

Spring 2019 | University of North Carolina, Greensboro  
Instructor: Mr. Anderson Rouse | Email: arrouse@uncg.edu | Office: MHRA 3103  
Office Hours: Mondays, 3:00-5:00 pm, and by appointment

HIS 344-01: The New South  
Monday and Wednesdays, 5:00-6:15 pm  
MHRA 2211

### Course Syllabus

“The past is never dead. It's not even past.”-*William Faulkner*, Requiem for a Nun

#### Course Description

This course examines the history of the American South from 1865 to 1941. After the Civil War, southerners struggled to redefine their place in their families, their communities, their region, and the nation. Beginning with Reconstruction and ending with the beginning of WWII, this course explores political, social, and economic developments in the South, including industrialization and labor movements, the Lost Cause and commemoration of the Civil War, the mechanization of agriculture, the influence of evangelicalism in the South, urbanization, the rise of Jim Crow, early civil rights struggles, and Southern popular culture.

#### Course Learning Objectives

**By the end of the course, students should be able to accomplish the following tasks:**

1. Define the historical period described by historians as the “New South,” examine its importance to regional and national history, and explain how the South changed between 1865 and 1941.
2. Analyze and evaluate both primary and secondary sources as historical evidence.
3. Synthesize the central arguments of readings and evaluate the perspectives of both historians and historical actors.
4. Formulate a research question (or thesis statement), assemble sources to explore that research question, and write a research paper.

#### Required Reading Materials

Edward L. Ayers, *The Promise of the New South: Life After Reconstruction*, 15<sup>th</sup> Anniversary ed. (New York: Oxford University Press, 2007) (ISBN: 9780195326888) **\*This book is available as an e-book from the UNCG Library\***

Ben Robertson, *Red Hills and Cotton: An Upcountry Memory*, Southern Classics ed., with introduction by Lacy K. Ford, Jr. (Columbia, SC: University of South Carolina, 1991) (ISBN: 9780872493063)

Lillian Smith, *Killers of the Dream*, re-issue ed., with introduction by Margaret Rose Gladney (New York: W.W. Norton, 1994) (ISBN: 9780393311600)

## Graded Work

**The class will be graded based on student performance in 4 categories:**

### 1. Participation – 25%

This class is structured in a way to emphasize discussion. Students are expected to read the assigned materials for each class and to actively participate in class discussions. Students will, with the instructor's assistance, analyze written documents, images, and audio/visual resources, and identify their arguments and historic context. By studying and discussing these texts, you will strengthen your comprehension skills and ability to synthesize and evaluate source materials. Attendance is required, and excessive absences will negatively impact your grade in this class. Absences will only be excused for official UNCG approved events, illness (with a doctor's note or other legitimate documentation), or family emergencies, at the instructor's discretion.

### 2. Reading Reflection Papers – 25%

Students will complete ten (10) reading reflection papers over the course of the semester. These assignments will answer the "essential question" for the week, and will use assigned readings to answer the question. Each paper will be worth 10 points, for a total of 100 points for this category. These papers should be at least one page long (300 words, approximately). All written assignments must be written using standard formatting (12-point font, using a standard typeface (Times New Roman, Garamond, Calibri, etc.), double-spaced, with 1-inch margins). Please include page numbers. No title page is necessary. All assignments must be turned in during the class period when it is due. All sources used for written assignments must be properly cited according to the guidelines laid out in *The Chicago Manual of Style*, which is available on-line.

### 3. Book Reports – 25%

Students will read two books, *Red Hills and Cotton* by Ben Robertson, and *Killers of the Dream* by Lillian Smith, and write essays focusing on these books' themes and ideas and examining what these authors' memoirs about the South reveal about life in the New South. Each essay will be worth 50 points, for a total of 100 points for this category. These papers should be at least three pages long (1000 words, approximately). All written assignments must be written using standard formatting (12-point font, using a standard typeface (Times New Roman, Garamond, Calibri, etc.), double-spaced, with 1-inch margins). Please include page numbers. No title page is necessary. All assignments must be turned in during the class period when it is due. All sources used for written assignments must be properly cited according to the guidelines laid out in *The Chicago Manual of Style*, which is available on-line. More information about these assignments will be made available closer to the due dates.

### 4. Research Paper – 25%

Students will formulate a research question dealing with some aspect of southern history discussed in this class and use both primary sources and secondary sources to examine the question and arrive at a conclusion. This paper is divided into three parts – a thesis statement check (5 points), a bibliography of sources (20 points), a rough draft (25 points), and the final paper (50 points). This paper should be at least seven pages long (2100 words, approximately). All written assignments must be written using standard formatting (12-point font, using a standard typeface (Times New Roman, Garamond, Calibri, etc.), double-spaced, with 1-inch margins). Please include page numbers. No title page is necessary. All assignments must be turned in during the class period when it is due. All sources used for written assignments must be properly cited according to the guidelines laid out in *The Chicago Manual of Style*, which is available on-line. More information about this assignment will be made available closer to the due date.

## **Course Policies and Resources**

### **Late Policy:**

Assignments should be handed in class on the day that they are due. For every day that a paper is late, I will deduct 3 percentage points from the assignments total grade. If you know of any reason in advance that you will not be able to hand in an assignment on time, please inform the instructor.

### **Digital Devices:**

Laptop computers and other devices for viewing documents and taking notes are permitted, but only for those purposes. If you choose to use these devices to work on assignments for other classes, or to distract yourself or others during class, you will be counted absent. Cell phone use is not permitted. If you choose to use a cell phone, you will be counted absent for the day. Additionally, headphones or earbuds are also not allowed, and you will be counted absent if you choose to use them in class.

### **Grading Scale:**

The following grading scale will be used to evaluate student performance:

A	93 and above
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 and below

### **Academic Support & Disability Accommodations:**

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center #215. As an instructor, I am committed to making this course accessible to all students and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations.

### **UNCG Writing Center, Libraries, and Speaking Center:**

For assistance with writing assignments, contact the UNCG Writing Center, where staff members hold appointments both in person and via instant-messaging. The Digital Media Commons and the Digital ACT Studio in Jackson Library provide help with multimedia projects and UNCG's Speaking Center offers a great resource for building public, small-group or individual speaking skills.

### **Academic Integrity & Plagiarism:**

The UNC-Greensboro community values integrity in the work of its students. To that end, you

must submit work that you yourself have written. Copying the words or ideas of others (including secondary sources, websites, or Wikipedia!) and passing it off as your own (known as plagiarizing) will not be tolerated in this classroom. The consequences for plagiarism can include receiving a zero for the assignment, a failing grade for the class and/or university sanctions.

**Communication:**

As an instructor, I am committed to being available and accessible. My office hours are Monday 3:00-5:00 pm, and I am also available by appointment. When making an appointment, please make every effort to arrive at the scheduled time, and if you need to miss the appointment, please let me know as soon as possible. I am also always available by email. During the week (Monday through Friday) I will make every effort to respond to your initial inquiry within 48 hours. Students are expected to be professional and courteous in their email communications (correct grammar and spelling are always appreciated, and “please” and “thank you” truly are the “magic words”).

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Consider becoming a history major! Visit the [History Department Website](#) to learn more about the department and the major, and check out the [UNCG History Department Facebook page](#) to stay up-to-date on department events, history news, and student accomplishments!

## Class Schedule and Assignments:

This syllabus may be changed at the instructor's discretion

All readings are on Canvas, except for Ayers, *The Promise of the New South*, Robertson, *Red Hills and Cotton*, and Smith, *Killers of the Dream*.

### **Week 1: Defining Southern History and the New South**

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#### **Monday, January 14: Defining Southern History**

- W.J. Cash, "Preview to Understanding," in *The Mind of the South* ;
- C. Vann Woodward, "The Search for Southern Identity," in *The Burden of Southern History* 3<sup>rd</sup> ed. (Baton Rouge, LA: University of Louisiana Press, 1993), 3-27;
- John Shelton Reed, "The Three Souths," in *Minding the South* (New York: Routledge, 2003), 11-21

#### **Wednesday, January 16: Defining the "New South"**

- Ayers, *The Promise of the New South*, preface and chapter 1 ("Junctions");
- Paul Gaston, "Prologue: The New South Symbol," *The New South Creed: A Study in Southern Mythmaking* (Montgomery, Ala.: NewSouth Books, 2002), 23-34;
- "An Elegant Speech," *The Carolina Watchman* (Salisbury, NC), January 27, 1887;
- "Mr. Grady's Speech," *The Atlanta Constitution* (Atlanta, GA), December 26, 1887.

### **Week 2: Reconstruction**

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#### **Monday, January 21: Martin Luther King, Jr., Holiday – No Class**

#### **Wednesday, January 23: Reconstruction, 1865-1870**

- Sally G. McMillen et al., eds., *Major Problems in the History of the American South*, volume II: The New South (Boston, MA: Wadsworth, Cengage Learning, 31-38, 39-59
- Colored People's Convention of South Carolina, "Memorial to Congress (1865)"
- Eric Foner, "Why Reconstruction Matters," *The New York Times*, March 28, 2015
- Lorraine Boissoneault, "The Political Cartoon That Explains the Battle Over Reconstruction," [smithsonian.com](http://smithsonian.com), March 2, 2017
- **Week 1 Reading Reflection Due (hand in during class)**

### **Week 3: Southern Politics before 1890**

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#### **Monday, January 28: Reconstruction, 1870-1877**

- James Shepherd Pike, *The Prostrate State: South Carolina Under Negro Government* (New York: D. Appleton and Company, 1874), 9-16;
- W.W. Holden and William Kenneth Boyd, ed., *Memoirs of W.W. Holden*, volume 2 (Durham, NC: The Seeman Printery, 1911), 120-125;
- "The Ku Klux Secret," *The Greensboro Patriot* (Greensboro, NC), August 4, 1870;
- "Address to the Colored People of North Carolina" (December 19, 1870)
- "Life in North Carolina: The Murder of Senator John W. Stephens - Shall His Assassins Be Amnestied?," *New York Times*, February 26, 1873;
- "Speech of I.B. Abbott," *The Weekly Era* (Raleigh, NC), April 3, 1873.
- **Week 2 Reading Reflection Due (hand in during class)**

#### **Wednesday, January 30: Bourbon Democracy in the South, 1877-1890**

- Ayers, *The Promise of the New South*, chapter 2, “Election News”;
- Howard N. Rabinowitz, *The First New South, 1865-1920* (Arlington Heights, IL: Harlan Davidson, 1992), 80-98.

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#### **Week 4: The Lost Cause and Southern Memory**

##### **Monday, February 4: The Myth of the Lost Cause**

- “The Conquered Banner,” *Troy Messenger* (Troy, Alabama), June 18, 1874;
- *History of the Wake County Ladies Memorial Association* (Raleigh, NC: General James Johnston Pettigrew Chapter, UDC, 1938), 7-10;
- McMillen et al., *Major Problems in the History of the American South*, volume II, 239-244, 247-254
- Charles Reagan Wilson, “The Religion of the Lost Cause: Ritual and Organization of Southern Civil Religion, 1865-1920,” *The Journal of Southern History*, 46, 2 (May 1980): 219-238.
- **Week 3 Reflection Due (hand in during class)**

##### **Wednesday, February 6: Black Memory and the Contested Lost Cause**

- McMillen et al., *Major Problems in the History of the American South* volume II, 245, 254-271.
- “Why the Civil War Isn't Over: David Blight and Tony Horowitz,” The 7th Avenue Project (podcast)

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#### **Week 5: Labor and Land in the New South**

##### **Monday, February 11: Agriculture in the New South: An Overview**

- Rabinowitz, *The First New South, 1865-1920*, 5-28
- Ayers, *The Promise of the New South*, chapter 8 (“Out in the Country”)
- “Boll Weevil” by Lead Belly, from *Lead Belly: The Smithsonian Folkenways Collection* (2015)
- McMillen et al., *Major Problems in the History of the American South*, volume II, 74-80
- “The South,” *The Chicago Tribune* (Chicago, IL), January 8, 1881.
- Begin reading Ben Robertson, *Red Hills and Cotton: An Upcountry Classics*, Introduction to the Southern Classics Edition (Columbia, SC: University of South Carolina Press, 1991)
- **Week 4 Reading Reflection (hand in during class)**

##### **Wednesday, February 13: Sharecropping and Tenancy**

- McMillen et al., *Major Problems in the History of the American South*, volume II, 64-73, 79-96
- “A Sharecropper's Contract (1882)”
- Louis Ferleger, “Sharecropping Contracts in the Late-Nineteenth-Century South,” *Agricultural History* 67, 3 (Summer, 1993): 31-46

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#### **Week 6: Agrarian Revolt in the New South Before 1900**

##### **Monday, February 18: The Southern Farmers' Alliance and the Roots of Agrarian Protest**

- Ayers, *The Promise of the New South*, chapter 9 (“Alliances”)
- C. Vann Woodward, *The Origins of the New South, 1877-1913* (Baton Rouge, LA: Louisiana State University Press, 1951), 175-204
- McMillen et al., *Major Problems in the History of the American South*, volume II, 135-140.

- J. H. Turner, “The Race Problem,” *The Farmer's Alliance History and Agricultural Digest* 1 (1891), 272-279.
- **Week 5 Reading Reflection Due (hand in during class)**

### Wednesday, February 20: The People's Party and the Destabilization of the Solid South

- Ayers, *The Promise of the New South*, chapter 10 (“Populism”)
- McMillen et al., *Major Problems in the History of the American South*, volume II, 141-145, 157-165

### Week 7: Politics and Race in the Jim Crow South

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#### Monday, February 25: The Politics of Jim Crow

- McMillen et al., *Major Problems in the History of the American South*, volume II, 173-174; 184-191
- Rabinowitz, *The First New South*, 98-117
- Thomas E. Watson, “The Negro Question in the South,” *Arena* 4 (October 1892):540-550.
- “Ex-Gov Aycock's Message,” *The Baltimore Sun* (Baltimore, MD), October 25, 1905.
- **No reading reflection due this week – focus on reading and writing about Robertson, *Red Hills and Cotton***

#### Wednesday, February 27: Wilmington, North Carolina: A Case Study

- “White Women Slandered,” *The North Carolinian* (Elizabeth City, NC), September 8, 1898
- “A Day of Riot and Blood at Wilmington,” *The Farmer and Mechanic* (Raleigh, NC), November 15, 1898
- “Wilmington's Riot,” *The Middleton Daily Argus* (Middleton, NY), November 15, 1898
- “Our Prediction,” *The Washington Bee* (Washington, DC), November 19, 1898
- Timothy B. Tyson, “The Ghosts of 1898: Wilmington's Race Riot and the Rise of White Supremacy,” *The News and Observer* (Raleigh, NC), November 17, 2006
- OPTIONAL: Melton Alonza McLaurin, “Commemorating Wilmington's Racial Violence of 1898: From Individual to Collective Memory,” *Southern Cultures* 6, 4 (Winter 2000), 35-57.
- **Book Report on Robertson, *Red Hills and Cotton* Due (hand in during class)**

### Week 8: Spring Break, March 2-10

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No Class

### Week 9: Life and Death in the Jim Crow South

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#### Monday, March 11: Segregation and the Legal Enforcement of the Jim Crow Regime

- Ayers, *The Promise of the New South*, chapter 6 (“In Black and White”)
- McMillen et al., *Major Problems in the History of the American South*, volume II, 192-200
- Rabinowitz, *The First New South*, 132-157
- Mississippi Constitution, 1890
- *Plessy v. Ferguson*, 1896
- **Week 7 Reading Reflection Due in Class**

#### Wednesday, March 13: Violence and the Extra-Legal Enforcement of the Jim Crow Regime

- McMillen et al., *Major Problems in the History of the American South*, volume II, 167-171, 178-183

- Ida B. Wells, “Tortured and Burned in Texas” in *The Red Record: Tabulated Statistics and Alleged Causes of Lynching in the United States* (1895)
- Explore <http://lynching.web.unc.edu/> and <http://www.americanlynchingdata.com/history.html>
- **Research Paper Thesis Due**

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### Week 10: The Progressive South in the Age of Jim Crow

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#### Monday, March 18: Progressives in the South

- McMillen et al., *Major Problems in the History of the American South*, volume II, 279-287, 288, 300-310
- Ayers, *The Promise of the New South*, chapter 11 (“Turning the Tide”)
- “Ben Tillman's Fiery Tongue,” *People's Party Advocate* (Ashland, AL), March 27, 1896
- “Governor Aycock's Inaugural Address,” *News and Observer* (Raleigh, NC), January 16, 1901
- **Week 9 Reading Reflection Due (hand in during class)**

#### Wednesday, March 20: The Paradox of Southern Progressivism

- McMillen et al., *Major Problems in the History of the American South*, volume II, 274-278, 288, 290-300
- “Inaugural Address of B. R. Tillman,” 1890
- Articles from the Atlanta Constitution from February 1914 on sanitation

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### Week 11: Religion in the New South

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#### Monday, March 25: 19<sup>th</sup> Century Southern Religion

- Ayers, *The Promise of the New South*, chapter 7 (“Faith”)
- McMillen et al., *Major Problems in the History of the American South*, volume II, 203-209
- Begin Reading Lillian Smith, *Killers of the Dream* (New York: W. W. Norton, 1994)
- **No reading reflection due this week – focus on gathering sources for research paper**

#### Wednesday, March 27: Religion and Race

- McMillen et al., *Major Problems in the History of the American South*, volume II, 210-231
- “Southern Sentimentalism,” *The Freeman* (Indianapolis, IN), September 17, 1898, p. 1
- “Jones to the Negroes,” *The Wilmington Messenger* (Wilmington, NC), May 4, 1890
- **Preliminary Research Paper Bibliography Due (hand in during class)**

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### Week 12: Mills, Workers, and the Myth of a New South

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#### Monday, April 1: Industrialization in the New South

- Ayers, *The Promise of the New South*, chapter 5 (“Mill and Mine”)
- Rabinowitz, *The First New South*, 29-48
- McMillen et al., *Major Problems in the History of the American South*, volume II, 99-104, 111-114
- **Week 11 Reading Reflection Due (hand in during class)**

#### Wednesday, April 3: Workers in the New South

- McMillen et al., *Major Problems in the History of the American South*, volume II, 105-110, 115-131.



- “Testimony of North Carolina Industrial Workers” (1887)

### Week 13: The New South City

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#### Monday, April 8: The New South City

- Ayers, *The Promise of the New South*, chapters 3 and 4
- Rabinowitz, *The First New South*, 48-71
- **Week 12 Reading Reflection Due (hand in during class)**

Wednesday, April 10: Research Paper Work Day – no class, but I will be available for questions.

### Week 14: In Search of a Modern South

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#### Monday, April 15: The South in the Early Twentieth Century

- Ayers, *The Promise of the New South*, chapter 15 (“Twentieth Century Limited”) and epilogue.
- McMillen et al., *Major Problems in the History of the American South*, volume II, 313-317, 323-341
- No reading reflection due this week – focus on completing your research paper rough draft

#### Wednesday, April 17: The Campaign Against Teaching Evolution in the South

- McMillen et al., *Major Problems in the History of the American South*, volume II, 318-322
- The Butler Act, 1925
- Clarence Darrow, Trial Speech, July 13, 1925
- William Jennings Bryan, Trial Speech, July 16, 1925
- Cartoon from the *Chicago Defender*, June 20, 1925
- Poem by Mrs. E.P. Blair, *Nashville Tennessean*, June 29, 1925
- **Research Paper Rough Draft Due (hand in during class)**

### Week 15: The South in the Great Depression

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#### Monday, April 22: The Rural South in the Great Depression

- McMillen et al., *Major Problems in the History of the American South*, volume II, 349-364, 367-384.
- Pete Daniels, “Not Predestination: the Rural South and Twentieth-Century Transformation” in *The American South in the Twentieth Century*, ed. Craig S. Pascoe, Karen Trahan Leathem, and Andy Ambrose (Athens, GA: University of Georgia Press, 2005)
- No reading reflection due this week – focus on reading and writing about Smith, *Killers of the Dream*.

#### Wednesday, April 24: The Long Civil Rights Movement in the 1930s

- McMillen et al., *Major Problems in the History of the American South*, volume II, 365-366
- Grace Elizabeth Hale, “Of the Meaning of Progress: A Century of Southern Race Relations,” in *The American South in the Twentieth Century*
- A Letter from Eleanor Roosevelt
- Langston Hughes, “Ballad of Booker T.”
- Robert C. Weaver, “The New Deal and the Negro: A Look at the Facts”
- **Book Report on Smith, *Killers of the Dream* Due (hand in during class)**

## **Week 16: World War II and the Rise of the Sunbelt South**

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Monday, April 29: The South and World War II

- Pete Daniel, “Going among Strangers: Southern Reactions to World War II,” in *Journal of American History* 77, 3 (December 1, 1990): 886–911
- McMillen et al., *Major Problems in the History of the American South*, volume II, 365-367, 384-390.
- **Week 15 Reading Reflection Due (hand in during class)**

Wednesday, May 1: The Rise of the Sunbelt South

- Raymond Arsenault, “The End of the Long Hot Summer: The Air Conditioner and Southern Culture,” *The Journal of Southern History* 50, 4 (Nov., 1984): 597-628.
- McMillen et al., *Major Problems in the History of the American South*, volume II, 471-477.
- David Stricklin, “Singing Songs About the Southland: Reaching Across Lines Meant to Keep People Apart,” in *The American South in the Twentieth Century*, ed. Craig S. Pascoe, Karen Trahan Leathem, and Andy Ambrose (Athens, GA: University of Georgia Press, 2005)
- Rabinowitz, *The First New South*, 183-186

**Final Exam Time and Location – May 6, 7:00-10:00 pm, in MHRA 2211**