

HIST 349
The South in American History
Fall 2007, T Th 2:30-3:45
Library Study Room

Dr. Susan Youngblood Ashmore
Office: Language Hall 205A
Office Hours: MW 2:00-3:00, T Th 4:00-5:00, or by
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COURSE SYLLABUS

Course Description:

This course focuses on the modern South from 1877 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) how Southerners have responded to their changing economic circumstances. Topics of study include, but are not limited to Reconstruction and its aftermath, the agrarian South and the growth of an industrial ideal; the development of Jim Crow segregation and its consequences; dilemmas of political reform; race and politics; assaults upon segregation and its defenders; and modernization and change. Throughout the semester we will have the opportunity to visit a few of the historical sites associated with the modern South including: Kitty’s Cottage/Oxford Cemetery/Covington Square (Sept 8); Alabama Black Belt–Montgomery/Lowndesboro /Selma (Dec 7-8).

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, or to become historically minded, by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. Second, this course hopes to teach students to ask questions about the past to gain an awareness of the various dimensions of Southern history–political, economic, social, and cultural and to incorporate aspects of gender, race, and class into the explanation of these various historical dimensions. Third, the course strives to help students discover, understand, and appreciate the interplay of forces that shape historical change in the South’s past including individuals and social groups as creators of history. Fourth, this course will help students develop reading, researching, and writing skills that will benefit them in upper division classes. At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of early American history, and understand their significance for today.

Required Reading: These books are available at the campus bookstore and on reserve in the library

Daniel Joseph Singal, *The War Within: From Victorian to Modernist Thought in the South, 1919-1945*, University of North Carolina Press: Chapel Hill, 1982.

Alice Fahs and Joan Waugh, editors, *The Memory of the Civil War in American Culture*, University of North Carolina Press: Chapel Hill, 2004.

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

Mary G. Rolinson, *Grassroots Garveyism: The Universal Negro Improvement Association in the Rural South, 1920-1927*, The University of North Carolina Press: Chapel Hill, 2007

Pete Daniels, *Lost Revolutions: The South in the 1950s*, University of North Carolina Press: Chapel Hill, 2000.

John Lewis with Michael D’Orso, *Walking with the Wind: A Memoir of the Movement*, Simon and Schuster: New York, 1998.

Joseph Crespi, *In Search of Another Country: Mississippi and the Conservative Counterrevolution*, Princeton University Press: Princeton, 2007.

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 and Wednesday 2:00-3:00p.m., Tuesday and Thursday 4:00-5:00 p.m. 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 (5-7 double-spaced pages, Times New Roman type font size 10 or 12) on Civil War Memory (20% of course grade) initial draft due **Sept 27** at the *beginning* of class (20% of paper grade) and final draft due **Oct 4** at the *beginning* of class (80% of paper grade). **Essay Two** (6-8 double-spaced pages, Times New Roman type font size 10 or 12) Understanding Jim Crow (30% of course grade) initial draft due **November 6** at the *beginning* of class (20% of paper grade) and final draft due **November 13** at the *beginning* of class (80% of paper grade). **Reading response papers and unannounced reading quizzes** (10%). **Participation and attitude** (10%) includes attending the one of the trips scheduled throughout the semester: Kitty's Cottage/Oxford Cemetery/Covington Square (Sept 8 in the afternoon); the Alabama Black Belt (Dec 7-8). **Final Essay** (8-10 double-spaced pages, Times New Roman type font size 10 or 12) on Civil Rights Movement and Beyond (30% of course grade) due **December 13, 5:00 p.m.** (30%). There is no exception on the final essay due date; essays cannot be accepted after 5:00 p.m.

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 and Plagiarism please see pages 101-104 in the Oxford College 2007-2009 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, a book, a journal article, 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 2:30 a.m. and ends at 3:45 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 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 C (75%), 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 the outside trip Kitty's Cottage/Oxford Cemetery/Covington Square (Sept 8 in the afternoon); and if you choose an overnight trip to the Alabama Black Belt to see Montgomery/Lowndesboro/Selma (Dec 7-8).

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 curse words 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. 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.

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. 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 the historical past of the South. 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.

Laptop Computers: If you use a laptop computer to take notes in class that is the sole purpose for the laptop. Do not read websites or check e-mail while class is in session–this is distracting to your fellow students and to your professor.

SCHEDULE

Aug 30	Thinking about the South–Writing about the South	Syllabus
Sept 4	Civil War Memory	Sengal 3-33
Sept 6	Civil War Memory	Fahs/Waugh, pp. 1-129, Sengal 37-113
Sept 8	Visit Kitty’s Cottage/Oxford Cemetery/Covington Square (afternoon)	
Sept 11	Reconstruction	
Sept 13	Land & Labor in the New South	Harris Chap 1, e-reserves Ball
Sept 18	Racial Violence	Harris Chap 2, e-reserves Sledd
Sept 19	**Screening of “Gone with the Wind” 6:00-10:00	Library Video Conference Room**
Sept 20	Farmers Organize: The Populist Revolt	Harris Chap 3
Sept 25	Redemption and The Lost Cause	
Sept 27	Drawing the Color Line: Jim Crow Segregation	
	Draft of Essay One on Civil War Memory due at the beginning of class. Bring five copies of your essay to class (20% of paper grade).	
Oct 2	The New South	Harris Chap 4
Oct 4	Southern Race, Culture, and Class in Segregated South	Harris Chap 5
	Final Draft of Essay One due at the beginning of class (80% of paper grade).	
Oct 9	No Class – Fall Break	
Oct 11	No Class	
Oct 16	World War One	Harris Chap 6
Oct 18	Aftermath of World War One	Harris Chap 7 and 8
Oct 23	Rural African Americans Respond to Jim Crow	Rolinson, pp. 1-102
	Professor Rolinson leading discussion	
Oct 25	Grass Roots Garveyism	Rolinson, pp. 103-196
Oct 30	Southern Culture: Literature and Music	Sengal 153-197
Nov 1	No Class – **Screening of “To Kill a Mockingbird” 7:00-10:00	Library Video Conf**
Nov 6	The Great Depression	Sengal 198-231, Agrarian Statement of Principles
	Draft of Essay Two Understanding Jim Crow due at the beginning of class. Bring five copies of your essay to class (20% of paper grade).	
Nov 8	The New Deal	Harris Chap 9, Sengal 265-377
Nov 13	World War II: Boom Time	
	Final Draft of Essay Two due at the Beginning of Class (80% of paper grade).	
Nov 15	The Post War South	Daniel pp. 1-178

Nov 20	Assaults on Segregation and its Defenders	Daniel pp 179-305
Nov 22	No Class – Thanksgiving Break	
Nov 27	The Civil Rights Movement	Lewis pp 1-174
Nov 29	The Civil Rights Movement	Lewis pp 177-320
Dec 4	The Civil Rights Movement	Lewis pp. 323-475
Dec 5	**Screening of “Forrest Gump” 7:00-10:00 Library Video Conference Room**	
Dec 6	Modernization and Change	Crespino pp. 1-143
Dec 8	Trip to the Alabama Black Belt	
Dec 11	Modernization and Change	Crespino pp. 144-278
Dec 12	Reading Day	
Dec 13	Final Essay on Civil Rights Movement and Beyond due 5:00 p.m.–NO EXCEPTIONS FOR LATE PAPERS.	