This course will explore the South's social, economic, political, and cultural development in the twentieth century. Among the topics that will be addressed are the changing status of African Americans in the region; political developments during the period (from one-party rule by the Democratic party in the early twentieth century to the re-emergence of the Republican party during the second half of the twentieth century); and the transformation of the South from an overwhelmingly agricultural, rural society to a region identified in the years following World War II with the phenomena of Sunbelt urbanization and industrialization, as well as increasing globalization.

Since the time of the Civil War, various Southerners and non-Southerners have proclaimed the coming of a New South--one in which the defeated Confederacy would rejoin and ultimately resemble the rest of the nation. Thus, this course will also attempt to answer the following questions: When, if ever, did a New South develop? What factors made the South distinctive from other American regions in the twentieth century? When did these unique characteristics disappear, or are they still present today?

In addition to looking at how historians have interpreted this century of change in the South, this course will also examine how Southerners themselves have explained these changes through the rich tradition of southern autobiography.

Required Readings (available at the University Bookstore or many other outlets):


Tony Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (Vintage, 1999)

Additional required course readings are included on the course schedule and will be available on Blackboard or other electronic sites.

**Schedule:**

**August 15:** Introduction

**August 22:** The South after Reconstruction


**August 29:** Gender, Religion, and Change in Turn-of-the-Century South


**September 5:** World War I

Assignment: Read Keith, *Rich Man=s War, Poor Man=s Fight*

**September 12:** Economic Change in the Early Twentieth Century

September 19: The Great Migrations

Read, Gregory, *The Southern Diaspora*

September 26: Cultural History


October 3: The 1930s

Read Sullivan, *Days of Hope*

October 17: World War II


October 24: The Civil Rights Movement


October 31: Race and Politics in the Recent South


November 7: Economic and Social Change in the Recent South

Read Cobb and Stueck, eds., *Globalization and the American South*

November 14: Southern Autobiography

Read Tyson, *Blood Done Sign My Name*

November 21: Southern Autobiography, pt. 2


November 28: What Makes the South Still Southern?


Student Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Discuss the history of the twentieth-century South broadly (in terms of social, economic, political, and cultural developments).

2. Analyze how historians and Southerners themselves have described the history of the twentieth-century South.
Assignments:

The major assignment for this class is to do the weekly reading and come prepared to discuss the material. A sizeable part of your grade will be determined by your class participation. Non-participation or weak participation will obviously result in a low grade. Attendance at and participation in all class meetings is essential. Any unexcused absences will adversely affect a student’s grade. However, if you do have to miss a class, you need to let me know before class begins if at all possible.

Each student should write four essays (4-5 pages) for four of the ten weeks when the class has common readings. These essays should represent your analysis or commentary on the issue(s) and/or argument(s) raised by the readings. These should be thought pieces, designed to demonstrate your serious reflections on what you are reading. You should neither merely summarize the readings nor ramble incoherently. Address particular themes or theses. Feel free to bring in any other material you are familiar with to help compare and contrast the author’s approach to a historical question. Or, deal with what you have read in some other creative and brilliant way. Whatever you do, remember that your essays should relate to the assigned readings in some meaningful way and should not focus too narrowly on some trivial point(s). For the three weeks that we will all be reading different books, each student should prepare a 2-page precis of the book they have read for that week. You should choose a book you have not previously read. All your essays and summaries, of course, should be well written and well organized.

All essays and summaries are due at the class meeting in which the topic is covered (no exceptions!) Everything should be typed and double-spaced, with a standard 12-point font and one-inch margins; you can use a parenthetical notation style for these writing assignments.

Finally, there will be a take-home final examination for this class. The question(s) will be distributed at our last class meeting on November 28 and will be due the following week.

Grading:

Grades will be based on class participation (35 %), four essays (35 %), three summaries (10 %), and the take-home exam (20 %).

Academic Honor Code:

All students are expected to know and abide by the UNCG Academic Honor Code. On all course work, each student shall add the following statement:

"I have abided by the UNCG Academic Honor Policy on this assignment or examination."

_________________________ Signature ___________________ Date.