electronic readers may be used in class ONLY for accessing course reading material or taking notes. For safety, cell phones may be on but must be set on "vibrate" or silent mode. There is no emailing, texting, playing games, or answering phones during class except in the case of an emergency. Violation of this policy will lead to the loss of the privilege of using electronic devices in class.

READINGS:

The following books are available for purchase at the William and Mary Bookstore. They are also on reserve at Swem Library. Other required readings listed below are available as pdf files on our Blackboard site. [Bb]

Kathleen M. Brown. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in*

- Colonial Virginia*. Chapel Hill: University of North Carolina Press, 1996
- Virginia Ingraham Burr, ed. *The Secret Eye: The Journal of Ella Gertrude Clanton Thomas, 1848-1889*. Chapel Hill: University of North Carolina Press, 1990
- Stephanie M. H. Camp. *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. Chapel Hill: University of North Carolina Press, 2004
- Martha S. Jones. *All Bound Up Together: The Woman Question in African American Public Culture, 1830-1900*. Chapel Hill: University of North Carolina Press, 2007
- Melton A. McLaurin. *Celia, a Slave*. Athens: University of Georgia Press, 1991
- Leslie A. Schwalm. *A Hard Fight for We: Women's Transition from Slavery to Freedom in South Carolina*. Chicago: University of Illinois Press, 1997
- Six Women's Slave Narratives*. New York: Oxford University Press, 1988

CLASS SCHEDULE:

Week 1: Introduction: race, gender, slavery, freedom

Wednesday, January 21: introduction and course overview

Week 2: The creation of slavery, the origins of race

Monday, January 26: Film in class, "Africans in America: The Terrible Transformation"

Wednesday, January 28: Papers due; discussion

- "The Origins of North American Slavery and Racism," which includes Winthrop Jordan, "'The Mutual Causation' of Racism and Slavery," (an excerpt from an essay published in 1962) and Edmund S. Morgan, "The Paradox of Slavery and Freedom," (an excerpt from an essay published in 1972) in Thomas Holt and Elsa Barkley Brown, eds., *Major Problems in African-American History*, Volume 1 (Houghton Mifflin Company, 2000), 82, 92-109 [Bb]
- Barbara Jeanne Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review*, 181 (May-June 1990), 95-118 [Bb]
- Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry*. Chapel Hill: University of North Carolina Press, 1998, pp. 1-23 [Bb]
- Martha Hodes, "Marriage: Nell Butler and Charles," chapter 2 of *White Women, Black Men: Illicit Sex in the 19th-Century South* (New Haven: Yale University Press, 1997), 19-38 [Bb]

Week 3: Gender and racial formation in colonial slavery

Monday, February 2: Discussion

Wednesday, February 4: Papers due; presentation and discussion

- Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, chapters 3-6 (75-211)

Week 4: From Africans to African Americans: the creation of African-American society and culture and the formation of racial identity from within in early America

Monday, February 9: Film in class: *Nightjohn* by Charles Burnett, 1996

Wednesday, February 11: Papers due; presentation and discussion

Philip D. Morgan, *Slave Counterpoint*, chapter 8 (pp. 441-97) [Bb]

Sterling Stuckey, "How Africans Preserved Their Culture: Culture as Spirit" (an excerpt from a book written in 1988), and Mechal Sobel, "How White and Black Cultures Merged: Culture as Social Relations" (an excerpt from a book published in 1987), in Holt and Barkley Brown, eds., *Major Problems in African American History*, Houghton Mifflin 2000, 128-56 [Bb]

Brenda E. Stevenson, "The Question of the Slave Female Community and Culture in the American South: Methodological and Ideological Approaches," *The Journal of African American History*, Vol. 92, No. 1, (Winter, 2007), pp. 74-95 [Bb]

Week 5: Domination, negotiation, resistance: the dynamics of master-slave relations

Monday, February 16: Papers due; presentation and discussion

Wednesday, February 18: Discussion

The History of Mary Prince and Supplement to the History of Mary Prince in Six Women's Slave Narratives pp. iii-40

Narrative of the Life of Frederick Douglass, Preface, Letter from Wendall Philips, and chapters 1-10 (pp. 3-65) [Bb]

Week 6: Gender and everyday resistance in the 19th-century plantation South

Monday, February 23: Papers due; presentation and discussion

Wednesday, February 25: Discussion

Eugene Genovese, *Roll, Jordon, Roll: The World the Slaves Made* (Pantheon Books: 1974), pp. 3-7 [Bb]

Stephanie Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*, Introduction and chapters 1-3 (pp. 1-92)

Narrative of the Life of Frederick Douglass, chapter 11 and Appendix (pp. 65-80) [Bb]

Week 7: Gendered identity, labor, and family dynamics in black and white

Monday, March 2: Papers due; presentation and discussion

Wednesday, March 4: Discussion

Leslie A. Schwalm, *A Hard Fight for We*, chapters 1 and 2 (pp. 19-72)

- Brenda Stevenson, "Gender Convention, Ideals and Identity Among Antebellum Virginia Slave Women," in Darlene Clark Hine and David Barry Gaspar, eds. *More than Chattel: Black Women and Slavery in the Americas* (Bloomington: Indiana University Press, 1996), 169-83 [Bb].
- Virginia Ingraham Burr, ed. *The Secret Eye: The Journal of Ella Gertrude Thomas, 1848-1889* (Chapel Hill: University of North Carolina Press, 1990), 118-171
- Stephanie McCurry, "The Politics of Yeoman Households in South Carolina," in Catherine Clinton and Nina Silber, eds., *Divided Houses: Gender and the Civil War*, 22-38 [Bb]

Spring Break!

Week 8: Slavery, sexual violence, and the law

Monday, March 16: Papers due; presentation and discussion

Wednesday, March 18: Discussion

- Sharon Block, "Lines of Color, Sex, and Service: Comparative Sexual Coercion in Early America," in *Sex, Love, Race: Crossing Boundaries in North American History*, ed. Martha Hodes (New York, 1999), 141-63 [Bb]
- Melton A. McLaurin, *Celia, A Slave*

Week 9: Abolition and Women's Rights

Monday, March 23: Papers due; presentation and discussion

Wednesday, March 25: Discussion

- Martha S. Jones, *All Bound Up Together*, introduction and chapters 1-3 (pp. 1-117)
- Ellen Carol Dubois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869*, chapter 1, pp. 21-52 [Bb]
- Sarah M. Grimke, "Letters on the Equality of the Sexes and the Condition of Women," 35-48 [Bb]
- Angelina Grimke, "An Appeal to the Women of the Nominally Free States" [Bb]
- "Declaration of Sentiments and Resolutions, Seneca Falls," 76-82 [Bb]
- Frederick Douglass, "Editorial from *The North Star*," 83-85 [Bb]

Week 10: War and Emancipation

Evening showing of "Glory," Edward Zwick, Director, 1989, time and place to be determined

Monday, March 30: Papers due; presentation and discussion

Wednesday, April 1: Discussion

- Stephanie Camp, *Closer to Freedom*, chapter 5 and postscript (pp. 117-141)
- Ira Berlin, Joseph P. Reidy, Leslie S. Rowland, eds. "Freedom's Soldiers: A Documentary History," in *Freedom's Soldiers: The Black Military Experience in the Civil War*. New York: Cambridge University Press, 1998 (pp. 83-175) [Bb]

Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," in *Southern Stories: Slaveholders in Peace and War* (Columbia: University of Missouri Press, 1992), 113-40, 174-92 [Bb]

The Story of Mattie Jackson in Six Women's Slave Narratives (3-42)

Testimony of Nancy Johnson before the Southern Claims Commission, in *Free At Last*, pp. 124-29 [Bb]

Virginia Ingraham Burr, ed. *The Secret Eye*, pp. 183-86, 209-10, 219-20, 225-26, 227-28, 230, 234-40, 243, 246-47, 257-58

Week 11: The meaning of freedom: gendered contests over land, labor, and race in the postemancipation South

Monday, April 6: Papers due; presentation and discussion

Wednesday, April 8: Discussion

Hannah Rosen, "'Not That Sort of Women': Race, Gender, and Sexual Violence during the Memphis Riot of 1866," in *Sex, Love, Race: Crossing Boundaries in North American History*, ed. Martha Hodes (New York: New York University Press, 1999), 267-93 [Bb]

Leslie A. Schwalm, *A Hard Fight for We*, chapters 5, 6, and 7 (pp. 147-268)

Virginia Ingraham Burr, ed. *The Secret Eye*, pp. 272-76

Week 12: Laying claim to citizenship: race, gender, and political rights in a postemancipation republic

Monday, April 13: Papers due; presentation and discussion

Wednesday, April 15: Discussion

Fourteenth and Fifteenth Amendments, in *Civil Rights and the American Negro: A Documentary History*, ed. Albert P. Blaustein and Robert L. Zangrando (New York: Washington Square Press, 1968), 226-27, 244 [Bb]

Ellen DuBois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869*. Chapters 2-3 and 6 (pp. 53-104; 162-202) [Bb]

Martha S. Jones, *All Bound Up Together*, part of chapter 4 and chapter 5 (pp. 140-171)

Week 13: Establishing Jim Crow: lynching, disfranchisement, and segregation in the post-Reconstruction era

Monday, April 20: Film in class: *The Loving Story* (2011)

Wednesday, April 22: Papers due; presentation and discussion

Ida B. Wells, *Southern Horrors: Lynch Law in all its Phases* (The New York Age Print, 1892), 1-24 [Bb]

Virginia Ingraham Burr, ed. *The Secret Eye*, pp. 370-73

Jacquelyn Dowd Hall, "The Mind that Burns in Each Body": Women, Rape, and Racial Violence," in *Powers of Desire: The Politics of Sexuality*, ed. Ann Snitow, Christine Stansell, and Sharon Thompson (New York: Monthly Review Press, 1983), 328-49 [Bb]

Hannah Rosen, "The Rhetoric of Miscegenation and the Reconstruction of Race: Debating Marriage, Sex, and Citizenship in Postemancipation Arkansas," in *Gender and Slave Emancipation in the Atlantic World*, ed. Pamela Scully and Diana Paton (Durham: Duke University Press, 2005), 289-309 [Bb]

Jane Dailey, "Is Marriage a Civil Right? The Politics of Intimacy in the Jim Crow South," in *The Folly of Jim Crow*, 176-208 [Bb]

Week 14: Race, gender, and the politics of history

Monday, April 27: Questions due; view excerpts of Anita Hill-Clarence Thomas Hearings; presentation and discussion

Wednesday, April 29: Discussion and conclusions

Chronology of Anita Hill-Clarence Thomas sexual harassment charges and hearing [Bb]

Statements of Anita Hill and Clarence Thomas in *The Black Scholar*, ed. *Court of Appeal: The Black Community Speaks Out on the Racial and Sexual Politics of Thomas vs. Hill* [Bb]

Statement by "African American Women in Defense of Ourselves" [Bb]

Elsa Barkley Brown, "What Has Happened Here?: The Politics of Difference in Women's History and Feminist Politics," *Feminist Studies* 18 (Summer 1992), 295-312 [Bb]

Wahneema Lubiano, "Black Ladies, Welfare Queens, and State Minstrels: Ideological War by Narrative Means," in Toni Morrison, ed. *Race-ing Justice, En-Gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality*. New York: Pantheon Books, 1992 (pp. 323-361) [Bb]

Kimberle Crenshaw, "Whose Story Is It Anyway? Feminist and Antiracist Appropriations of Anita Hill," in Morrison, ed. *Race-ing Justice, En-Gendering Power* (pp. 402-436) [Bb]

Planning your presentation:

The requirement for your presentations is that you describe the arguments put forth in the readings assigned for that week and that you offer questions for class discussion about those readings. You are required to do this along with your co-presenters in fifteen minutes maximum.

There is a lot of room for innovation within that assignment, and you should feel free to design your presentation in the way that best suits the material and your personality and preferences. I write now to offer a few thoughts that might help you as you decide how to proceed.

- 1) To decide on the content of your presentation, you might ask yourself what you think is most important for us to understand and to discuss regarding the readings assigned for the week? What did you find most interesting in the readings? And what did you find most relevant to the issues and topics we have already explored in class together? (This latter question is less relevant at the beginning of the semester than it will be later in the term.)
- 2) How can you best convey your ideas about point #1 in an efficient manner? You might write out the points you want to make and then try to summarize those points in a few sentences each.
- 3) You might ask yourself if, in order to convey the points you have identified as most important, it would be best to present the readings one by one, making one or more points about each, or to synthesize the readings and make your points on shared themes or issues that they all cover? Or should you approach some readings individually and others in a group?
- 4) You should include an introduction that identifies for your audience the key, important issues or themes you will be discussing, and a conclusion that reminds the class of those important issues or themes and what you think we should focus our discussion on that day.
- 5) Think about the form of your presentation. Can you speak from memory or an outline or notes rather than reading what you have prepared to the class? This will most likely help you hold your classmate's attention and interest. Also, how will you divide the points you want to make between the members of your presentation group? You might practice the presentation a few times before class. This will help you remember what you want to say. It will also let you know if you have planned much too much to say. There is not that much that one can say in fifteen minutes.

Please remember too that presenters should post questions for discussion to our Blackboard site the night before the presentation so that other students can read them ahead of time. You will find a folder for your questions for each week in the Discussion section of the Blackboard site.