



HIS 344: History of the New South (1876-1976)

Tues/Thurs. 11:15am-12:00pm, MHRA 2207

Fall 2010

Karen M. Hawkins, Instructor

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Office hours: Tues/Thurs 9:45am-10:45 am and by appointment (MHRA 2114)

Course Description:

In the late 1930s, journalist and novelist W.J. Cash argued that “the extent of the change and of the break between the Old South that was and the South of our time has been vastly exaggerated.” Taking into account, for one, the immense and dramatic changes in Southern race relations that arose as a result of the post-1945 civil rights movement, this course is rooted in an alternative interpretation from that of Mr. Cash. In fact, as its name implies, the New South was exceedingly new even before 1945 not only in terms of race relations but also with regard to the economy, politics, and culture. Using a wide range of scholarly writings and primary sources in addition to two films, this course will explore the ever-changing history of the South from the end of Reconstruction in 1876 to the presidential election of Georgia native Jimmy Carter in 1976. To a lesser degree, this course will also serve to challenge common myths of the region—both positive and negative—many of which still persist to this day.

Course Objectives:

1. To enhance students’ knowledge and comprehension of the New South and how its meaning, its national influence, and its people’s goals, struggles, successes, and defeats have evolved since the Reconstruction era.
2. To build students’ reading, writing and articulation skills for stronger arguments.
3. To foster students’ curiosity and understanding of the discipline of history and its usefulness and necessity in a free society.

Course Expectations:

In order to take full advantage of this course, it is expected of each student to attend class regularly. I will *not* provide copies of my lecture notes or PowerPoint presentations, therefore, if you are absent from a class, it is your responsibility to get notes on the lecture from a fellow classmate. On occasion, I will also give unannounced “pop” quizzes to be counted as part of your participation grade. It should go without saying then that it is not in your best interest to miss classes on a frequent basis since your final grade will undoubtedly suffer as a consequence. If a student garners three or more unexcused absences, he or she may be called in to meet with the instructor to discuss the attendance problem.

Students are also expected to read assigned readings before coming to each class, print or bring the readings to class (this includes e-reserves, texts, and the primary source reader), participate in group activities and during in-class discussions, complete the writing of five essay topics, and be present and prepared on the day of the midterm and final exams.

Course Materials:

Texts

Charles W. Chesnutt, *The Marrow of Tradition* (1901)

Matthew D. Lassiter, *Silent Majority: Suburban Politics in the Sunbelt South* (2006)

Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (1995)

John David Smith, *When Did Southern Segregation Begin?* (2002)

Jason Sokol, *There Goes My Everything: White Southerners in the Age of Civil Rights, 1945-1975* (2007)

C. Vann Woodward, *Origins of the New South, 1877-1913* (1951)

Other

Primary Source reader (\$9.30 at Copy King, 611 W. Lee Street)

Blackboard E-reserves (<https://blackboard.uncg.edu/webapps/portal/frameset.jsp>)

Gone With the Wind-1939 (DVD)

In the Heat of the Night-1967 (DVD)

Eyes on the Prize: America's Civil Rights Years-1987 (DVD)

Terry Sanford and the New South (DVD)

Participation:

Participation, which comprises **20%** of your final grade, includes coming to class regularly, answering questions posed by the instructor, making intellectual comments or asking thoughtful questions about the readings or lectures when applicable, working well with classmates during planned group activities, and passing occasional “pop” quizzes. By far, the largest portion of your participation grade will derive from the seven “discussion sessions” held during the semester (see the Discussion Session/Essay Questions handout for more information).

In those discussion sessions, students speaking should always be respectful of others and their remarks. Students should also stay on topic and use evidence from the readings to make his or her arguments or pose questions. As much as possible, students should avoid “presentism” or looking at events or primary source documents from their 21st century viewpoint. Instead, your goal should be to understand and acknowledge the context of the time frame in which those events occurred or when those records were written or produced. This, of course, does not mean you have to ignore certain constants you may see between how humans are motivated and behave in the 21st century and how they were motivated and behaved in decades prior.

I know that speaking up is easier for some students rather than others, but I hope to create a relaxed and open atmosphere in order for everyone to feel both comfortable and confident to speak and ask questions. Discussions are meant to be both enriching as well as enjoyable. And like any endeavor in life, the following age-old adage still holds true: “You learn to speak by speaking, to study by studying, to run by running, to work by working.”

In determining your final participation grade, I look at the “whole picture” and take into account improvements made over the course of the semester in all categories of participation listed above. If, however, you choose not to speak up during discussion sessions the best grade you can expect for participation is a “C.”

Essay Assignments (5 total):

Students will write five essays from a total of seven possible topics on the New South by the end of the semester. The seven topics to choose from, which will provide the framework for the scheduled discussions sessions, can be found on the Discussion Session/Essay Questions handout.

Essays should be between 3-4 typed pages in length and are due at the beginning of class on the scheduled due date (no late work will be accepted). Check either the handout mentioned above or the schedule below for due dates for each of the seven possible papers.

Each essay will be worth **5%** of your overall grade and will be primarily graded for insightful thought and analysis and use of evidence from the readings and/or films. When citing course material in your essays, use footnotes that include the author’s name and page number. Also, before turning in your essays, *always* proofread them for clarity, grammatical errors, and misspellings. Have pride and turn in work that reflects your best effort.

NOTICE: Plagiarism (which is defined by the taking of the words or ideas of another and presenting them as your own) is strictly prohibited and will be punished either through failure of the course and/or expulsion from the university. Thus, do not use or attempt to use material from the internet to write your papers. If you have questions, please review UNCG's policy on plagiarism: <http://library.uncg.edu/depts/ref/tutorial/integrate/plagdef.asp> .

Midterm and Final Exam:

There will be two in-class exams in this course, a midterm and a final worth **25%** and **30%** of your total grade, respectively. The final will not be cumulative.

The two tests will be drawn from weekly lectures, course readings (both primary as well as secondary), and in-class films. The format will include short-essays, identifications, and a few multiple-choice questions. Guidelines for the exams will be discussed in further detail in the weeks prior to test day.

It is important to note that there will be no make-up exams given for either the midterm or the final. If you are absent on the day of either exam, no matter the reason, you will be assigned a 10-page research paper to complete in lieu of the exam. Failure to complete the research paper in a two-week period or failure to take the exam on test day will result in a zero for that particular exam grade.

Grading Summary:

- I. Participation: 20%
- II. Midterm: 25%
- III. Final: 30%
- IV. Essays (5 at 5% each): 25%

Letter grades will be assigned as follows:

97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	<60	F
77-79	C+		

Questions? Issues?

If there are any general or specific questions or issues about the course please feel free to speak with me or email me to set up an appointment to meet on campus, preferably during my office hours. My job is to guide and assist your learning of the material as best as I can.

Schedule:

WEEK 1: THE CONSEQUENCES OF WAR

8/24- Introduction

8/26- Post-Appomattox

Reading: Foner, *A Short History of Reconstruction*, pp. 82-103 (**e-reserves**)

Primary Source: Thaddeus Stevens Advocates the Redistribution of Land, 1865 (pp. 35-38); Instructions to Red Shirts in South Carolina, 1876, (pp. 45-46); Thomas Nast cartoons, (pp. 46-47).

WEEK 2: RECONSTRUCTING A NEW SOUTH

8/31- Putting the Union Back Together

Reading: Mobley, “The Trent River Settlement,” in *James City: A Black Community in North Carolina, 1863-1900* (1981), pp. 43-65. (**e-reserves**)

Primary Source: Booker T. Washington, “The Reconstruction Period,” in *Up From Slavery*, pp. 38-43.

9/2- A Renovated South

Reading: Foner, *A Short History of Reconstruction*, pp. 238-253; J. Mills Thornton III, “Tax Policy and the Failure of Radical Reconstruction,” in *Major Problems in the History of the American South, Volume II: The New South* (1990), pp. 62-69 (**e-reserves**)

WEEK 3: INDUSTRIALISM AND INTERRACIALISM ON THE RISE

9/7- Fusing an Interracial Fusion (**Discussion Session/Essay question #1 due**)*

Reading: Woodward, *Origins of the New South*, ch. 5; Jane Dailey, *Before Jim Crow*, pp. 1-14 (**e-reserves**)

Primary Source: Governor William W. Holden and the Ku Klux Klan, 1870 (pp. 303-306)

9/9- Popular Populism

Reading: Edmonds, *The Negro and Fusion Politics in North Carolina*, pp. 1-6, 34-45 (**e-reserves**)

Primary Source: Grady, “New South” speech (pp. 71-73); A Tar Heel Black Leader Shares the New South Dream (pp. 323-324)

WEEK 4: A CIVILIZATION GONE WITH THE WIND?

9/14- The World of Scarlett O’Hara (Film Screening: *Gone With the Wind*, 1939)

Reading: Blight, *Race and Reunion*, pp. 255-284 (e-reserves)

Primary Source: Chestnutt, *Marrow of Tradition*, ch.1-4

9/16- Yankees are Coming (Film Screening: *Gone With the Wind*, 1939)

Primary Source: Chestnutt, *Marrow of Tradition*, ch.5-14

WEEK 5: ENTER JIM CROW

9/21- Jim Crow, At Your Service (Film Screening: *Gone With the Wind*, 1939)

Reading: Smith, *When Did Southern Segregation Begin?* pp. 3-37

Primary Source: Chestnutt, *Marrow of Tradition*, ch. 15-23

9/23- The Friends of Jim Crow (**Discussion Session /Essay question #2 due**)**

Reading: Smith, *When Did Southern Segregation Begin?* pp. 45-81

Primary Source: Chestnutt, *Marrow of Tradition*, ch. 24-end

WEEK 6: FURTHER “PROGRESS” WITH PROGRESSIVISM

9/28- For Good Schools and the Social Welfare

Reading: Woodward, *Origins of the New South*, ch. 14

Primary Source: “Charles W. Dabney on the Public School Problem in the South,” 1901 (pp. 205-210); “John E. White on Prohibition,” 1908 (pp. 217-219)

9/30- Beyond Agrarians (**Discussion Session /Essay question #3 due**)***

Reading: Woodward, *Origins of the New South*, ch. 15

Primary Source: Introduction, *I’ll Take My Stand*, 1930 (pp. 1-8)

WEEK 7: GREAT DEPRESSION, GREAT MIGRATION

10/5- The “Nadir”

Reading: Kellog, “Lynching and Mob Violence,” pp. 20-41 (e-reserves)

Primary Source: Du Bois, “Of the Sons of Master and Man,” 1903 (pp. 73-83)

10/7- No. 1 Economic Problem

Reading: Litwack, *Trouble in Mind*, pp. 481-496 (e-reserves)

Primary Source: The President’s Letter, 1938 (pp. 389-393); “Ain’t Got No Screens” (pp. 98-101)

WEEK 8: A NEW DEAL ORDEAL

10/12- NO CLASSES (FALL BREAK)

10/14- “Mr. Roosevelt’s Gonna Save Us All”

Reading: “The New Deal as a Turning Point” and two subsequent articles, pp. 393-410 (**e-reserves**)

Primary Source: Governor Hoey Responds to President Roosevelt’s Statement on the South’s Economy (pp. 403); Huey Long, “Every Man a King,” 1933 (pp. 380-381)

WEEK 9: OPERATION: DOUBLE VICTORY

10/19- Midterm Exam

10/21- Fighting Injustice at Home and Abroad (**Discussion Session/Essay question # 4 due**)****

Primary Source: *Fortune* Magazine on Opportunities for the Deep South, 1943 (pp. 413-419); Dr. Gordon B. Hancock, “Interracial Hypertension,” 1942 (pp.1-2).

WEEK 10: CIVIL WRONGS

10/26- Before *Brown*

Reading: Payne, *I’ve Got the Light of Freedom*, intro, ch. 1

10/28- Moderates and Militants

Reading: Payne, ch. 2

Primary Source: “The South Never Needed Wisdom More, Nor Fury Less,” *News & Observer*, May 18, 1954 (one page); Declaration of Constitutional Principles: The Southern Manifesto, 1956 (pp. 541-543)

WEEK 11: CIVIL RIGHTS

11/2- Birth of a Movement

Reading: Payne, ch. 3; Sokol, *There Goes My Everything*, ch. 2 (pp. 56-83)

Primary Source: Ella Baker, “Bigger Than a Hamburger,” 1960 (pp.139-140)

11/4- The Weight of “Bombingham”

Reading: Payne, ch. 5; Sokol, ch. 2 (pp. 83-113)

WEEK 12: EXIT JIM CROW

11/9- Washington's Way (**Discussion Session/Essay question #5 due**)*****

Reading: Sokol, ch. 4

11/11- "They Call Me Mr. Tibbs!" (Film Screening: *In the Heat of the Night*, 1967)

Reading: Payne, ch. 12-13

WEEK 13: THE NOT SO SOLID SOUTH

11/16- Voices for the Silent Majority (Film Screening: *In the Heat of The Night*, 1967)

Reading: Lassiter, *Silent Majority*, intro and ch. 1

Primary Source: Excerpts from Richard Nixon's Acceptance Speech, 1968 (pp. 198-202).

11/18- The Rise of the Sunbelt (**Discussion Session/Essay Question #6 due**)*****

Reading: Lassiter, ch. 5

Primary Source: "Time Interprets Americans' Move to South and Southwest," 1976; (pp. 476-479) "A Report on Poverty and Plenty in the South," 1986 (pp. 483-486).

WEEK 14: AN INTEGRATED PEOPLE

11/23- CLASS CANCELLED

Reading: Lassiter, ch. 7-8

11/25- NO CLASSES (THANKSGIVING HOLIDAY)

WEEK 15: THE END OF "THE SOUTH"?

11/30- No Need for a Southern Strategy

Reading: Lassiter, ch. 10; Black and Black "Old Themes for the New Southern Politics" (**e-reserves**)

12/2- Goodbye Southern History? (**Discussion Session/Essay question # 7 due**)*****

Reading: Egerton, "Americanization of Dixie"; Reed, "Why the Changing South Remains the South" (**e-reserves**)

***Final Exam: December 2010 (exact day/time TBA)**