Overview

This seminar serves as one of the department’s three “foundation courses” in American history. The selected readings are intended as an introduction to the wide array of topics and methodologies that are of interest to historians of the 19th century. You will note that the list of required texts includes a few fairly old classics, several monographs that have helped frame scholarly discourse over the last several years, and quite a few very new books that reflect the current state of the field. Roughly a third are first books, others are works by very established scholars. Much of our time will be devoted to placing these books into various historiographic conversations.

Assignments

Each student will be responsible for all of the following:

- **Attend each class prepared to discuss the assigned readings.** That should include preparing written notes (as opposed to relying on underlinings). Your notes should include issues that you would like to raise in discussion: points that you found interesting, problematic, surprising, and so on. You should walk into seminar prepared to help shape the discussion, rather than simply expecting to respond (or, worse, sit passively).

- **Write a short (350-500 word) response to each reading.** These response papers should include a very short overview of the author’s main empirical and theoretical concerns. What is the book about? What was the research design? What questions and perspectives framed the analysis? You should also include observations about how this book is in conversation with other books you have read (either in this course or elsewhere). Your response should include your own critical assessment of the book. Finally, you should raise specific issues that you would like to discuss in class. These short essays should be submitted to me and to the two discussion leaders by 10:00 PM on the Wednesday before class.

- **Write a short (500 word) summary of one session at the symposium on “Creating Citizenship in the 19th Century South and Beyond.”** This conference will take place at UF from January 15th – 17th. You are urged to attend the entire conference. The full program can be found at: [http://www.history.ufl.edu/citizen/index.html](http://www.history.ufl.edu/citizen/index.html)

- **Prepare two short (8-10 page) historiographic on specific topics in 19th Century American history.** Unlike some such essays, which call for a quick gloss on a long list of titles, these essays should reflect a close reading of 3-5 books. You may (and usually should) use one of the assigned readings to anchor your essay, but the other
books should be titles that are new to you for this essay. Your titles should include at least one book that is a “classic” in the field (usually more than 15 years old). One goal in this assignment is to consider how scholars build upon – or argue against – previous work. I have prepared a short list of suggested themes and about 120 suggested titles. You may select titles and topics that are not on this list, but you must make the case that the themes are sufficiently broad and interesting, and the titles are significant. You must submit a proposal in advance of each essay. See below for deadlines.

- **Help lead two class discussions.** You will work in pairs to help frame class discussions. Partners should meet together and then with me in advance of class to discuss the themes. Of course it would be wise to integrate the historiographic essays with the classes you are leading.

- **Write a final essay in response to the course readings.** This will be an 8-10 page essay in response to a question distributed about a week in advance. You will have some choice. This assignment is intended as a dry run of the Preliminary Examinations that first year doctoral students take in August.

**Grading**

- Preparation and participation [Includes leading class] 40%
- Weekly essays [Includes essay on the Symposium] 10%
- Two historiographic essays 40%
- Final Essay 10%

**Attendance and Deadlines**

Needless to say, you are expected to attend each seminar meeting (on time!). Absence from more than one meeting will result in a major grade reduction. I have never had a student miss more than two class meetings, but I imagine that the consequences would be dire.

All deadlines are final. I do not give extensions or incompletes except in extraordinary cases of unanticipated personal or medical issues.

**A Note on the Readings**

I have asked Goerings Books to order copies of all of the assigned readings. Goerings is one of Gainesville’s few remaining independent bookstores, so it would be great if you could support them with a few purchases. As the semester begins, three books – Faust, Varon, Jones – are only in hardback. Faust is supposed to come out in paperback in a few weeks. Varon and Jones are substantially discounted at Amazon.com.
**Class Topics and Readings** (all Thursdays)

January 8\textsuperscript{th}  \hspace{1cm} INTRODUCTION

January 15\textsuperscript{th}  \hspace{1cm} ANTEBELLUM WOMEN & “SEPARATE SPHERES”  
Nancy Cott, *Bonds of Womanhood* (2\textsuperscript{nd} edition, 1997)  
Be sure to read the new preface to the second edition

January 15-17 - “Creating Citizenship in the 19th Century South and Beyond.”

January 22\textsuperscript{nd}  \hspace{1cm} REPUBLICANISM, LIBERALISM AND THE NEW NATION  
**REVIEW OF SYMPOSIUM SESSION DUE IN CLASS**

January 29\textsuperscript{th}  \hspace{1cm} JACKSONIAN POLITICS AND REFORM  

February 5\textsuperscript{th}  \hspace{1cm} SLAVERY  

February 12\textsuperscript{th}  \hspace{1cm} ANTEBELLUM SOUTHERN SOCIETY  

February 19\textsuperscript{th}  \hspace{1cm} THE WEST AND THE ENVIRONMENT  

February 26\textsuperscript{th}  \hspace{1cm} SECESSION AND THE COMING OF THE CIVIL WAR  
Liz Varon, *Disunion!* (2008)  
Only available in hardback.

**PROPOSED TOPIC AND TITLES FOR FIRST BIBLIOGRAPHIC ESSAY DUE IN CLASS**

March 5\textsuperscript{th}  \hspace{1cm} THE CIVIL WAR: MEANINGS AND IMPACTS  
Drew Faust, *This Republic of Suffering* (2008)  
This should be out in paperback by February.

March 12\textsuperscript{th}  - SYRING BREAK

March 19\textsuperscript{th}  \hspace{1cm} THE CIVIL WAR: COMMUNITIES AT WAR  
Only available in hardback

**FIRST BIBLIOGRAPHIC ESSAY DUE IN CLASS**
March 26th  RE Thinking Reconstruction
Heather Cox Richardson, West From Appomattox (2007)

April 2nd  RACE, GENDER, AND POLITICS
Glenda Gilmore, Gender and Jim Crow (1998)

PROPOSED TOPIC AND TITLES FOR SECOND BIBLIOGRAPHIC ESSAY DUE IN CLASS

April 9th  RACE, GENDER AND IMPERIALISM

April 16th  HISTORY AND LEGEND

SECOND BIBLIOGRAPHIC ESSAY DUE IN CLASS

April 23rd  FINAL ESSAYS DUE BY 4:00