

History 344-01/Fall 2007

Tues/Thurs 12:30-1:45, MHRA 2211

Instructor: Susan W. Thomas

Email: swthoma3@uncg.edu

Office Hours: Tues and Thurs 2-3:00, or by appt., MHRA 3103

Course Materials

Required Texts:

Link and Wheeler: *The South in the History of the Nation*

Pascoe: *The South in the Twentieth Century*

C. Vann Woodward: *The Strange Career of Jim Crow*

Pete Daniel: *Lost Revolutions*

Additional readings: Available on Blackboard, noted on the syllabus.

Course Overview

Through a combination of lecture, class discussion, film, and selected readings, this course will examine the evolution of the South since the end of the Civil War. Using both a chronological and thematic approach, we will explore the ways in which the South is unique, and attempt to determine how that uniqueness has been a part of the national historical experience. We will look at the origins of stereotypical ideas about what it means to live in the South and try to evaluate the validity of such assumptions.

Course Objectives

By the end of the semester, students should be able to:

- Critically evaluate primary and secondary sources pertaining to southern history
- Identify elements of tradition that have shaped southern culture
- Determine whether the South continues to be 'a nation apart' in the 21st century
- Evaluate the ways in which southern culture has permeated the national identity

Course Requirements and Grade Distribution

Attendance and Participation = 20%

Attendance counts as part of the participation grade. More than four absences will be considered excessive and could affect your grades. The remaining portion of your participation grade will be drawn from in-class writing assignments, quizzes, and discussion.

Response Papers = 30%

You will complete two interpretive response papers (3-5 pages in length), related to assigned texts. These papers will be somewhat like book reviews, but will require a critical approach. Unless you have a **documented** excuse, late papers will be penalized one letter grade for each class day until I receive the paper in hand. You may **not email** your papers to me.

Exams = 30%

I require **blue books** for all exams. As with the essays, I require a documented excuse before scheduling a make-up exam you might have missed.

There will be **two in-class exams**, each of which will consist of short essay questions. Exams will test your ability to synthesize information from the lectures, the readings, the discussions, and the audio/visual components of the course. If you attend class regularly, do the readings, and take notes, you should not have any difficulty completing the exams successfully.

Research Project = 20%:

Each student will complete a primary source based research project over the course of the semester.

Grading Range:

A+ (97 and above), A (93-96), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-76), C- (70-72); D+ (67-69), D (63-66), D- (60-62); F (less than 60, unacceptable work)

******Academic Integrity and Plagiarism******

In all assignments, students are expected to do their own work and abide by the University's Honor Code. You must provide references for materials consulted and/or quoted in your writing assignments. Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also in failure for the entire course. We will discuss plagiarism further before the first essay assignment. To view the University's Plagiarism Policy, follow this link: <http://academicintegrity.uncg.edu/>

Technology in the Classroom

Please turn off cell phones and i-pods when class begins. I allow the use of laptops, but I view this as a privilege and not a right. I expect students to honor the integrity of the classroom and refrain from playing games, surfing the web, messaging, etc. If students are observed using laptops for reasons other than note taking, they will be counted absent for the day. Repeat offenders will lose the privilege of using their laptops in class.

Class Schedule

Week One: Defining the South

T/Jan 15: Introduction to Course/Review Syllabus

Begin Reading *Strange Career of Jim Crow*

Th/Jan 17: What/where/why the South?

"Southern Culture" and "Hot, Humid, Sad" (BB, folder "The South") and Pascoe 143-153, "Southern Culture on the Skids?"

Week Two: Reflections on the Old South/Civil War and Reconstruction

T/Jan 22: Sectional Conflict and War

Read "When the Yankees Came" (BB)

Th/Jan 25: Reconstruction and Racial Violence

Read Link/Wheeler, ch. 1, "Reconstruction" and "Black Activism and the Ku Klux Klan" (BB)

Week Three: The Lost Cause

T/Jan 29: "Soldiers, Christians, and Patriots" (BB, Lost Cause folder)

Th/Jan 31: "Women, Religion, and the Lost Cause" (BB) and "The Religion of the Lost Cause" (BB, Lost Cause folder)

Week Four: Aspiring Toward a New South

T/Feb 5: Read "The New South" (BB)

Th/Feb 7 **Response Paper on *Strange Career Due***; Read "Promoting a New South" (BB)

Week Five: Disfranchisement and Segregation

T/Feb 12 Reading: Link/Wheeler, ch. 4, "Race Crisis in the New South" and "A Rage for Order" (BB)

Begin Reading *Lost Revolutions*

Th/Feb 14 Reading: Rabinowitz, "From Exclusion to Segregation" (BB)

Week Six: Land and Labor in the New South

T/Feb 19: "The Metamorphosis of Slavery" (BB) and "Bound Labor in Southern Agriculture" (BB)

Th/Feb 21: Pascoe, "Not Predestination" 91-105 and "Limits of Southern Populism" (BB)

Week Seven: Industry, Workers, and the Myth of the New South

T/Feb 26: Link/Wheeler, ch. 5, "The Age of Industrialism: From Farm to Mill" and "The Lives and Labors of the Cotton Mill People" (BB)

Th/Feb 28: Pascoe, "Smokestack-Chasing and its Discontents," 106-126

Week Eight: New Women, New South, New Prospects

T/Mar 4: Pascoe, "Women and Leadership: A Century of Change in the South," 39-55 and "Gender, Race, and Itinerant Commerce in the Rural New South" (BB)

Th/Mar 6: **Exam One**

Week Nine – Spring Break!**Week Ten: Progressivism**

T/Mar 18: Link/Wheeler ch. 6, "Woman Suffrage and Progressivism in the South" and "The Atlanta Neighborhood Union" (BB)

Th/Mar 20: **Response Paper on Lost Revolutions Due**

"The Politics of Southern Draft Resistance, 1917-1918" (BB)

Week Eleven: The New Deal and WWII

T/Mar 25: Link/Wheeler, ch. 9, "The New Deal and the New South," and "Alternative Land Reform Proposals in the New South" (BB)

Th/Mar 27: Link/Wheeler, ch. 10, "The War that Brought old Dixie Down" and "The Impact of WWII on the American South" (BB)

Week Twelve: Race Relations and Freedom Struggles

T/Apr 1: Link/Wheeler, ch. 12, "The Civil Rights Movement: Murder in Mississippi"

Th/Apr 3: Pascoe, "Of the Meaning of Progress: A Century of Southern Race Relations," 56-73 and "Transforming the South: The Role of the Federal Government," 247-262

Week Thirteen: Southern Culture, Part I—Music and Politics

T/Apr 8: Pascoe, "Singing Songs about the Southland," 172-187 and "We Always Tried to be Good People" (BB)

Th/Apr 10: Pascoe, "The Emergence of a Two-Party System," 225-246

Week Fourteen: Southern Culture, Part II—Labor and Education

T/Apr 15: NAFTA and Southern Labor

Pascoe, "Persisting Dixie: The South as an Economic Region," 77-90

Th/Apr 17: Pascoe, "On the Meaning of Reform" and "A New Face on Southern Higher Education," 263-300

Week Fifteen: Southern Culture, Part III—Religion, Family, Recreation

T/Apr 22: Pascoe, "Making the South: Religion in a Twentieth-Century Region," 209-222, and Link/Wheeler, ch. 8, "The 1920s: Fundamentalism and the Scopes Trial"

Th/Apr 24: **Research Projects Due**

Pascoe, "On the Cusp of Modernity: The Southern Sporting World in the Twentieth Century,"
188-208

Week Sixteen: The 21st Century South

T/Apr 29: No longer Black and White—The Multicultural South

Pascoe, "Unmelting the Ethnic South," 19-38, and "Immigration, NC" (on BB)

Th/May 1: **Final Exam**