

Erin Miller

Bakersfield College

History 17A: US History to 1865

Class Packet

Fall 2011

Table of Contents

- I. Tips for Reading History
- II. Guidelines for Reading Primary Sources
- III. Study Guides for Readings
- IV. Writing Assignment I
- V. Writing Assignment II
 - A. Book Review Subject List
 - B. Book Review Assignment
 - C. Sample Book Reviews
 - D. Film Review Assignment
 - E. Sample Film Review
 - F. Service Learning Assignment
 - G. Service Learning Sample
- VI. Oral Presentation Assignment
- VII. Guide to Effective Oral Presentations
- VIII. Final Exam: Sample Essay

Tips for Reading History

Dear All:

Below I have listed some general guidelines for you to consider while you read throughout the semester. Hopefully using these questions will help you read more efficiently.

All the Best,

Erin

1. **What are the main themes for the readings?** (For example, a few themes from one week would include the following: the meaning of freedom for slaves, the New South, and Reconstruction.)
2. **Keep a running list of the main characters, events, and other important factors** that seemed to help influence history. For example, Thaddeus Stevens, Andrew Johnson, Black Codes, Freeman's Bureau.
3. **Significance:** always keep in mind what the significance of each person and event is. How did they/it change history? Why do we care about them?
4. **Read before you attend lecture, take thorough notes during lectures and discussion. Reread them as soon as possible after class.** This will probably be the most difficult for some of you, but if you do the reading (at least skim it) before lecture, what you hear will be more easily remembered.

Evaluating Primary Sources

Primary Sources: Arthur Marwick. *The Nature of History*. London: MacMillan Press Ltd., 1989.

- A. **Authenticity:** Is the source authentic; is it what it purports to be?
- B. **Provenance:** Where did the source come from; where was it originally found?
- C. **Dating:** When exactly was the source produced? What is its date? How close is its date to the date of the events to which it relates or to dates relevant to the topic being investigated? How does this particular source relate chronologically to other relevant sources? How does it relate to other significant dates?
- D. **What type of source** is it, a private letter, an official report, a public document of record, or what?
- E. **Who created it?** What person or group of persons created the source? What basic attitudes, prejudices, and vested interests would he, she or they be likely to have? How and for what purposes did the source come to exist? Who was it written for or addressed to?
- F. **How far does it provide good first-hand information?** Is the author of the source really in a good position to provide first-hand information on the particular topic the historian is interested in? Is the writer dependent, perhaps, on hearsay?
- G. **Technical points, contemporary illusions?** How exactly was the document understood by contemporaries? What, precisely, does it say?

Study Guide for Reading Assignments By Chapter

Chapter 1 Key Terms:

Paleo-Indians	Aztecs
Gender Roles	Polytheistic
Slavery in Guinea	Black Plague
Marco Polo Travels	Christopher Columbus
John Cabot	Hernan Cortes
Tenochtitlan	Columbian Exchange
Roanoke	

Chapter 1 Discussion Questions:

1. Discuss the implications of the exchange of each item: beans (New World); chocolate (New World); corn (New World); cotton (both); horses (Old World); potato (New World); pumpkin (New World); turkeys (New World); wheat (Old World); wool (Old World).
2. Native Americans had a variety of complex cultures. What factors led to such a wide range of civilizations? Describe some of the important differences between Indian culture groups. Describe any significant similarities. Do Americans today understand the sophistication of the pre-Columbian world? Why or why not?
3. What factors led to the relatively rapid conquest of the Caribbean and Mexico? Why did the Spaniards prove less interested in, or less successful at, colonizing other areas of North America?
4. An overarching theme in Mexican history is the degree to which the culture reveals an Indian heritage and the degree to which it reflects a European legacy. Why might some Mexicans want to deny or criticize the European influence on their society? What positive contributions did the Spaniards make that Mexicans might embrace?

Chapter 2 Key Terms:

New France	New Spain
Dutch North America	Juan de Onate
Jesuit Missions in New France	New Netherland
English Reformation	Puritans
Separatists	Stuart Monarchs
Jamestown	Pilgrims
Massachusetts Bay Company	Governor John Winthrop
Pequot War	Anne Hutchinson

Chapter 2 Discussion Questions:

1. How did the European states differ in their approach to settlement? Did they share any substantive similarities? What benefits did the New World provide for each Mother Country?
2. Regarding Indians specifically, the French and the English followed quite different policies. Why? How did each country advance their purposes? What long-term results grew out of each nation's approach to Native Americans?

3. What differences existed between the southern and northern colonies? Did any similarities exist? What role did geography play in emigration? What part did religion play?
4. What environmental problems did the colonists in Jamestown face? What about the site of the town might have encouraged illness? What economic difficulties plagued the colony? What cultural characteristics seemed inappropriate, even dangerous, to the settlement?
5. Did the Puritans succeed in achieving their purpose of establishing a “city on a hill”? Why or why not? Does any legacy of this concept remain in American culture? Do any other elements of the Puritan ethic continue to shape the United States?

Chapter 3 Key Terms:

New York	New Jersey
Pennsylvania	William Penn
Chesapeake	Carolina
Witchcraft	King Philip’s War
Bacon’s Rebellion	Atlantic Trading System
Atlantic Slave Trade	Slavery in Barbados
Slavery in Chesapeake	Glorious Revolution
King William’s War	

Chapter 3 Discussion Questions:

1. What led to the founding of the proprietary colonies? Did fundamental similarities exist among these colonies? What differences existed? How does the emergence of these colonies mark a fundamental shift from the creation of the earlier settlements?
2. Why might the English have engaged in little or no debate over the moral issue of slavery? What concerns did shape the development of slavery in the mainland colonies? How did the presence of a large number of Africans influence the southern settlements? Why did so many fewer slaves live in the North?
3. In which of the “original” thirteen colonies would each student prefer to have lived? Why? Which colony would be least attractive? Why?
4. What advantages did the British system of mercantilism offer the mainland colonies? What advantages existed for the mother country? What disadvantages did each group face? What made mercantilism such a contentious issue?
5. How did the Glorious Revolution influence Americans’ views of their world? How did it alter their perceptions of the Empire? Did the Glorious Revolution “foretell” American independence? If so, why and how? Or, why not?
6. What were the causes of the witchcraft crisis at Salem Village? Why did people believe the accusations? Are there other examples of witch-hunt hysteria in American history?

Chapter 4 Key Terms:

Involuntary Migrants from Africa	Scots-Irish
Scots	Germans
King George’s War	Middle Colonies
Genteel Culture	The Enlightenment

John Locke
Middle Ground
Forms of Resistance
Stono Rebellion
George Whitefield

Oral Cultures
Families
Colonial Assemblies
First Great Awakening

Chapter 4 Discussion Questions:

7. Discuss some of the more important of the demographic shifts that occurred in the middle of the eighteenth century. What effect did the “new” immigration have? Why did the colonies attract such emigrants? Why at this time and not earlier?
8. How did local economies develop between 1720 and 1750? How did the colonies remain tied to international commerce? What differences existed between rural and urban Americans? How did the different regions display different economic developments?
9. How did the colonial household differ from modern families? What, if any, similarities exist? Discuss some of the important elements of rural life and of urban life in mid-eighteenth-century America. How did slaves’ daily lives reflect their place in America? (You might find it useful to assign students Chart B, “Society: The American Family, 1720-1770,” in the “Organizing, Reviewing, and Using Information” section in Chapter 4 of the Study Guide before conducting an in-class discussion on this topic.)
10. What role did rituals play in the colonies between 1720 and 1770? Why? Which rituals do you think had the greatest influence on Americans? Why? What role did education play in America? How did the Enlightenment affect Americans then and now? (You might find it useful to assign students Chart A, “American Society: Significant Rituals of Everyday Life, 1720-1770,” in the “Organizing, Reviewing, and Using Information” section in Chapter 4 of the Study Guide before conducting an in-class discussion on this topic.)
11. What crises marked mid-eighteenth-century America? How did these events reveal underlying social tensions? What were some of those tensions? Why can the Great Awakening, which was not violent, be considered a crisis? (You might find it useful to assign students Chart D, “Society: Class and Ethnic Conflicts, 1720-1770,” in the “Organizing, Reviewing, and Using Information” section in Chapter 4 of the Study Guide before conducting an in-class discussion on this topic.)

Chapter 5 Key Terms:

Iroquois Neutrality	Queen Anne’s War
Albany Congress	7 Years War
Pontiac	Proclamation of 1763
George III	Sugar Acts
Theories of Representation	Stamp Act Crisis
Patrick Henry	Virginia Stamp Act Resolves
Sons of Liberty	Loyalists
Townsend Acts	John Dickinson
Daughters of Liberty	Boycotts
Tea Act	Boston Massacre
Samuel Adams	Committees of Correspondence
Coercive and Quebec Acts	

Chapter 5 Study Questions:

12. Why might some scholars call the Seven Years War the “Great War for Empire”? How accurate a description is that? What role did Indians play in the causes and consequences of the war? Did the war set the stage for the American Revolution?
13. How did imperial policy toward western lands offend many Americans? What did the Proclamation of 1763 do and how did Americans respond? Why did Americans resent the Quebec Act?
14. How did demonstrations against imperial policy include obvious violations of the law? How did colonists justify their actions? Are those justifications valid? Did they have any legal means of expressing discontent?
15. What role did pamphlets play in the development and spread of the American resistance movement? What constitutional ideas were advanced in the major pamphlets associated with the resistance movement? Did the ideas presented in the protest pamphlets consistently move in a more radical direction? Did pamphlets prepare the mind of the colonists for the idea of independence?
16. What role did legislative resolutions (protest resolutions passed by the lower houses of colonial assemblies) play in the development and spread of the American resistance movement? Did legislative resolutions borrow ideas from pamphlets associated with the resistance movement? How did the ideas expressed in legislative resolutions change in the period from 1765 to the signing of the Declaration of Independence in 1776? What caused these changes?
17. What role did crowd action play in the development and spread of the colonial resistance movement? What dangers did crowd action pose? How did the middle- and upper-class leaders of the resistance movement attempt to minimize these dangers? Were they successful?

Chapter 6 Key Terms:

First Continental Congress	Patriots
Loyalists	Thomas Paine
<i>Common Sense</i>	George Washington
Continental Army	Yorktown
Second Continental Congress	

Chapter 6 Study Questions:

18. How did the Continental Congresses meet their obligations to provide leadership? Did they fail in any ways? What constituted their greatest successes? How did local governments emerge?
19. What groups in America gained the most from the war? What groups lost the most? For which groups, if any, did things stay just about the same? How did the war influence the place of slaves in America? Of Indians? Women?
20. How did the Americans beat the British, who arguably had the premier military in the world? What mistakes did the British make? Did they do anything right? What errors did the Americans make? How did they overcome any tactical or strategic blunders?
21. How did the Battle of Saratoga mark a turning point in the war? Beyond the international implications, what did the campaign reveal about British strategy and tactics? What did it reveal about English attitudes toward Americans, the war, and each other? What ramifications did the defeat have for the conduct of the war?

22. In 1783, the Americans had independence, but they also had treaty obligations. Discuss the provisions of the treaties with the French. How did America live up to those agreements? How might the treaties provide benefits to either side after the war? Beyond independence, discuss the implications of the Treaty of Paris.

Chapter 7 and 8 Key Terms:

Republicanism	Educational Reform
Manumission	Racist Theory
State Constitutions	Constitutional Convention
Slavery and the Constitution	Federalists vs. Anti-Federalists
Bill of Rights	Alexander Hamilton
First Bank of the United States	Whiskey Rebellion
French Revolution	Jay Treaty Debate
XYZ Affair	Alien and Sedition Acts
Gabriel's Rebellion	Election of 1800

Chapter 7 and 8 Study Questions:

23. What did Americans mean by a “virtuous republic”? What precedence for this concept existed in colonial America? Are there any inherent problems or contradictions in the concept? How did Americans go about establishing the virtuous republic? Did they achieve their goals?
24. How did republicanism affect minorities in America? What role did women play in republican society? Children? African Americans? How did the majority, that is, white males, reconcile any paradoxes between republican ideology and social realities?
25. How did the Articles of Confederation reflect the colonial experience in America? Did the Confederation achieve any positive results? What and how? Discuss the shortcomings of the Articles.
26. What specific problems led the Constitutional Convention in Philadelphia? What economic issues did the Confederation fail to resolve? What diplomatic concerns? Are there other domestic problems that the Confederation could not redress?
27. Does the Constitution advance any group over the interests of others? What interests does the Constitution protect? Are there any interests the Constitution ignores? Does the document have any flaws? If so, what? If so, how has it survived for so long?
6. What steps did Washington and Hamilton take to ensure the strength of the new government? What groups might have approved of these measures? What groups would have opposed them? How have the precedents they set continue to influence American government?
7. On what issues of foreign policy did Federalists and Democratic-Republicans diverge? Did they concur on any diplomatic matters? What implications did foreign affairs have for domestic policies? What domestic concerns became embroiled with international affairs? (You might find it useful to assign students the charts “Leaders Espousing Views Associated With Federalists” and “Leaders Espousing Views Associated With Republicans” in the “Organizing, Reviewing, and Using Information” section in Chapter 8 of the Study Guide before conducting this in-class discussion.)
8. Discuss the nature and purpose of the Electoral College. How did the electoral system influence the election of 1796? How might problems have arisen from the results of that vote? What happened in

the election of 1800? Is there any relationship between the events of these elections and the advent of political parties?

9. What role did ethnocentrism and, more specifically, white racism, play in the American government's policy toward Native Americans east of the Mississippi during the 1789–1800 period?

Chapter 9 Key Terms:

Separation of Church and State	The Marshall Court
Judicial Review	Election of 1804
Louisiana Purchase	Lewis and Clark
Tecumseh	Tenskwatawa
Embargo of 1807	International Slave Trade
Election of 1808	Madison's War
War of 1812	Treaty of Ghent
American System	Monroe Doctrine
Missouri Compromise	

Chapter 9 Study Questions:

28. In the election of 1800 is often called the "Revolution of 1800." Was this election revolutionary? Why or why not? Did the federal government undergo any fundamental changes as a result of it?
29. What were the guiding principles of John Marshall in the cases discussed in this chapter? Was he following a partisan agenda, a personal ideology, or was he simply looking to empower the federal government? How does the Court still reflect his influence?
30. What was the social, economic, and political importance of the Louisiana Purchase to the new American republic and to its future?

Chapter 10 Key Terms

Denmark Vesey	Nat Turner
Mississippi's Married Women's Property Act	The Impending Crisis
The Distinctive South	Slave Society
Amistad	Indian Removal
Trail of Tears	Cherokee Nation vs. Georgia
Yeoman Farmers	Landless whites
Free Blacks	Paternalism
King Cotton	Slave-Master Relationship
Slave Culture	Domestic Slave Trade

Chapter 10 Study Questions

1. Elite women in the South had to give up several personal rights to their husbands. In what ways did these women live lives similar to those of slaves? In what ways did they differ from slaves?
2. Would the plantation system have survived had there been less demand for cotton? Should northern and English textile manufacturers be held partially responsible for the slave South? Why or why not?

3. In 1860, three-fourths of the whites in the South owned no slaves, yet they supported the institution of slavery. Why would they support slavery so rigorously?
4. How did slaves learn to cope with their bondage?

Chapter 11 and 12 Key Terms

Erie Canal	Early Industrialization
Artisans	Canals
Railroads	Factory Work
Textile Mills	Labor Unions
Garment Industry	Cycle of Boom and Bust
Shrinking Families	Immigration
Ethnic Tensions	Revivals
Temperance	Moral Reform
Abolitionism	Colonialism
Immediatism	American Antislavery Society
African American Abolitionists	Opposition to Abolition
Jacksonianism	Election of 1824 and 1828
Democrats	Nullification
Force Act	Whigs and Reformers

Chapter 11 and 12 Study Questions

31. Why did canal building boom and then collapse so quickly? What advantages did railroads have over canals?
32. Discuss the developing labor problems with the coming of the factory system.
33. Discuss the changes brought to the United States with the advent of a market economy. What effect did this have on Jefferson's agrarian view of America? What did it do for agriculture? What was the relationship between the market economy and territorial expansion?
34. Why did the national policy of assimilating the Indian tribes fail? What arguments did the government use to justify removal? What could the Indians have done differently?

Chapter 12 Study Questions

1. What aspects of reform movement attracted women? How influential could women have been in this time period? In what ways did other reforms help the women's rights movement?
2. Why did the Antimasonry movement enjoy such popularity? Why did it fall apart so quickly? What lasting changes did the Antimasons introduce to American society and American politics?
3. Some historians have described the 1830s and 1840s as the Age of Jackson. Is this an accurate description? Why or why not?
4. What arguments can you make to defend Andrew Jackson's dismantling of the Second Bank of the United States? What arguments can you make to condemn his actions?

Chapter 13 Key Terms

Frontier Literature	Countering the Myths
Black Hawk War	The Fur Trade
Gold Rush	Public Lands
Southwestern Slavery	Tejanos
American Empresarios	Lone Star Republic
Oregon and California Trails	Fifty-Four Forty or Fight
Polk	Annexation of Texas

Chapter 13 Study Questions

35. Discuss the role of the West and migration on settlement and the economy of the United States. Why did people want to move west? What difficulties did they face? What role did banks and credit play in westward migration?
36. Discuss the idea of ethnocentrism and the role it played in the interaction between western Indians and white American western migrants.

Chapter 14 Key Terms

Mr. Polk's War	Conquest
Treaty of Guadalupe Hidalgo	Slave Power Conspiracy
Wilmot Proviso	Popular Sovereignty
Debate over Slavery	Compromise of 1850
Fugitive Slave Act	Uncle Tom's Cabin
Underground Railroad	Kansas-Nebraska Act
Birth of Republican Party	Know-Nothings
Bleeding Kansas	Dred Scott Case
Abraham Lincoln & Slave Power	John Brown's Raid on Harpers Ferry
Election of 1860	Secession
Fort Sumter	

Chapter 14 Study Questions

1. Did a border dispute in Texas offer a legitimate cause for war with Mexico? Why or why not? What other causes of the war existed? Does the Wilmot Proviso suggest anything about American motives beyond the issue of slavery? Should the Senate have accepted the Treaty of Guadalupe Hidalgo? Why or why not?
37. The Compromise of 1850 preserved the Union only for a short time. What concerns led to this compromise? Why did the compromise eventually fail? What alternatives might have prevented secession? What factors entered the picture during the subsequent decade that no one foresaw in 1850?
38. Did popular sovereignty offer any benefits to the United States? Did popular sovereignty create specific problems? Stephen Douglas, a northerner, is most associated with the idea, but who did popular sovereignty favor more—the North or the South? Why?
39. Did the Supreme Court have any constitutional basis for the *Dred Scott* decision? Was the decision justified according to legal interpretations of the day, or did this case just offer an example of a

slaveholding Supreme Court Chief Justice protecting his section? Discuss the consequences of the decision.

40. Did the election of Abraham Lincoln truly present a threat to South Carolina? Why or why not? What factors led the South to secede? How important a role did the election of 1860 play in those factors? How did it sharpen Southern concern over slavery?

Chapter 15 and 16 Terms

First Battle of Bull Run	Grand Strategy
Confederate Nationalism	Human Suffering
Southern Cities and Industry	Inequities of the Draft
Union Cause	Walt Whitman's War
Emancipation	Confiscation Acts
African American Recruits	Who Freed the Slaves?
Black Soldiers and Manhood	Battle of Gettysburg
Anti-war Sentiment	Disintegration of Confederacy
Draft Riots	Sherman's March to Sea
Surrender at Appomattox	Death Toll
Lincoln's 10 percent Plan	Wade-Davis Bill
13 th , 14 th , 15 th Amendment	Freedman's Bureau
Feel of Freedom	Blacks and Families
Black Churches	Sharecropping
Johnson's Reconstruction Plan	Radical Republicans
Johnson's Pardon Policy	Black Codes
Congressional Reconstruction	Radical Republicans
Reconstruction Acts of 1867-68	Constitutional Crisis
Impeachment	White Resistance
Negro Rule	Scalawags and Carpet Baggers
Ku Klux Klan	General Amnesty
Compromise 1877	

Chapter 15 and 16 Study Questions

41. Was the Anaconda Plan a viable strategic option? Why or why not? Should the South have been more or less aggressive in its military policies?
42. Discuss "King Cotton Diplomacy." How did southerners perceive diplomacy as a war measure? What might the South have done differently to gain foreign recognition or support? Would a different policy by Britain or France have made any difference in the course of the war? Why or why not?
43. How does the existence of "Border States" reveal attitudes toward the war? Did the crisis of secession justify Lincoln's suspension of constitutional guarantees of justice?
44. To what degree did slavery constitute a cause of the war? How did it serve to justify the war to northerners? To southerners?
45. The Civil War has been described as a "Second American Revolution." Is such a characterization accurate? Why or why not?

6. Andrew Johnson's Reconstruction plan was harsher than Lincoln's, but he still came under fire from the Radicals. Why?
7. Why did many southerners act as if they had not lost the Civil War? What made these southerners think they could get away with these actions?
8. Why could African Americans not retain the political power they held after the war?
9. How much responsibility do white southerners bear for the "failure" of Reconstruction? Do white northerners deserve any criticism?
10. What problems plagued the southern economy during the Civil War and Reconstruction? Why did southern planters concentrate so much on cotton production? What problems did this specialization create?

Writing Assignment 1

Length: 2 to 3 pages

Format:

- Name, Date, Page Numbers, and Class on Paper Heading
- Title for Essay
- 12 inch Times New Roman Font
- 1 Inch Margins
- Use In-Text Citations. If you don't know how to do so see me, or work with the Tutoring Center.
- You must have a works cited or bibliography.

Objective: The objective of this assignment includes the following: introduces you to the historical examination and analysis of primary sources; introduces you to the questions historians ask of sources and their authors, introduces you to the process of writing your own account of a historical event; and enables me to assess your writing, analytical, and organizational skills early in the semester. After reading these three primary sources, tell the story of the Spanish encounter with the indigenous/native peoples of Mexico. Be sure to include all three primary sources, citing them appropriately. Be sure to include the vantage point/perspective of each group/individual involved. You may want to consider the following questions: Which group is "savage"? What enables the Spaniards to conquer the indigenous people? Who manipulates whom; does Cortez use diplomacy to organize Montezuma's enemies against him, or do Montezuma's enemies use Cortez to defeat Montezuma? See handout for additional information.

Directions:

Step One: Read the Following Items:

1. Norton, chap.
2. Marcus, xi-xvi and 1-12.

3. Marcus, 37-42. Dispatches of the Conquest from the New World: Hernando Cortés, *In a letter to King Charles V of Spain, Hernando Cortés recounts his recent conquest of Mexico.*
4. Marcus, 37-42 *An anonymous Nahua Account of the Conquest of Mexico describes the Spanish conquest and suggest possible reasons for their defeat.*
5. Marcus, 13-17 and 37-42. Bartolomé de Las Casas, *The Dominican Friar Bartolomé de Las Casas's Powerful Report of the Horrors of the Spanish Conquest is often described as the Black Legend.*"

Step Two: Consider these questions: what enables the Spaniards to conquer the indigenous/native people of Mexico; which group is "savage"; why?

Step Three: In a formal essay, succinctly tell the story of Spanish encounter with the native people of Mexico. Make an argument about the interaction between these two groups. This argument should be in the first paragraph and be underlined. Think about the role race and/or ethnicity played in the encounters and the retelling of the encounters.

Assignment Two: (5 to 10 pages) (15%)

Option A:

Interpretive Book Review or Review of a Historically Based Film:

Choose a recent book or article from a scholarly journal that could fit within parameters of this syllabus. Write a substantial book review that places the arguments and evidence of the book you chose in dialogue with other books read for the course. I will provide detailed guidelines for film and book reviews, which are done quite differently.

This review should:

- Briefly summarize the book/article's findings and explain its significance.
- Situate the book in the appropriate historiographic contexts. Since many works will be responding directly to scholarship not included on this syllabus, you may have to do some additional reading.
- Draw some broader conclusions about the way the work does or does not reflect the cutting edge in its area of study.
- If you do a film, you must discuss both its historical accuracies and inaccuracies.

Option B:

Instead of completing writing assignment number three *Option A*, students may choose to perform a service-learning project. The service learning-project offers students a chance to volunteer for 15 hours throughout the semester in a local community organization (about an hour a week, depending on the kind of volunteer activity). The intention is to offer students the opportunity to move beyond lecture halls and be part of organizations working for the betterment of communities in the Bakersfield area. Students who take this option must then write a 2-3 page report on their experiences and present it as their paper to the

class. The report should include a brief description of the community organization you have been working with, your assigned work, and your personal reflection on the experience. You must relate your service to an aspect of history. In addition to/or in lieu of working with a community organization, students may opt to construct an oral history project that seeks to preserve the thoughts, beliefs, and ideas of today's Americans regarding a particular, agreed upon subject. This project also involves writing a similar 2-3 page report and presenting your experience to the class.

Option C: (1500-3000 words)

Choose 3 documents from the archives in the Library's collections or through online databases suggested by your instructor. (You will meet and establish contact with library's subject specialists according to your area of interest. He/She will help you locate archives relevant to your interests.) Imagine these are the first three documents discovered about/by these people at the time. Imagine that prior to finding these documents, historians new little about this area. You're the fist to discover it. Reconstruct the history of your subjects through the voices and language used by the authors of the text you have chosen. Tell the story of their lives, but also of their interpretations of what is going on around them. Place the fragmented text in a historical context. Write a 5-10 page essay that tells about the life, work, family, and culture of these individuals.

ASSINGMENT OPTION ONE: Within the first paragraph you should briefly introduce the film and provide background, discussing the main claims and reasons set forth in the film. Within the first paragraph you should make a claim about the film you are analyzing and provide a roadmap explaining how you have organized your paper to support your main claim about this film. Your claim about the film must be supported throughout the entirety of the paper with a close analysis of the film and readings from the class, describing key features with specific examples, including character sketches, appeals to the intended audience, the plot, etc. As you construct good reasons to support your claim you should discuss particular themes and values set forth in the film as related to key moments of change in the film, as well as to particular characters and the consequences they face. Be sure to choose a film that deals with a historical topic. You must approve all films with me. You must discuss in your review the historical accuracy of the film.

- **Summarize** the plot, the content, and arrangement of the film.
- Discuss the **main themes and values** of the film, as well as key changes throughout the film in relationship to your thesis.
- **Make a claim** about the film. Organize your essay around this claim, including reasons and topic sentences that support your main claim. For example, The film *Crash* highlights real issues about race in contemporary society, but the film's reliance upon the intense use of pathos in foregrounding the role of race in every encounter detracts from the audience's ability to relate to the experiences of the characters.
- Discuss the **context** of the film, considering why the film was created, its purpose, and where it came from. This requires background information on the film.
- Describe who you think the intended **audience** is, explaining how you inferred this. Contemplate assumptions you think the director/writer assumed the audience knew or believed.
- Discuss the **medium and genre** (feature-length movie) and what expectations an audience might have about this genre. The use of non-English language as well.

- Discuss any use of words (non-verbal) that the director used throughout the film, connected to the images, to help support his claims.
- Discuss the writer/director's use of appeals to ethos, logos, and or pathos. Ethos: what is the character of what he represents? Logos: does he use any documentation of facts. Pathos: assumption and appeals to the values of the audience? Are there any elements that can be considered symbolic?
- Research and discuss the identity of the creator and his other projects.
- Be sure to not only analyze the film with the rhetorical tools we have learned (language of race, gender, salvery, etc.), but to also write your own paper employing the elements of rhetoric. Each paragraph must have a topic sentence. And each paragraph should relate back to your main claim/thesis.
- State what this show/film **reveals about your position**: values, goals, acceptable roles in society, etc. List evidence to support your conclusions.

ASSINGMENT TWO: Evaluative Analysis (Film/Parts of Film are good, bad, effective, etc.)

Within the first paragraph you should briefly introduce the film and provide background, discussing the main claims and reasons set forth in the film. Within the first paragraph you should **make an evaluative claim based on criteria** about the film you are analyzing and provide a roadmap explaining how you have organized your paper to support your main claim about this film. (For example, evaluate whether or not this film effectively addresses the pervasiveness of racial stereotypes in our everyday encounters. You must define your criteria in order to support your claim.) Your claim about the film must be supported throughout the entirety of the paper with a close analysis of the film, describing key features with specific examples, including character sketches, appeals to the intended audience, the plot, etc. As you construct good reasons to support your claim you should discuss particular themes and values set forth in the film as related to key moments of change in the film, as well as to particular characters and the consequences they face.

- Determine an aspect of the film you want to evaluate. Define the term of your evaluation. For example, *Crash* effectively uses pathos to convince its audience of the centrality of racial stereotypes to people's treatment of one another, particularly in stressful or threatening situations. If this were your argument you would have to define what you mean by effectively in order for your reader to decide whether or not they agree with your claims, reasons, and proofs. Which criteria makes something good, bad, effective, etc.? Which is the most important criteria? Which criteria are fairly obvious and which will you have to argue for? Organize your essay around your claim, including reasons and topic sentences that support your main claim. **Describe each criterion and then analyze how well what you are evaluating meets that criterion.**
- If you are making an evaluation according to the effects the film produces, describe each effect in detail.
- Anticipate where your readers might question either your criteria or how they apply to your subject.
- Address opposing viewpoints by acknowledging how their evaluations might differ and by showing why your definition is better.
- Since you've made your stance clear about the film in the introductory claim and throughout your paper try to **conclude** with a compelling example or analogy that supports your claim.

- In your attempt to convince your readers you should **Summarize** the plot, the content, and arrangement of the film, discuss the **main themes and values** of the film, as well as key changes throughout the film in relationship to your thesis, discuss the **context** of the film, considering why the film was created, its purpose, and where it came from. This requires background information on the film. Describe who you think the intended **audience** is, explaining how you inferred this. Contemplate assumptions you think director/writer assumed the audience knew or believed.
- Write your own paper employing the elements of rhetoric. Each paragraph must have a topic sentence. And each paragraph should relate back to your main claim/thesis.

Suggested Topics for Assignment 2

- | | | |
|------------------------------|----------------------------------|-------------------------------|
| 1. Slavery | 31. John Adams | 59. James I |
| 2. Race | 32. Thomas Paine | 60. John Smith |
| 3. Atlantic Trade | 33. Common Sense | 61. Pocahontas |
| 4. Hernan Cortes | 34. The Federalists | 62. Virginia |
| 5. Aztecs | 35. Articles of
Confederation | 63. Bacon's Rebellion |
| 6. Montezuma | 36. Shays's Rebellion | 64. Gender and Slavery |
| 7. Henry VIII | 37. Nat Turner | 65. Benjamin Rush |
| 8. Elizabeth I | 38. Whiskey Rebellion | 66. William Penn |
| 9. Jamestown | 39. Christiana Riot | 67. Absalom Jones |
| 10. Puritans | 40. Bill of Rights | 68. Richard Allen |
| 11. Charles I | 41. XYZ Affair | 69. Frederick Douglass |
| 12. William of Orange | 42. Gabriel's Rebellion | 70. Nat Turner |
| 13. English Civil War | 43. Tecumseh | 71. George Washington |
| 14. Navigation Acts | 44. Missouri
Compromise | 72. John Adams |
| 15. King Phillips War | 45. Queen Anne's War | 73. Alexander Hamilton |
| 16. King Williams War | 46. King Cotton | 74. Thomas Jefferson |
| 17. Iroquois | 47. Eli Whitney | 75. Benjamin Franklin |
| 18. John Locke | 48. Celia, A Slave | 76. Anne Hutchinson |
| 19. Small Pox | 49. Andrew Jackson | 77. Salem Witch Trials |
| 20. Stono Rebellion | 50. Second Great
Awakening | 78. War of 1812 |
| 21. Great Awakening | 51. Abraham Lincoln | 79. Creek War |
| 22. George Whitfield | 52. The Civil War | 80. Lewis and Clarke |
| 23. King George's War | 53. The Confederacy | 81. Columbus |
| 24. American Revolution | 54. Ku Klux Klan | 82. Mayan |
| 25. Revolutionary
America | 55. Reconstruction | 83. Olmecs |
| 26. Stamp Act | 56. Glorious Revolution | 84. Ponce de Leon |
| 27. Proclamation of 1763 | 57. Pilgrims | 85. Bartolome de Las
Casas |
| 28. Seven Years War | 58. Pequot War | 86. The Black Robe |

Book Review Assignment and Samples

Dear All:

Here are some basic elements to a book review. Be sure to address these and put them in context with other things we've read this semester. As I mentioned, I've handed out two exemplarily student essays for your use as examples if you like. The two student writings, of course, are of an earlier assignment, so they do not address all of the requirements of assignment three, but they contain astute language and methods of analysis, as well as an ownership of the arguments and ideas of other historians we have read this semester. If you choose to review a historical novel, you must discuss historical accuracy/inaccuracy.

How to Write a Book Review for History

1. What is a Book Review?

Webster's Third New International Dictionary defines a book review: n 1: a descriptive and critical or evaluative account of a book. Critical and evaluative are the key words that describe a book review. These two words distinguish a review from a report, which often is little more than a plot outline. A book review may be favorable, unfavorable, or mixed. A mixed review is usually a favorable review that expresses reservations.

2. How do I choose a book to review?

Try to select a book on a subject about which you have some knowledge. If you have limited knowledge of the subject, then choose what interests you because you may have to do some background reading in reference encyclopedias or handbooks in order to be able to judge how adequately the author of the book you are reviewing has covered the topic.

3. How do I go about writing my review?

Although you should always ask your instructor about which format to follow and the desired length of the review, here are some general guidelines that may be helpful. Be brief. Remember, you are writing a review, not a report. Structure your review into a series of paragraphs. Each paragraph should deal with a single aspect of your criticism. Open your review by summarizing the subject matter of the book. Note the author's scope in treating the subject matter. In your next paragraph, present the main point, or thesis, that the author is making in the book. What is the author saying about the subject and why did the author write this book? Follow this with several paragraphs that expand on the arguments the author advances to support the thesis. Here you will want to give detailed evidence by quoting pertinent examples. Are the author's facts correct?

Place the book within a context. Have others written about this subject? To what extent does the author of the book you are reviewing accept or reject what others have said about the topic? Has the author offered new evidence, or has the author offered a new interpretation of the same evidence used by others? Are the author's judgments about the evidence sound? Does the author's work fill a gap in the existing literature about the subject? Conclude your review by balancing the book's strengths and weaknesses, achievements and failures, ending with something about the author's qualification to write on this subject.

*Sally Moffitt
History Bibliographer
401 Langsam Library
Revised and updated October 2003*

Another Suggestion/Approach to Book Reviews

Steps for Writing a Good Book Review

Introduce the subject, scope, and type of book

Identify the book by **author**, **title**, and sometimes **publishing information**.

Specify the **type** of book (for example, fiction, nonfiction, biography, autobiography). Help your readers to review with perspective.

Mention the book's **theme**.

Sometimes you will need to include **background** to enable reader(s) to place the book into a specific context. For example, you might want to describe the general problem the book addresses or earlier work the author or others have done.

Briefly summarize the content

For a nonfiction book, provide an overview, including paraphrases and quotations, of the book's thesis and primary supporting points.

For a work of fiction, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.

Provide your reactions to the book

Describe the book: Is it interesting, memorable, entertaining, instructive? Why?

Respond to the author's opinions: What do you agree with? And why? What do you disagree with? And why?

Explore issues the book raises: What possibilities does the book suggest? Explain. What matters does the book leave out? Explain.

Relate your argument to other books or authors: Support your argument for or against the author's opinions by bringing in other authors you agree with.

Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed? How is the book related to your own course or personal agenda.

Conclude by summarizing your ideas

Close with a direct comment on the book, and tie together issues raised in the review. Briefly restate your main points and your thesis statement if your teacher requires it. If you like, you can offer advice for potential readers.

If you're still having trouble getting started writing your review, try working through some [prewriting questions](#) for writing reviews of books, movies, or plays.

[Return to the Write Place Catalogue](#)

© 1995, 1996, 1997 The Write Place

This handout was written by Maria Escales for LEO and the Write Place, St. Cloud State University. It may

be copied for educational purposes only. If you copy this document, please include our copyright notice and the name of the writer; if you revise it, please add your name to the list of writers.

Last update: 28 September 1997

URL: <http://leo.stcloudstate.edu/acadwrite/bookrev.html>

YOU ONLY HAVE 2000 TO 3000 WORDS, SO ORGANIZATION, PRIORITIZATION, AND CAREFUL ARTICULATION OF YOUR IDEAS IS PARAMOUNT.

Samples

A Psychosexual Confession

A Critical Analysis of Homosexual Rape in *Constructing the Black Masculine*

“Suddenly, the inexperienced traveler, surprised by the storm, discovers himself washed ashore, needy and disconcerted, onto the alien banks of racial and sexual self-consciousness. What follows is the troubled discovery of social meaninglessness” (Wallace 85). The preceding quote describes a young slave boy’s first awareness of his identity as both black and male. What this young slave boy probably hadn’t yet become aware of was the unique psychosexual formation, degradation, and rearticulation of his masculinity at work within the slavery system. Indeed, it seems that even most historians have yet to fully understand these complex processes, as such an understanding would require acknowledgment of the potential sexual interplay between male slaveholder and male slave, something that is noticeably absent from the great majority of historic slave discourse. However, Maurice Wallace’s *Constructing the Black Masculine* marks one of the very few attempts to recognize a homosexual perversity toward slaves by their masters. In his book, Wallace describes, through a close reading of the primary slave narratives *Narrative of the Life of Frederick Douglass* and *Incidents in the Life of a Slave Girl*, the apparent silence in slave narratives toward homosexual rape, how this silence actually masks a great deal of repression amongst male slaves concerning the threat of rape, and the general emasculation that resulted from this threat. While his arguments are persuasive and groundbreaking, especially considering the extreme lack of academic study in the area of homosexual male rape of slaves, I believe that his reasoning can be better understood when situated within the parameters of Laura Mulvey’s psychosexual theory of castration. In the following paper, I will describe Wallace’s conclusions toward homosexual slave rape, as well as explain how Mulvey’s theory of male castration fear can account for the unique manifestations of masculinity amongst both slaves and masters.

Keeping the Silence

Perhaps, the most striking and revolting aspect of the American slave trade is the widespread rape of slave women by their masters. As Edward Baptist affirms, “the business was a slave-trading partnership, and systematic rape and sexual abuse of slave women were part of the normal practice of the men who ran the firm” (1). Indeed, such sexual abuse allowed for slaveholders to perpetuate an idea of black women as commodities and to increasingly neglect their humanity. Further justification for this sexual abuse can be found in the realization of the slave woman’s body as “a symbol of the deceptive beauty...of blackness” (Morgan 169). Similar discourse concerning the rape of slave women can be found in almost all of the slave narratives; as Harriet Jacobs relates, her master was the father of eleven slaves (32) and made many sexual advances toward her, asking her, “Do you know that I have a right to do as I like with you...?” (36). Undoubtedly, the great majority of slaveholders felt as if they had just this right with all of their slaves – both female *and* male.

It is difficult, then, to understand why no such accounts of homosexual male slave rape are evident. Indeed, slaveholders saw their male slaves as similar viable commodities; such commodification required processes of dehumanization to detract from the resulting guilt a slaveholder could experience. However, the dehumanization of male slaves is rarely recorded as sexual exploitation. Additionally, as Wallace elaborates, “the sexual horrors of slavery were [further] inspired by racialist fantasies about black eros, male and female” (88). If such sexual fantasies and sexual dehumanization could potentially apply to both male and female slaves, it is curious why so few homosexual abuse cases are noted.

Wallace explains the notable absence of homosexual abuse accounts by referencing Sigmund Freud’s theory of psychological repression to expel acknowledgment of our fears, desires, and impulses (83). As he states, first-person subjectivity in primary narratives “rests upon the autobiographer’s success in repressing ‘everything that...in some way or other [is] painful...alarming or disagreeable or shameful by the standards of the subject’s personality.’” In this manner, Wallace suggests that the first-person slave narratives mask a severe repression of shameful homosexual advances. Indeed, as Ronald Summit notes in his analysis of child sexual abuse in wealthy families, it is “most conspicuous for its presumed

absence” (40). Although Summit speaks to child sexual abuse, this idea of specific avoidance of a topic so natural to any discussion of sexual abuse may be applied to our own study. An analysis of the narrative of Cuban slave Esteban Montejo reveals a kind of elliptical gap in Montejo’s boyhood memories, as he writes, “if a boy was pretty and lively he was sent inside, to the master’s house. And there they started softening him up...well, I don’t know!” Charles Nero notes this passage as evidence of “physical abuse and possibly the rape of young black boys,” identifying Montejo’s supposed poor memory as a repression of violent recollections (975).

Further arguments for the absence of male rape narratives demonstrate the rules of social etiquette of the times. As Wallace claims, many slaves could not relate such sexual tales due to the “limits of public decorum” (89). I further argue that the society’s emphasis on Christianity refused an acknowledgement of homosexual behavior amongst the upstanding southern planters. Just as “for the African, the sin that caused him to be a less perfect or inferior image of God was his race” (Higginbotham 89), the Christian-based southern communities believed that, according to the Bible, homosexuality would blacken the souls of morally righteous white men. Indeed, as Southern culture was primarily a system of appearances, these white slaveholders necessarily were God-fearing, homophobic men in public. However, I argue that such appearances often served as slaveholders’ own form of repression, a way to conceal their systematic abuse of millions of innocent people beneath a virtuous veneer.

Emergent Whispers

Although Wallace maintains that few slave narratives overtly discuss instances of homosexual male slave rape, he does argue that insinuations of such sexual abuse are readily apparent, beginning with an analysis of *The Narrative of Frederick Douglass*. Noting the scene in which Douglass watches his master punish his Aunt Hester for disobeying her master by going out one night with a man named Ned Roberts, Wallace interprets the punishment – which, at surface level, seems to be a whipping – as a rape, emphasizing the master’s positioning of Hester “for his fair infernal purpose” (24). Such an interpretation

gives an entirely new light to Douglass' claim, "I expected it would be my turn next." Indeed, as Wallace observes, "Douglass reveals his own sexual vulnerability by a scopophobic worry betraying the spectragraphic surrogacy of the black woman's body for Douglass' frightful fantasies of male rape" (86). Although some historians argue that Douglass simply does not understand that the violation of Hester's body is a "uniquely female experience" (Van Leer 131), Wallace asserts that Douglass' observations imply the ubiquity of the "master's wanton hand" (87), roving not only the woman's body, but also the man's.

Wallace further evaluates the legendary scene in which Douglass physically retaliates against the slave-breaker Covey. While this scene may be superficially read as Douglass' reaction to the threat of Covey's whip, Wallace suggests that Douglass is, instead, resisting the threat of rape that he unconsciously relates to whipping, an association consequential of his observation of the simultaneous whipping and rape of Hester (91). Indeed, in accordance with Frantz Fanon's suggestion that sexuality is inherent in all "cruelties, torture, [and] beatings" (59), the battle between Douglass and Covey is rich with sexually-charged language. As Douglass writes, "Mr. Covey seemed now to think he had me, and could *do what he pleased*; but at this moment...I resolved to fight...I seized Covey hard by the throat; and as I did so, I *rose*. He *held on to me*, and I to him...[Covey] *trembled like a leaf*. This gave me assurance and *I held him* uneasy, causing the blood to run where *I touched him with the ends of my fingers*" (81). Interestingly, the language Douglass uses symbolically represents not the masters' sexual abuse of the slave; rather, Douglass takes sexual control of his master, as Covey "trembles" in submission (Wallace 93). Consequently, this battle revives in Douglass "a sense of [his] own manhood" (82).

In a similar analysis of Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Wallace derives parallel homosexual insinuations from the story of Jacobs' acquaintance and fellow slave Luke. Although it is never overtly stated that Luke is a victim of homosexual abuse, Jacobs does note that he was often forced to "kneel beside the couch" on which his master lie in order to receive his 'beatings' and was often "not allowed to wear anything but his shirt" (156). Indeed, when Jacobs leaves Luke, he is actually

“chained to the bedside of this cruel and disgusting wretch” (157). Of course, Luke’s master was said to be bedridden without use of his limbs, necessitating such bedside care. However, Jacobs explains that the master’s physical disabilities are a result of the “vices growing out of the ‘patriarchal institution’” (156). According to Wallace, such vices indicate masturbation and sodomy, as “medical science of the period [diagnosed] such sudden dissipation and palsy as that manifested by Luke’s master, once vigorous and virile, [as] the consequences of sexual perversions, for which the usual prognosis was progressive dementia” (89). As Jacobs concludes, “Some of these freaks were of a nature too filthy to be repeated” (156); as whipping is constantly referred to throughout her narrative, one may reason that she is not merely referring to such physical violence, but, instead, to the then-considered abomination of homosexuality.

Masculinity Displaced

Much of Wallace’s analysis investigates the consequential emasculation experienced by the victims of this homosexual abuse. In considering Douglass’ voyeurism of Hester’s rape as a kind of “empathetic identification with Hester’s indefensibility, Douglass’ fear of also being raped by Anthony discloses a pubescent psychosexual libidinality situated between the more formal poles of the libidinal masculine and the libidinal feminine” (Wallace 90). Just as slaves found their social identities constantly being formed by the interplay of White and Black, the male slaves who experienced both these fears and the materialization of these fears undoubtedly found their sexual identities trapped between the biological fact of their maleness and the psychosexual implications of bisexuality. And, as Wallace affirms, “it is precisely this constitutional polymorphism, ‘this vatic bisexuality which doesn’t annul [sexual] differences but stirs them up, pursues them, increases their number, that boys under patriarchy – especially slaveboys – cannot endure” (91).

It is here, I argue, that a complex understanding of the various constructions of a slave boy's masculinity must be examined, noting the formation, degradation, and rearticulation of their manliness. As their gender never assured them the same kind of power that male slaveholders were given purely by virtue of their roles as men (Wallace 85), these slaves were born victims of stolen masculinity. In participating in their own slave families, in marrying their wives and fathering their children, slaves were able to form fragile and, often, temporary constructions of masculinity. However, their experiences with homosexual rape and the consequent implied bisexuality once more eradicated their feeble attempts at manliness. One may wonder, then, how their masculinity, and, indeed, the masculinity of the slaveholders who also participated in these homosexual acts, can be rearticulated, can be saved.

Castration: Becoming Woman, Becoming Man

Full understanding of my argument concerning both the destruction and the rearticulation of the male slave's masculinity requires first an appreciation of Laura Mulvey's "Visual Pleasure and Narrative Cinema." Although it is specifically directed at film studies, it is applicable here in terms of its understanding of man's need to distance himself from woman, who is both familiar to him as a human being and unfamiliar as a human being without a penis. To man, woman represents lack of a penis and, thus, castration; he sees woman, observes her lack of penis, and assumes that he, too, could lose his penis (42). Mulvey asserts that

the male unconscious has two avenues of escape from this castration anxiety: preoccupation with the re-enactment of the original trauma (investigating the woman, demystifying her mystery), counterbalanced by the devaluation, punishment, or saving of the guilty object...; or else complete disavowal of castration by the substitution of a fetish object or turning the represented figure itself into a fetish so that it becomes reassuring rather than dangerous. (42)

Both of these avenues of escape are evident in the daily mechanisms of the slave trade, realized by all men involved – both black and white.

Male slaves represent a dual threat of castration for male slaveholders: the threat of being enslaved and the threat of being emasculated. As enslavement necessarily means a loss of agency, the very institution of slavery can be associated with castration, which necessarily indicates a parallel loss of sexual agency. Similarly, as male slaves are born into this state of stolen masculinity, they further represent the potential for absence of masculinity, or, symbolically-speaking, absence of penis.

In pursuing the first avenue of escape from castration, the slaveholder must re-enact the original traumas of the black slaves: their enslavement and emasculation. To do so, he must participate in a kind of sadism; as Mulvey maintains, “pleasure lies in ascertaining guilt, asserting control, and subjugating the person through punishment or forgiveness” (42). It is not difficult to understand how the slaveholders attributed guilt to the male slaves. European male travelers to Africa recorded observations of the black woman’s monstrosity in her body, her sexuality, and her childbirth practices (Morgan). Evolution of these concepts only led to a widespread American belief in the stupidity and beastliness of the black people in general. Undoubtedly, many shared the sentiment that the very fact that one could be enslaved said something about one’s character. Furthermore, in addressing the guilt of emasculated black slaves, a slaveholder could merely point to the inability of the slave to protect his wife, his children. Forgetting that the slaveholder, himself, had imposed these meanings, these conditions, and these institutions on the slave (Baptist 4), the slaveholder essentially forgets that he created the necessary differences between the slave and himself, between the emasculated and himself. However, he constantly unconsciously remembers his discovery of these differences (Baptist 5) and, hence, returns to this discovery through his constant assertion of control and subsequent punishment of the slave for his differences. In this new light, we may consider the imposing of the shackles of slavery, as well as the homosexual rape of slave men as punishments for the sins of blackness and emasculation. The slaveholders’ assertion of control allows

him to suppress the threatening presence of both sins, saving himself from his own enslavement and emasculation.

Pursuit of the second avenue of escape requires the slaveholder to participate in a commodity fetishism of the male slaves, transforming them from sexual threats to economic assets. In the perpetuation of both slavery and emasculation in male slaves in order to maintain order within slavery, slaveholders are able to ensure their own economic futures. Simultaneously, slaveholders are able to commodify slaves, to scrutinize them only in terms of a cost-benefits analysis. Their own objectification of male slaves allows them to reassert their control and eradicate any threats that they pose.

An understanding of the slaves' plight in resisting the threat of castration is necessarily complicated by their unique dual role as men who stand to lose their masculinity and as threat of that masculinity in their already-materialized emasculation through the homosexual abuse of the slaveholders. For instance, as Douglass observes the rape of Aunt Hester, he is able to both identify with Hester's "indefensibility," as well as voyeuristically and biologically identify with his master. This 'in-between' state of sexual identity furthers Wallace's claim for the male slaves' distressing bisexuality. In reaction to his ambiguous state, Wallace explains that the male slave "seems hurried to differentiate himself, to counter his own 'feminine' self-representation...and prove the phallic perfectibility of black men" (91).

Indeed, much of the male slave's escape from the threat of castration entails a necessary identification with the male slaveholder. Undoubtedly, the apparent self-sufficiency of black women threatened both male slaveholders and slaves, alike. As Elizabeth Fox-Genovese questions, "should the independence of [slave] women be interpreted as a collective gain or merely as the confirmation of slave men's weakness...?" (49). Such apparent strength in slave women exacerbated the threat of castration they posed to slave men, necessitating the avenues of escape that were previously exercised by the slaveholders. As Nell Irvin Painter describes, "As slaveowning children grew into adults, their identification with victims or victimizers often accorded to gender...white women were more likely to

take the side of the slaves, while white men nearly unanimously saw identifying with the aggressor as a requisite of manhood. Becoming such a man did not happen automatically or painlessly” (26). Although Irvin’s observation relates specifically to slaveowners, the claim for identification with aggressor can be carried through to a discussion of male slaves. I argue that male slaves, too, require this identification with aggression in order to enact the necessary subordination of the feminine and the subsequent claiming of the masculine.

Interestingly, due to the slaves’ unique sexual identity, the destruction of the castration threat they seek in subordination of women necessarily invokes their own destruction, as partial members of the effeminate community. It is this self-destructive position that poses perhaps the gravest challenge to the male slave’s masculinity. The slaveholders’ homosexual advances ultimately create in the slave a partial femininity demanding to be recognized, which, in turn, leads to the destruction of his identity in his biological and psychosexual need to suppress the feminine. There is a certain impossibility, then, in the potential for a successful slave masculinity when such homosexual abuse is present.

Conclusion

Wallace quotes Michel Foucault’s *The History of Sexuality*, “The most defenseless tenderness and the bloodiest powers have a similar need of confession. Western man has become a confessing animal” (86). This not only refers to the, perhaps, subconscious insinuations of homosexuality made within the slave narratives, but also to the subconscious drives of both the slaveholder and the slave to come to terms with their sexual identities, even if such confession and acknowledgement inevitably leads to one’s destruction. The complex mechanisms of a forming and reforming masculinity are evident in the slave trade and its binary poles of “black and white, male and man, biology and psychology” (85). Perhaps, it is time for history to come to an acknowledgment of all of these poles, to come to an acknowledgment of the homosexual abuse as recognized by Wallace, to come to an acknowledgment of

the role of castration anxiety as I argue with the aid of Mulvey. Indeed, it is time for history to come to its own confession.

Works Cited

1. Baptist, Edward. "'Cuffy,' 'Fancy Maids,' and 'One-Eyed Men': Rape, Commodification, and the Domestic Slave Trade in the United States." *The American Historical Review*, Vol. 106, No. 5 (Dec. 2001). 16 April, 2008. <<http://www.historycooperative.org/journals/ahr/106.5/ah0501001619.html>>.
2. Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. New York: Signet Classics, 1997.
3. Fanon, Frantz. *Black Skin White Masks*. Trans. Charles Lam Markmann. New York: Grove, 1967.
4. Fox-Genovese, Elizabeth. "Southern Women, Southern Households." In *Within the Plantation Household: Black and White Women of the Old South*. Chapel Hill: University of North Carolina Press. 37-99.
5. Higginbotham, A. Leon. "The Ancestry of Inferiority." In *How Did American Slavery Begin?* Ed. Edward Countryman. Boston: Bedford/St. Martin's, 1999. 87-98.
6. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: Dover Publications, Inc., 2001.
7. Morgan, Jennifer. "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770." *The William and Mary Quarterly*, 3rd Ser., Vol. 54, No. 1. (Jan., 1997): 167-192.
8. Mulvey, Laura. "Visual Pleasure and Narrative Cinema." In *Feminism and Film*. Ed E. Ann Kaplan. Oxford: Oxford University Press, 2000. 34-47.
9. Nero, Charles. "Toward a Black Gay Aesthetic: Signifying in Contemporary Black Gay Literature." In *Cornerstones: An Anthology of African American Literature*. Ed. Melvin Donalson. New York: St. Martin's Press, 1996. 971-989.
10. Painter, Nell Irvin. *Soul Murder and Slavery*. Markham Press Fund, 1993.
11. Summit, Ronald. "Hidden Victims, Hidden Pain: Societal Avoidance of Child Sexual Abuse." In *Lasting Effects of Child Sexual Abuse*. Ed. Gail Elizabeth Wyatt and Gloria Johnson Powell. Newbury Park, CA: Sage Publications, 1988.

12. Van Leer, David. "Reading Slavery: The Anxiety of Ethnicity in Douglass' *Narrative*." In *Frederick Douglass: New Literary and Historical Essays*. Ed. Eric J Sundquist. New York: Cambridge University Press, 1990.
13. Wallace, Maurice. "Constructing the Black Masculine." *Constructing the Black Masculine*. Durham and London: Duke University Press, 2002. 82-107.

Sample 2

Patriarchs, Power, and the Struggle to Maintain It: An Examination of "Planters and Patriarchy: Charleston, 1800-1860"

Michael P. Johnson's article "Planters and Patriarchy: Charleston, 1800-1860," examines Charleston's planter society in search of exposing the center of planter patriarchy and the means by which patriarchal power spread through the antebellum south. Primarily, the planters' rule relied on the coercion and subordination of those within their households and among society as a whole. Johnson argues that in public, planters spoke of their slaves as members of an extended plantation family, thus slaves were bound to their masters through ties of dependence.¹ Within this patriarchal society, planters justified family subordination through the concept of reciprocity. Since planters' patrimony depended on the success of slave labor, slaves, like the other family members, were expected to be obedient and subordinate. Slaves, however, never truly consented, which made coercion necessary tool for masters. In "Planters and Patriarchy," Johnson argues that when planters attempted to justify the coercion of slaves with patriarchal ideology, the coercion extended within their own white families. Consequently, the slave based patriarchal authority created its own conflicts through the challenges that threatened its own legitimacy.

¹ Johnson, Michael P. "Planters and Patriarchy: Charleston, 1800-1860." *The Journal of Southern History* 46, no. 1 (Feb., 1980): 45.

According to Johnson, “planters claimed that the principles that structured their society originated in the patriarchal family.”² Even though these households were based upon the coercion of family members and slaves alike, planters legitimized their dominance through the responsibilities of fatherhood and the pride of their family lineage. To these planters, coercion was a perfectly natural aspect of reciprocity between themselves and their dependents. Johnson, however, recognizes that the “legitimacy of the planters’ patriarchy was based on coercion and a family corrupted by race and slavery.”³ For Johnson, the patriarchal ideals were a way to justify the manipulation of other members of society. Similarly, in Eugene D. Genovese’s book, *Roll, Jordan, Roll*, Genevese argues that southern paternalism “grew out of the necessity to discipline and morally justify a system of exploitation.”⁴ Like Johnson, Genovese recognizes that paternalism had less to do with kindness and benevolence than it did creating social distinction and maintaining patriarchal power. He suggests that paternalism in the antebellum south characterized the involuntary slave labor as a legitimate return for protection from their masters. Further, paternalism defines the relations of subordination.⁵ In Johnson’s article, this subordination was the backbone of paternalistic power, and consequently, the patriarchal ideal for southern planters.

In “Planters and Patriarchs,” Johnson argues that the father’s authority primarily structured patriarchal families.⁶ Thus, the father’s role as provider and protector gave legitimacy to patriarchal authority. As such, the planters created images of the ideal father, which became the standard of excellence among these men.⁷ Johnson argues that as paternalistic idealism became more prominent, family names became the most significant form of paternal glorification. These names suggested that the preceding relatives had lived up to the patriarchal ideal. Thus, a family’s name became its identity, which was embedded among a system of patriarchal authority, and consequently, needed to be upheld. As James Oakes argues in his book, *The Ruling Race*, “the high social standing of the professional could

² Johnson, 46.

³ Johnson, 47.

⁴ Genovese, Eugene D. *Roll, Jordan, Roll: The World the Slaves Made*. New York: Vintage Books, 1976. 4.

⁵ Genovese, Eugene D., 5.

⁶ Johnson, 48.

⁷ Johnson, 48.

afford him more than just material wealth and access to power.”⁸ Family names led to patriarchal power, which in a society ruled by paternalistic ideals, led to high social standing. Therefore, the family names mentioned in Johnson’s article could create greater opportunities than material wealth and power.

Johnson supports that as family names became increasingly important sources of societal authority, sons were expected to uphold the family name in order to secure their fathers’ power. In doing so, planters’ sons not only secured their fathers’ authority, but sought to protect their lineage in hopes of one day inheriting its influence. In a letter to his nephew, southern planter Alfred Huger reminds him to “never forget what is due to your father’s name.”⁹ In this society marked by subordination and obedience, planters’ sons were expected to honor their fathers by submitting to his authority and obeying his commands. Johnson argues that “sons were expected to follow their fathers’ inclinations, not their own.”¹⁰ In this sense, a son’s only hope to gain his own authority was to submit to that of his father.

Like the planters’ sons, the subordination of women was highly prevalent. In her book *Within the Plantation Household*, Elizabeth Fox-Genovese argues that “the distinctive forms of male dominance in the South developed in conjunction with the development of slavery as a social system.”¹¹ As a result, as planters continued to insist on obedience and subordination from their slaves, their dominance extended to their own families, particularly women. Johnson argues that in the ideal patriarchal society, planters’ wives and daughters remained far below the planters’ seat of power.¹² Further, he argues that “within planter families, power, like wealth, belonged almost exclusively to the planters.”¹³ Within this patriarchal society, women served two primary roles, to link successful patriarchal lineages through marriage and to continue the patriarchy by giving birth to heirs.¹⁴ As a father wrote to his daughter

⁸ Oakes, James. *The Ruling Race*. Vintage Books, 1983. 11.

⁹ Huger quoted in Johnson, 49

¹⁰ Johnson 50.

¹¹ Fox-Genovese, Elizabeth. *Within the Plantation Household*. UNC Press, 1988. 43.

¹² Johnson, 50.

¹³ Johnson, 51.

¹⁴ Johnson, 50.

following her marriage, “the first maxim . . . is never to attempt to control your husband.”¹⁵ Johnson argues that women, like all others, were expected to remain obedient to their husbands’ wishes, which protected his authority and enhanced the entire patriarchal ideal.

As slaves were often regarded as members of the plantation family, they were also subject to the planters’ authority. In “Planters and Patriarchy,” however, Johnson emphasizes the planters’ dependence on slavery and the paradox that this creates. Ultimately, the strength of the patriarchy was determined by the nature of the estate, which consisted of land and slaves.¹⁶ Johnson suggests that “the problem of Charleston planters was not to attain but to maintain an estate, and for that, they depended on slaves.”¹⁷ The labor that slaves provided made the planters’ land valuable. Since the patriarchs’ power was a direct result of their land, he was dependent on the work of his slaves to uphold his patriarchal authority. Just as the patriarchs had to maintain control of their families, they had to do the same with their slaves. Thus, Johnson argues that “to maintain the patriarchy, planters had to exercise control over both their slaves and their family members.”¹⁸ Planters controlled their slaves through coercion, while their patriarchal ideals and societal authority encouraged subordination and dependence among their family members. Consequently, Johnson argues that slaves and families were nearly one in the same in the realm of patriarchy; each was subject to the power of the planter patriarchs and helped to maintain their authority in society.

Returning to Eugene Genovese, patriarchy “was an anomaly even at the moment of its greatest apparent strength.”¹⁹ This idea of patriarchy disguised the planters’ use of power to control the slaves’ labor. Johnson asserts that “so long as patriarchal authority could be based on consent, so long as the patriarch honored his lineage, and so long as the patrimony could be maintained, the tensions within the

¹⁵ “A Letter of Advice” quoted in Johnson, 51.

¹⁶ Johnson, 53.

¹⁷ Johnson, 53.

¹⁸ Johnson, 55.

¹⁹ Genovese, Eugene D., 6.

patriarchal family did not approach the breaking point.²⁰ As planters began to emphasize the familial reciprocity of slavery, however, they inadvertently exposed the coercive nature of their patriarchal power and created questions of legitimacy. Thus, Johnson reveals the conflict within the southern patriarchal ideal.

In order to maintain patriarchal authority, family members had to conform to these ideals. In doing so, however, they diminished the likelihood that the patrimony would be preserved and that the patriarchy would remain intact. Planters expected their sons, wives, and daughters to respect the patriarchal ideals and to act accordingly, which created conflict within the family and raised questions about the legitimacy of the patriarchs' power.²¹ Johnson shows that "the planters' family was both his pride and his problem."²² In order to maintain patriarchy, planters had to provide for their children, but by subdividing the estate among them, the planters diminished the probability that the patriarchal dynasty would survive. In 1862, planter William John Grayson stated, "This perpetual subdivision of estates is detrimental to the master, to the slaves, to the land, and therefore, to the state."²³ For planters, dividing their estates meant dividing their power and for them, this threatened the entire hierarchy of the patriarchal society. Johnson suggests that planters' sons were expected to become planters. Their fathers' expectations and estates encouraged them to depend upon the paternal inheritance rather than their own personal industry.

Johnson shows that "the patriarchal ideal required sons to learn to be rulers while they were taught to be subject."²⁴ Ultimately, the planters demanded subordinate sons and discouraged personal advancement, which often led to idle sons trapped in the conflict of patriarchy. Johnson shows that while family lineage depended upon planters' sons becoming successful farmers, planters' could only maintain their own authority so long as their sons remained dependent upon the patriarchy. Planters used their

²⁰ Johnson, 55.

²¹ Johnson, 55.

²² Johnson, 55.

²³ Johnson, 56.

²⁴ Johnson, 57.

estate to maintain control of their sons, but this prolonged obedience kept them indefinitely dependent upon their fathers, rather than becoming active members of the planter society.²⁵ Through this argument, Johnson shows that the planters only preserved their power as long as those around them remained submerged in their patriarchal dependency. Ultimately, the planters depended on their families and their slaves to uphold their authority and justify their exploitation of obedience.

Planters' sons were expected to maintain the paternal estate with little hope of obtaining it, while women were expected to uphold the patriarchal family. Both, however, were absolutely essential for preserving the patriarchal ideal.²⁶ Ultimately, however, the legitimacy of the subordination of these white family members depended on the slaves. Without their coercion, the patriarchal ideal would have no authority and the planters could not have asserted such upon their own families. "Planters and Patriarchy" addresses the paradox between patriarchal authority and the dependence these planters had on everyone around them. Johnson's focus on both the planter family and the slaves creates a unique look into the lives of the planter elite and the patriarchal ideals they created. Overall, Michael P. Johnson's article "Planters and Patriarchy: Charleston, 1800-1860" creates a well laid out argument that exposes the dependencies of the planters within such a powerful society. He shows their power was a result of their own dependence on the subordination of those around them. In relation to Eugene Genovese, Elizabeth Genovese-Fox, and James Oakes, Johnson uses a combination of several aspects of the planter society to create his own exploration of paternalism and its authority.

Johnson's examination of Charleston's planter society exposes the heart of planter patriarchy and gives deep insight to the process through which it spread. His use of primary resources, including planters themselves and women's diaries from the time creates a balance between different views in order to best support his argument. Johnson discusses the patriarchal ideal through the planters' sons, women, and slaves, each of which provide different aspects within his argument. Each of these come together and

²⁵ Johnson, 58.

²⁶ Johnson, 65.

culminates in the ultimate paradox within southern society. Planters were dependent upon others' subordination in order to create and maintain their own patriarchal authority. As Johnson demonstrates throughout his article, the planters recognized the family as the central structure of the patriarchal ideology, but it was only through their exploitation that the planters were able to create dependence and obedience. Essentially, however, the family's obedience was a direct result of the institution of slavery itself. The authority of the patriarchs emerged from their dependence on slaves, which were the foundation on which they were able to build their ideology. The contradictions among the patriarchal ideal reveal the complexity of the slave society as a whole, specifically in the context of patriarchs, power, and their journey to maintain it.

Bibliography

Fox-Genovese, Elizabeth. *Within the Plantation Household*. UNC Press, 1988.

Genovese, Eugene D. *Roll, Jordan, Roll: The World the Slaves Made*. New York: Vintage Books, 1976.

Johnson, Michael P. "Planters and Patriarchy: Charleston, 1800-1860." *The Journal of Southern History* 46, no. 1 (Feb., 1980).

Oakes, James. *The Ruling Race*. Vintage Books, 1983.

A Guide to Effective Oral Presentations: 3 S's and a Challenge

Adapted from: David Whetton and Kim Cameron, *Developing Management Skills*, 1991.

STRATEGY

- 1. Tailor your message to your audience.** What is your objective? To motivate? To inform? To persuade? To Teach? Understand the audience's needs, knowledge, and attitudes about your topic. Be concrete, specific, practical, and relevant.
- 2. Develop a logically compelling case for your plan.** Show how it solves a key problem, fosters a salient value, or reaches a goal. Avoid loose generalizations and poor logic.
- 3. Do not try to say too much. It always takes longer than you thought it would, so plan to use only 80% of the time allotted you.** Speak slowly -- about 100 words per minute. Allow time for changing transparencies. It takes 3 to 5 minutes to make each major point.

STRUCTURE

- 4. Organize your presentation in a logical sequence.** Begin by placing your topic in context and stating your objective. Outline what you are going to say, then say it. Focus on a few key points. Move from simple to complex, from before to after, from familiar to unfamiliar. Conclude with a summary and a specific proposal.
- 5. Use exhibits to enhance your message.** You can use quite a few slides or screen-show displays, but you should use only a moderate number of overhead transparencies because changing them takes time and distracts attention from what you are saying. Keep exhibits moderately simple and make sure the type is large enough to read easily from the back of the room. Avoid exhibits that contain many numbers. The best colors for transparencies are white or yellow lettering on dark blue backgrounds. Use variety or humor to keep your audience's attention.
- 6. Prepare for contingencies.** Adjust your pace and language to the audience's interest and comprehension. Anticipate comprehension difficulties.

STYLE

- 7. Present your material with controlled enthusiasm.** Project intensity and interest without shouting or preaching. Radiate confidence but be willing to make reasonable changes.

- 8. Candidly discuss pros and cons of your proposal.** Explain its advantages, then realistically appraise its risks and challenges. Conclude by reinforcing its benefits or proposing remedies for its deficiencies.
- 9. Never read a written speech.** Know what you are going to say well enough that you can say it with few cues -- say, key words on a card, or your visual aids. Speak naturally -- not faster than normal, nor with a stilted vocabulary. Counteract nervousness by memorizing your talk so thoroughly that you can deliver it conversationally.
- 10. Use natural and spontaneous body movements and facial expressions.** Use your body as well as the physical space to enhance your message. Keep direct eye contact with members of the audience. Pick out some specific people in different parts of the room, and direct your statements to them as if you were conversing. Use your hands to emphasize points, to direct attention, and merely to add action. Never put your hands in your pockets.
- 11. Provide variety and relief.** Alternate between speech and action, lecture and discussion. Use spontaneous humor wisely. Do not read your visual aids to the audience.

QUESTIONS AND CHALLENGES

- 12. Anticipate questions and prepare answers thoroughly.**
- 13. Use questions to strengthen your main arguments.** Answer questions candidly and positively. Link objections to the positive features of your proposal.
- 14. Maintain control.** Be firm and assertive without being aggressive or defensive. Do not let interruptions disrupt your composure.