

HIST 348

The South in American History

Spring 2004, T Th 1:00-2:15

Library Study Room

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Dr. Susan Youngblood Ashmore

Office: Language

Hall 101

Office Hours: M-

Th 3:00-4:30 or by appointment

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COURSE SYLLABUS

Course Description:

This course focuses on the modern South from 1865 to the present with particular emphasis on the social, political, economic, and cultural aspects of the South. In order to understand the South as a distinct region of the United States we will look at four themes throughout the semester 1) the meaning of being viewed as an “outsider” or as a “problem” in the eyes of other Americans; 2) how the physical environment and the enduring attachments to the land have shaped Southerners’ understandings of themselves and others; 3) how unresolved social and cultural contradictions have created fissures and fractures in the region; and 4) whether the South’s modern history can be viewed in continuity or discontinuity with the Antebellum South. Topics of study include, but are not limited to Reconstruction and its aftermath, Jim Crow segregation and its consequences, the Great Depression and New Deal, World War II and its effects, the changing political landscape, and the Civil Rights Movement. Throughout the semester we will have the opportunity to visit a few of the historical sites associated with the modern South including Oakland Cemetery, Atlanta, Ga (Feb 21), Andalusia Flannery O’Connor’s farm, Milledgeville, Ga (April 17), and the Martin Luther King, Jr., National Historic Park, Atlanta, Ga, (April 24).

Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to understand the process of history. Second, this course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shaped the history of the modern South. Third, as a writing intensive class that fulfills the sophomore writing requirement, this course will also assist students in developing and refining their writing abilities by organizing, describing, and reaching conclusions on paper about material that they have studied. These skills will benefit students in the future when they enroll in upper division courses.

Required Reading: These books are available at the campus bookstore

David W. Blight, *Race and Reunion: The Civil War in American Memory*, Harvard University Press: Cambridge, 2001.

J. William Harris, *Deep Souths: Delta, Piedmont, and Sea Island Society in the Age of Segregation*, Johns Hopkins University Press: Baltimore, 2001.

W.E.B. DuBois, *The Souls of Black Folk*, W.W. Norton & Company: New York, 1999 (originally published in 1903).

John Dittmer, *Local People: The Struggle for Civil Rights in Mississippi*, University of Illinois Press: Urbana, 1994.

Allison Graham, *Framing the South: Hollywood, Television, and Race during the Civil Rights Struggle*, Johns Hopkins University Press: Baltimore, 2001.

Dan T. Carter, *From George Wallace to Newt Gingrich: Race in the Conservative Counterrevolution 1963-1994*, Louisiana State University Press: Baton Rouge, 1996.

Southern Journey: Voices from the American South, Vol. 1 Blues, ballads, hymns, reels, shouts, chanteys, and work songs, Rounder Records compact disc 11661-1701-2.

Primary documents and journal articles provided through E-Reserves or JSTOR on the library web page under Information Gateway and/or by the professor.

Office Hours: My office hours are Monday through Thursday 3:00 to 4:30 or by appointment. I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide

with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

Grading and Assignments:

Essay One (4-6 double-spaced pages, Times New Roman type font size 10 or 12) on the End of the Civil War and Reconstruction (15%) initial draft due **February 5** at the *beginning* of class (20% of paper grade) and final draft due **February 17** at the *beginning* of class. **Essay Two** (6-8 double-spaced pages, Times New Roman type font size 10 or 12) on Being a Problem (20%) initial draft due **March 2** at the *beginning* of class (20% of paper grade) and final draft due **March 16** at the *beginning* of class. **Essay Three** (8-10 double-spaced pages, Times New Roman type font size 10 or 12) on the Civil Rights Movement (25%) initial draft optional (20% of paper grade) and final draft due **April 27** at the *beginning* of class. **Unannounced reading quizzes** (5%). **Participation and attitude** (10%) includes attending at least one outside trip scheduled throughout the semester: Feb 21 Oakland Cemetery; April 17 Andalusia Farm; April 24 Martin Luther King, Jr., National Historic Park. **Final Essay Exam, May 7, 9:00-12 noon** (25%). Study questions for the final examination will be passed out at least one week prior to the exam.

All assignments as well as your final course grade will be based on the +/- system.

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your name or signature on a paper or test submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 98-101 in the Oxford College 2003-2004 Catalog.

Note on writing and plagiarism: Students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it precisely clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source—whether from the internet or an archival reference—to give the precise source of each and every word used. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* (on reserve in the library) as well as the American Historical Association's "Statement on Plagiarism" that will be handed out and discussed in class.

Attendance Policy:

Class begins at 1:00 p.m. and ends at 2:15 p.m. A 300-level course requires your regular attendance and active participation in class. We learn from each other during class, which is not possible if you are absent or are not prepared to contribute. Students are allowed two absences, every absence after that will deduct 2.5 points for each absence from the class participation/attitude portion of your final course grade. It is your responsibility to obtain missed notes from class and to turn in all assignments on time. During class discussion of reading material I expect you to have prepared before class. Your class participation grade will be based upon your discussion of the material at hand, merely talking for talking's sake is not considered valid participation. If you attend class regularly but never participate in class discussion your participation grade will be a B- (80%), so do your best to offer your thoughts or opinions on the reading material throughout the course of the semester. You will be expected to attend at least one (although you can go on more than one) outside trip scheduled for **Feb 21** to see Oakland Cemetery, Atlanta, GA; **April 17** to see Andalusia Farm, Milledgeville, GA; **April 24** to see the Martin Luther King, Jr., National Historic Park, Atlanta, GA.

If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, you are in the hospital, or you are attending the funeral of an *immediate* family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. If you miss a due date on a written assignment, whether in preliminary draft form or final form, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that

assignment. If you turn in your written assignment after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. **I do not accept written assignments turned in via e-mail. I only accept hard copies of written assignments.** You cannot change the time of your final exam because of travel plans, vacation plan, job opportunities, or having more than one final exam on one day.

Class Etiquette :

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. You will also post your thoughts and opinions on the conference. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

The rules for writing e-mail in formal situations—class discussions, letters to professors, student discussion lists—do not necessarily apply when writing e-mail to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me on my personal e-mail address or on our class LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters. You should use black ink in your e-mail message and a normal size font. Avoid using expletives and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation. For example, you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your professional voice when communicating as a professional, in your case your profession right now is being a college student.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. Also, take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry. I also do not accept written assignments via e-mail. I only accept hard copies of written assignments.

Finally, know that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face.

Class Discussion: We will spend time this semester discussing readings written by professional scholars as well as by ourselves. In this process of discussion it is important to nurture the habit of being a good listener. Practice paying close attention to what others are saying as well as what you are saying. Through this process of listening well we will also respect each other. Our goal is to understand, not to operate only out of a place of judgment. In this manner we will be able to see the nuance and historical context of what we study to gain a deeper understanding. It is also essential that we build a sense of trust among ourselves that will enable us to speak frankly about some difficult parts of our historical past. If education means anything it changes us. That is not easy because we do not like change. So we have to be prepared to face historical reality to enable us to see the world from the perspective of others.

Students should approach discussions having read the assigned readings and thought of questions and ideas provoked by the material. Do not be modest in introducing ideas in class or in politely opposing the ideas of others. Ideally, discussion is a form of active learning that reinforces the sense that the classroom is a community of learning. Students should expect to learn a great deal from each other, as well as from the reading material and their professors.

Cell Phones: I do not take phone calls during class so you should not either. Turn off your cell phone when you are in class or when we are visiting a historic site.

SCHEDULE

Jan 15

Syllabus, Is the South a distinct region and is it still relevant in modern America?

Jan 20	Making Connections between History and English Readings on Writing, E-Reserves
Jan 22	Reconstruction Blight Chapters 1 & 2
Jan 27	Reconstruction Blight Chapters 3 & 4
Jan 29	Reunion Blight Chapters 5, 6, & 7
Feb 3	Southern Agriculture Harris Chapter 1
Feb 5	Racial Violence Harris Chapter 2
	Draft of Essay One on the End of the Civil War and Reconstruction due at the beginning of class. Bring five copies of your essay to class (20% of paper grade).
Feb 10	Farmers Organize: The Populist Revolt Harris Chapter 3
Feb 12	Redemption and The Lost Cause Blight Chapter 8
Feb 17	Drawing the Color Line: Disfranchisement & Blight Chap 10, DuBois pp. 214- Jim Crow Segregation
	218
Feb 19	Final Draft of Essay One due at the beginning of class (80% of paper grade). The New South

		Harris Chapter 4, Blight Chap 9
Feb 21	Field Trip to Oakland Cemetery, Atlanta, GA	
Feb 24		W.E.B. DuBois Responds: <i>Souls of Black Folk</i> DuBois pp. vii-88
Feb 26		W.E.B. DuBois Responds: <i>Souls of Black Folk</i> DuBois pp. 89-164
March 2		Southern Race, Culture, and Class in Segregated Harris Chapter 5
	South	
	Draft of Essay Two on Being a Problem due at the beginning of class.	
	Bring 5 copies of your essay to class (20% of paper grade).	
March 4		The Great Migration Harris Chapter 6
March 9	No Class Spring Break	
March 11	No Class Spring Break	
March 16		World War One and Its Aftermath Harris Chapter 7
	Final Draft of Essay Two due at the Beginning of Class (80% of paper grade)	
March 18		World War One and Its Aftermath Harris Chapter 8
March 23	Southern Culture: Literature and Music	
March 25		The Great Depression and the New Deal Harris Chapter 9
March 30		World War II: Boom Time
April 1		World War II and Race Dittmer Chapters 1 & 2
April 6		The Politics of Race Graham Chapters 1 & 2
April 8		<u>Brown</u> and Its Aftermath

		Dittmer Chapters 4 & 5
April 13	Montgomery Bus Boycott and Little Rock Walker,	E-Reserves O'Connor and
April 15		Graham Chapters 3 & 4 Student Activism
		Dittmer Chapter 6, 7, & 8
April 17	Field Trip to Andalusia Farm, Milledgeville, Ga	
April 20		Birmingham and Project C
April 22		Carter Chapter 1 Freedom Summer
		Dittmer Chapters 9, 10, 11, 12
April 24	Field Trip to Martin Luther King, Jr., National Historic Park	
April 27		A New South?
		Graham Chapter 5, Carter Chapters 2, 3, and 4
Movement	Final Essay Three due at the beginning of class on the Civil Rights	
April 28	Reading Day	
April 30	Final Exam, 2:00-5:00 p.m. Bring a large blue book and pen or pencil.	