

Critical Perspectives on a Region--The American South, 1840-1940
SS209R, Fall 2001
Class Meeting: T Th 11:30-12:45 Library Study Room
Lab: Th 2:30-4:00 Video Conference Room

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COURSE SYLLABUS

Course Description and Goals:

This course will introduce students to a critical perspective on the American South from 1840-1940, with some forays into more contemporary ethnographic material. By focusing on the antebellum years, the Civil War, Reconstruction, and Jim Crow segregation the goal of the course is to assist students in understanding the South as a distinct region of the United States. This goal will be met by paying particular attention to the meaning of being viewed as an "outsider" or as a "problem" in the eyes of other Americans; to how local ecosystems have structured communities in the region and how the presence of people has altered these environments; to how the physical environment and the enduring attachments to the land have shaped Southerners' understandings of themselves and others; and finally, to how the unresolved social and cultural contradictions have created fissures and fractures in the region.

This course will teach students how to carry out anthropological and historical research, to conduct oral history interviews, to interpret primary and secondary resources, to think critically, and to express themselves clearly in writing and speaking.

Required Reading: These books are available at the campus bookstore.

Mia Bay, The White Image in the Black Mind: African-American Ideas about White People, 1830-1925, Oxford University Press: New York, 2000.

David W. Blight, ed., Narrative of the Life of Frederick Douglass an American Slave Written by Himself, Bedford/St. Martin's Press: Boston, 1993.

David W. Blight, Race and Reunion: The Civil War in American Memory, Belknap/Harvard: Cambridge, 2001.

John B. Boles, The South Through Time: A History of an American Region, 2nd Edition, Volumes 1 and 2, Prentice Hall: New Jersey, 1999.

W.E.B. DuBois, The Souls of Black Folk, Bedford/St. Martin's Press, 1993.

Ted Ownby, Subduing Satan: Religion, Recreation, and Manhood in the Rural South, 1865-1920, University of North Carolina Press: Chapel Hill, 1993.

Grading and Assignments:

First research project (5%) due at the beginning of class on **Thursday, September 13th**, Essay One: DuBois "On Being a Problem" (10%), due at the beginning of class on **Tuesday, October 2nd**. Essay Two on slavery (15%), due at the beginning of class on **Tuesday, October 23rd**. Essay Three on Memory and the Civil War, (15%), due at the beginning of class on **Tuesday, November 13th**. Final research paper (35%), due at **noon, Friday, December 14th**. Participation and Attitude (10%), and Lab Journal (10%).

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 94-95 in the Oxford College 2001-2002 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 internet source to give the precise source of each and every word used. Avoid using too many direct quotations; we are 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.

Attendance Policy:

Class begins at 11:30 and ends at 12:45. Lab begins at 2:30 on Thursdays. This is a seminar that requires your regular attendance and active participation in class. Students are allowed three absences, every absence after that will deduct points from the class participation/attitude portion of your final course grade. It is your responsibility to obtain missed notes from seminar and to turn in all assignments on time. During seminar discussion of reading material we expect you to have prepared before class.

If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, 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, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment.

SCHEDULE

Aug 30	Introductions	DuBois
Lab 1	Documentary Research	Covington Library
Sept 4	Learning the Landscape	DuBois
Sept 6	Learning the Landscape	DuBois
Lab 2	Oral History Research	Mt.Zion Bapt Church
Sept 11	The Antebellum South	Bay, Boles, articles
Sept 13	The Antebellum South	Bay, Boles, articles
First Short Research Paper Due at the Beginning of Class		
Lab 3	Archival & Manuscript Research	WoodruffLibSpecCol
Sept 18	The Antebellum South	Bay, Boles, articles
Sept 19	Lunch with Dr. David Blight	Dean's Dining Room
Required		
"The Riddle of Collective Memory and the American Civil War" Lecture by David Blight (Amherst), 3:00 p.m., MARIAL Center (Emory West)		
Strongly Recommended		
Sept 20	Hancock County, Ga	Various articles
Lab 4	Uncovering Antebellum Landscapes	Trip to Sparta, Ga.
Essay One "On Being a Problem" Evaluate DuBois' discussion of "being a problem" in light of the other readings, discussions, and visits taken in class thus far.		
Sept 25	Antebellum Slavery	Boles, Douglass
In process draft of Essay One due at beginning of class: "On Being a Problem" (please bring five copies of the draft of your paper to class for distribution)		
Sept 27	Tutorial on Drafts of Papers	
Lab 5	No Lab, continue working on papers	
Oct 2	Antebellum Slavery	Douglass,
Bay,articles		
Essay One "On Being a Problem" Due at the Beginning of Class		

Oct 4	Antebellum Slavery	Burge diary,
articles		
Lab 6	Dolly Lunt Burge and her Plantation	Burge Plantation
Oct 6	Trip to Andersonville Confederate Prison/Americus. We will	
sleep over in Americus, Ga.		
Oct 8	“The Influence of Geology on the Civil War’s Atlanta Campaign,” Dr. Steve Henderson (Geology), 7:30 p.m., Chapel	
	Required	
Oct 9	Civil War	Boles, articles
Oct 10	“Little Families”: Civil War Reenactment Groups and the Making of Historical Memory,” Gordon Jones, (Director of Collections and Exhibitions Atlanta History Center), 3:00 p.m., MARIAL Center (Emory West)	
	Recommended	
Oct 11	Civil War	Articles
Lab 7	Turning Point	
AtlantaHistoryCenter		
Oct 12	Class Trip To Savannah, Ga, and environs. We will leave	
campus around 4:00 p.m.		
Oct 16	Return from Savannah before 5:00 p.m.	
Oct 18	Civil War	Articles
	In process draft of Essay Two due at beginning of class: On Slavery/Civil War (please bring five copies of the draft of your paper to class for distribution)	
Lab 8	Remembering the War	Covington
Square		
Oct 22	“What is Africa To Me”: The Uses of Black History	
	Dr. Mia Bay (Rutgers), Lecture in the Chapel 7:00 p.m.	
Oct 23	Dr. Mia Bay	
	Essay Two on Slavery/Civil War Due at the Beginning of Class	
Oct 25	Reconstruction	Boles, Blight
Lab 9	Alexander Memorial State Park	Crawfordville, Ga
Oct 26-28	Workshop on Lynching&Racial Violence held in Monroe and	
Atlanta		
	Strongly Recommended	
Oct 30	Reconstruction	Blight
Oct 30	Dance Performance “Myrtle and Gertrude: Two Old Friends”	
7:00 p.m. in Williams Gym.		
	Recommended	
Nov 1	Reconstruction	Blight
Lab 10	Memorializing Heroes	Stone Mtn Park
Nov 3	Oxford Family Weekend	
	Strongly Recommended Andy Irwin Workshop on Southern Storytelling 10:00 a.m.	
Nov 5	“Grace Has Brought Us Safe Thus Far”: The Music of Faith and Community in the Nineteenth Century American South	
	Required 7:30 p.m., Old Church	
Nov 6	Reconstruction	Blight, articles
Nov 8	Reconstruction	Blight
Lab 11	“Birth of a Nation”	Video Conf Room

Nov 13	Discussion: What is a Research Paper		
Essay Three: Memory and the Civil War (Race and Reunion, “Birth of a Nation,” Stone Mountain Park, Covington Square, Alexander Stephens State Park) Due at the Beginning of Class			
Nov 15	The New South	Boles, Bay, Ownby	
Lab 12	Class Trip to Special Collections	Woodruff Library	
Nov 20	Jim Crow/Racial Violence	Ownby, articles	
Nov 22	Thanksgiving, no class		
Lab 13	No Lab		
Nov 27	New South/Racial Violence	Articles	
Nov 29	Industrialization and the New South	Articles	
Lab 14	“Community Forum on Lynching Photography” Jimmy Allen		
Dec 4	Southern Religion	Ownby	
Dec 5	“Salem Camp Meetin’: A Theater of Family Memory”		
Dr. Bradd Shore and Dr. Nathaniel Kendall-Taylor (Anthropology, Emory), 3:00 p.m., MARIAL Center (Emory West Campus)			
Strongly Recommended			
Dec 6	Southern Religion	Ownby	
Lab 15	Catching the Spirit	Salem Campground	
Dec 11	Wrap-up, last day of class		
Dec 14	Final Research Paper Due at Noon.		
Explanation of Final Research Paper			
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All students in this course are expected to write a 15-20 page research paper, based on original research that will be due on **Friday, December 14th at noon**. In many cases you will be using original documents from Emory’s Special Collections and other archival depositories. This assignment is intended to give you an opportunity to be an anthropologist or an historian conducting original research using secondary sources and primary sources from archival and manuscript collections.

Even though this is not an English course, your writing style is important. Anthropologists and historians communicate through writing so you should treat a paper written for this class just as you would for an English class. Your paper should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, and no abbreviations or contractions. The paper should have a clear argument that is argued by using an introduction, coherent organization throughout, and end with a conclusion. **Do not use MLA style citations for this assignment.** Historians use either footnotes or endnotes to reference the works they use in a paper. Anthropologists use either style, so we are going to use footnotes or endnotes for consistency. See Mary Lynn Rampolla, [A Pocket Guide to Writing History](#) (on reserve in the library and in the writing center) for the correct way to reference your citations. Points will be deducted from your paper if you do not use either footnotes or endnotes.

Possible Research Topics:

The History of the “Turner Lake” Land. Since the 1830s, the land that now forms the “Turner Lake Recreation Complex” has been owned, in turn, by the Harmon, Hendrick, and Turner families.

The Everyday Life of Slaveowners in Newton County. To what extent can the everyday life of slave-owning families in the county be reconstructed from available sources? To what extent did family members appear to be troubled by the ‘peculiar institution’ of slavery? To what extent did they explicitly defend the institution?

Possible Woodruff collections: Graves, Branham
(see also Stone papers)

The History of African American Churches in Oxford. The histories of Mount Zion (Baptist) and Rust Chapel (Methodist) churches are bound up in the history of Emory and Oxford Colleges.

See: Minutes of the Emory Board of Trustees.

Military Service from Oxford during the Civil War. Many Oxford residents (white and black) served in the Civil War. Whites served in the Confederate armed forces, sometimes accompanied by enslaved servants. There may as well, be records of African Americans from Oxford who served in Union forces.

What happened to Emory College's students after 1861? We know that many students attending Emory when war broke out in 1861 volunteered for service in the Confederate forces. What happened to these young men during the war?

Women on the home front during the Civil War. What was life like for women in Oxford (or Newton County more broadly) during the Civil War. Although most of the records concern white women, we also urge you to consider the relations between white and African American women during the war.

The "Soldier's Cemetery" on the Oxford College campus. This site, at times referred to as "the sacred center" of Emory, is surely one of the most fascinating places in the region. How did soldiers from all over the Confederacy come to be buried there, and how was the site restored and memorialized over the years?

The Role of Women in Memorializing the "Lost Cause." Women played a significant role throughout the south in memorializing the Civil War. What can be learned about the role played by women in Oxford, Covington and elsewhere in the county in these activities, from 1865 onwards?

The "Seney" Gift. How did George Seney, a New York businessman come to give a significant gift to Emory College during the presidency of Atticus Haygood. What does this story tell us about the nature of "New South" discourses and ideologies of "sectional reconciliation" in the late 19th century?

See: Emory Board of Trustee minutes

The history of the Ku Klux Klan in Newton County. You may wish to supplement archival research with oral interviews of African American and white residents of the county.

Race and Gender: Relations between White and African American Women in Oxford (or Newton County) during the era of "Jim Crow".

Collections: Branham.

The Meanings of Marriage. The organization and significance of marriage changed considerably from 1840-1940 in Newton County, as it did elsewhere in the United States. How precisely did

the institution change locally and what aspects of its endured? You might want to concentrate on such themes as the changing nature of courting, dowry, spinsterhood, and divorce.

Collections: Branham