

University of South Florida  
Department of History

**The South Since 1865**

AMH 3403, MW 2:00-3:45, BSN 1101  
Spring 2013

Instructor: Dr. K. Stephen Prince

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Office hours: Monday 10 AM – 12 PM, or by appointment

Course Description:

The modern South has always borne something of a dual character. On the one hand, the failure of secession and the fall of slavery cleared the way for the South's reintegration into the nation. By the mid-twentieth century, skyscrapers, factories, and big cities dotted the southern landscape. Cultural productions native to the South – from Elvis to NASCAR, the blues to Soul Food – became staples of American life. At the same time, the South has remained a region apart. With the development of Jim Crow, white southerners made a fateful choice, elevating white supremacy over the region's long-term economic, social, and political health. Part of the nation. A region apart. This is the paradox at the heart of the post-Civil War South.

With hindsight, the long and twisted path from slavery to Jim Crow to Civil Rights can appear inevitable, foreordained. To take such a view, however, is to silence the generations of southerners who made the history of the South: the former slaves who asserted their rights; the populists who levied a challenge to the status quo; the white supremacists who constructed Jim Crow; the politicians who advocated Massive Resistance; the Civil Rights activists who risked it all to live the Dream. The South has been a site of surprising diversity. Contestation and confrontation have been a constant. As it studies long-term structural changes, this course will also keep an eye on the ground, focusing on the men and women who made, unmade, and remade the South on a daily basis.

Objectives:

By the end of the semester, students will:

1. Be able to enumerate central themes in the history of the U.S. South since the Civil War
2. Understand the nature of historical interpretation and argumentation
3. Be able to critically examine primary and secondary sources
4. Improve their reading, writing, and discussion skills

**Course Requirements:**

*Attendance and Participation:*

If you do not come to class, you will not do well in this course. First of all, I will regularly take attendance, which will count towards your overall grade. More important, lectures will cover material not found in your reading. If you do not attend lectures – as well as paying attention and

taking notes – you cannot do well on the exams. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

Students may make up an absence by writing a 500 word response to the reading assigned for the class missed.

I will rarely lecture for the entire hour and forty-five minute class period. Most days, I will lecture for about an hour, with the remaining class time devoted to discussion of the reading. I expect you to come to class prepared to take part in discussion and in-class activities. Please bring the assigned reading to every class. I reserve the right to give short reading quizzes at any time during the semester. The number of quizzes will be directly related to the overall quality of our discussions and the consistency with which students are doing the reading. I will grade these quizzes on a plus/check/minus scale. If you've done the reading, you'll have no problem. If you haven't, you'll have trouble. Reading quizzes will count towards your participation grade.

“Being prepared” means that you've done the reading, but it means more than this. I expect you to give some thought to the course material ahead of time, and to be prepared to take an active part in our classroom discussions. Comments, questions, guesses – even expressions of confusion and frustration – are always welcome. If you know that speaking up in class is going to be a problem, please come see me to discuss alternative modes of participation. The classroom should be an open and supportive place. Simple courtesy and willingness to listen to the ideas of others will go a long way.

Attendance, participation in in-class discussions, and your grades on reading quizzes and in-class assignments will collectively make up your class participation grade. Class participation counts for 20% of your final grade.

### Reading:

The reading assignments are a central part of this course. The readings are designed to support and supplement lecture materials. Attending lecture is not a substitute for doing the reading; doing the reading is not a substitute for attending lecture. In order to understand the course material *both* reading and lectures are vital.

This is an upper division history course. As such, the reading is substantial. Since the reading load varies class by class, it's a good idea to look ahead in the syllabus and to plan accordingly.

The following books are available for purchase at the USF bookstore:

- Tera Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (1997)
- Tim Tyson, *Blood Done Sign My Name: A True Story* (2004)
- Jacqueline Jones Royster, ed. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (1997)
- David L. Carlton and Peter A. Coclanis, ed. *Confronting Southern Poverty in the Great Depression* (1996)

You will also need blue books (available at the USF bookstore or in the vending machine in the USF Library) for each of two in-class exams. I'd recommended buying two blue books per exam, just to be safe.

Most course readings will be posted on Blackboard. Four class meetings during the semester will be entirely devoted to discussion of the books assigned for purchase. I will not lecture on these days. Students are responsible for reading these books *in their entirety* in time to take part in these discussions and for completing and bringing to class the writing assignments due on these days. Budget your time accordingly.

Though I have not assigned a textbook for this course, students may wish to consult William J. Cooper and Thomas E. Terrill, *The American South: A History, Vol. 2*. This text is available as an e-book through the USF library website.

Writing and Examination:

The University of South Florida has an account with SafeAssignment, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF for the course.

It is YOUR responsibility to acquaint yourself with plagiarism – what it is, how to avoid it, and why to avoid it. Additional information is available in the USF undergraduate catalog. See <http://www.ugs.usf.edu/catalogs/0708/adadap.htm>.

During the course of the semester, students will complete six writing assignments: two in-class exams, two analytical papers analyzing the assigned historical monographs (Hunter and Tyson), and two primary source analysis papers based on the assigned document readers (Royster and Carlton/Coclanis)

- In-class exams (2): exams will consist of short answer identifications and an essay question. Questions will be drawn from my lectures and from course reading. I will provide essay questions ahead of time, allowing time to prepare. Each student may bring notes to the exam, limited to whatever fits on one side of one piece of 8.5 x 11" paper. Students are responsible for *providing their own blue books* on the day of the exam.
  - In-class exams are scheduled for Wednesday, FEBRUARY 27 and Wednesday, APRIL 24
- Primary Source analysis (2): Each student will write a short primary source analysis (500-750 words) on one document chosen from the Ida B. Wells reader (due January 30) and one document chosen from the Great Depression reader (due March 6). Primary source analysis papers should identify the document, contextualize it, identify its significance, and highlight possible biases or areas of concern for historians. A hard copy of the primary source analysis is due in class on the day we discuss the reader. Papers must also be uploaded to SafeAssignment through Blackboard.
  - Primary source papers on the Wells reader due Monday, February 4
  - Primary source papers on the Great Depression reader due Monday, March 18

- Analytical papers (2): Each student will write a short analytical paper (750-1250 words) on each of the two monographs we are reading this semester (Hunter and Tyson). Students should identify and analyze the author's main arguments, and suggest the significance of the text to our study of the South. This is not a book report. These papers should reflect critically on the text, and relate it to other readings and lecture material. A hard copy of the paper is due on the day that we discuss the book in class. Papers must also be uploaded to SafeAssignment through Blackboard.
  - Hunter analytical papers are due Monday, February 18
  - Tyson analytical papers are due Wednesday, April 10

Late papers and exams will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

I reserve the right to assign additional in-class or take-home writing assignments during the course of the semester. These will be counted as part of your participation grade.

### Grades:

Your grades will be calculated as follows:

- In-class Exams (2): 25% each
- Analytical papers on assigned monographs (Hunter and Tyson): 10% each
- Primary Source analysis on document readers (Royster and Carlton/Coclanis) : 5% each
- Participation: 20%

I use a +/- grading system. Grade distribution is as follows:

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

### Other stuff:

The taping of lectures or the selling of lecture notes is forbidden.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Please turn off all cell phones.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Other than the assigned books (Hunter, Tyson, Royster, Carlton/Coclanis), all readings are available through Blackboard. Readings marked “\* BB 1” are available in the documents section of the course Blackboard site.

Items marked “\* JSTOR 1” must be accessed through JSTOR, an online journal database. A link to the article is included in the documents section of the course Blackboard site. To access JSTOR, you must be connected to the USF network. You can:

- a) view and print the articles on a campus computer
- b) while on campus, download the articles to a laptop or other device to be accessed later
- c) connect remotely to the USF network from home
- d) access JSTOR through the library website (from [www.lib.usf.edu](http://www.lib.usf.edu), click research tools > database by title > search for “JSTOR” > click the link > when prompted, enter your netID and password > once in JSTOR, you will have to manually search for the articles)

### **Schedule of Classes:**

#### Class 1 – Monday, January 7

Introduction

#### Class 2 – Wednesday, January 9

The View from 1865

- Read this syllabus.
- Complete the plagiarism tutorial available through USF’s Center for 21<sup>st</sup> Century Teaching Excellence. Available at <http://c21te.usf.edu/plagiarism/plagindex.html>.
- BB1: C. Vann Woodward, “The Search for Southern Identity” (1960)
- BB2: Edward Ayers, “What We Talk About When We Talk About the South” (1996)

#### Class 3 – Monday, January 14

Reconstruction, I

- BB3: Black Citizens of Tennessee, “Letter to the Union Convention” (1865)
- BB4: Frederick Douglass, “Reconstruction,” *Atlantic Monthly* (1867)
- BB5: Eric Foner, “Forever Free” from *Forever Free*

#### Class 4 – Wednesday, January 16

Reconstruction, II

- BB6: Elias Hill, Testimony before Ku Klux Klan committee (1871)
- BB7: “Veni Vidi,” description of mob violence in Mississippi (1875)
- BB8: Stephen Kantrowitz, “One Man’s Mob is Another’s Militia: Violence, Manhood, and Authority in Reconstruction South Carolina” (2000)

#### Class 5 – Monday, January 21

NO CLASS – Martin Luther King, Jr. Day

#### Class 6 – Wednesday, January 23

## Life, Work, and Politics after Reconstruction

- BB9: Henry Grady, “The New South” (1886)
- JSTOR 1: Jane Dailey, “Deference and Violence in the Postbellum Urban South: Manners and Massacres in Danville, Virginia,” *Journal of Southern History* (1997)

### Class 7 – Monday, January 28

#### The Rise of Jim Crow, I

- BB10: Senator John T. Morgan, “The Race Question in the United States” (1890)
- BB11: Booker T. Washington, “Atlanta Exposition Speech” (1895)
- BB12: Mia Bay, “From the ‘Ladies’ Car’ to the ‘Colored Car’: Black Female Travelers in the Segregated South” (2012)

### Class 8 – Wednesday, January 30

#### The Rise of Jim Crow, II

- BB13: W.E.B. DuBois, “Of the Coming of John,” from *The Souls of Black Folk* (1903)
- BB14: Glenda Gilmore, “Murder, Memory, and the Flight of the Incubus” (1998)

### Class 9 – Monday, February 4

#### DISCUSSION: WELLS, SOUTHERN HORRORS

\* A hard copy of the primary source analysis on the Ida B. Wells Reader is due in class. Also submit a copy to SafeAssignment.\*

### Class 10 – Wednesday, February 6

#### Civil War Memory, 1865-1915

- BB15: Joel Chandler Harris, “A Story of the War” from *Uncle Remus* (1880)
- BB16: David W. Blight, “A Quarrel Forgotten or a Revolution Remembered?: Reunion and Race in the Memory of the Civil War, 1875-1913” (2002)

### Class 11 – Monday, February 11

#### Everyday life in the Segregated South

- BB17: Richard Wright, excerpt from *Black Boy* (1945)
- BB18: Grace Elizabeth Hale, “‘For Colored’ and ‘For White’: Segregating Consumption in the South” (2000).

### Class 12 – Wednesday, February 13

#### New Women of the New South

- JSTOR2: LuAnn Jones, “Mama Learned us to Work: An Oral History of Virgie St. John Redmond,” *Journal of Oral History* (1989)
- JSTOR 3: Elna C. Green, “Gendering the City, Gendering the Welfare State: The Nurses’ Settlement of Richmond, 1900-1930,” *Virginia Magazine of History & Biography* (2005)

### Class 13 – Monday, February 18

#### HUNTER, ‘TO JOY MY FREEDOM’ DISCUSSION

\*A hard copy of the analytical paper on Hunter is due in class. Also submit a copy through SafeAssignment\*

Class 14 – Wednesday, February 20

Labor, Prohibition, and Progressivism

- BB19: James K. Vardaman, “A Governor Bitterly Opposes Negro Education” (1903)
- BB20: Edgar Gardner Murphy, “Child Labor as a National Problem; with Especial Reference to the Southern States” (1903)
- JSTOR4: Bryant Simon, “The Appeal of Cole Blease of South Carolina: Race, Class, and Sex in the New South,” *Journal of Southern History* (1996)

Class 15 – Monday, February 25

Woodrow Wilson and World War I

- BB21: Letters related to the Great Migration (1915-1917)
- BB22, BB23, BB24: 3 images from the *Chicago Defender* relating to the Great Migration (1916-1917)
- JSTOR5: Jeanette Keith, “The Politics of Southern Draft Resistance, 1917-1918: Class, Race, and Conscription in the Rural South,” *Journal of American History* (Mar., 2001).

Class 16 – Wednesday, February 27

EXAM 1

\*Don’t forget to bring a writing implement, a blue book (or two), and a page of notes\*

Class 17 – Monday, March 4

Religion and Culture in the Interwar Years

- BB25: Documents Related to the “Scopes Monkey Trial” (1926)
- BB26: Twelve Southerners, “Declaration of Principles,” from *I’ll Take My Stand* (1930)
- BB27: William Faulkner, “Barn Burning” (1939)

Class 18 – Wednesday, March 6

The Great Depression in the South

- BB28: Huey Long, “Every Man a King” (1934)
- BB29: James Agee, from *Let Us Now Praise Famous Men* (1941)
- BB30: Robin D.G. Kelley, “In Egyptland: The Share Croppers’ Union” from *Hammer and Hoe* (1990)

\*\* MARCH 11-16 – SPRING BREAK – NO CLASS \*\*

Class 19 – Monday, March 18

CARLTON AND COCLANIS DISCUSSION

\* A hard copy of the primary source analysis on the Great Depression reader is due in class. Also submit a copy to SafeAssignment \*

Class 20 – Wednesday, March 20

Film Viewing: *Scottsboro: An American Tragedy* (2001). No reading.

Class 21 – Monday, March 25

Promise and Retrenchment in the World War II Era

- BB31: A. Philip Randolph and the March on Washington Movement, 1941

- BB32: John Dos Passos, “Gold Rush Down South,” 1943
- JSTOR6: Jennifer E. Brooks, “Winning the Peace: Georgia Veterans and the Struggle to Define the Political Legacy of World War II,” *Journal of Southern History* 66.3 (August 2000), 563-604.

#### Class 22 – Wednesday, March 27

##### Southern Culture in the 1950s

- BB33: Lillian Smith, from *Killers of the Dream*, 1949
- BB34: Michael Bertrand, “Race and Class in Southern Juxtaposition: The Forgotten Roots of a (Rock) Revolution,” from *Race, Rock, and Elvis*

#### Class 23 – Monday, April 1

##### School Desegregation, Brown v. Board, and Massive Resistance

- BB35: Newspaper responses to the *Brown v. Board* decision (1954)
- BB36: The “Southern Manifesto” (1956)
- JSTOR7: Timothy Tyson, “Robert F. Williams, Black Power, and the Roots of the African American Freedom Struggle,” *Journal of American History* (September 1998).

#### Class 24 – Wednesday, April 3

##### The Civil Rights movement, I

- BB37: Robert Moses, “Mississippi, 1961-1962” (1970)
- BB38: Documents Related to the Sit-In movement
- BB39: Joe Crespino, “Mississippi as Metaphor: Civil Rights, the South, and the Nation in the Historical Imagination” (2009)

#### Class 25 – Monday, April 8

##### Civil Rights Movement, II

- BB40: Martin Luther King, Letter from the Birmingham Jail (1963)
- BB41: Martin Luther King, “I Have a Dream” (1963)
- JSTOR8: Jacquelyn Dowd Hall, The Long Civil Rights Movement and the Political Uses of the Past,” *Journal of American History* 91.4 (March 2005).

#### Class 26 – Wednesday, April 10

##### TYSON, *BLOOD DONE SIGN MY NAME* DISCUSSION

\* A hard copy of the analytical paper on Tyson is due in class. Also submit a copy through SafeAssignment \*

#### Class 27 – Monday, April 15

##### Politics, Religion, and the Turn to the Right

- BB42: Documents on ERA and the Rise of the Pro-Family Movement
- BB43: Matthew Lassiter, "The Suburban Origins of 'Color-Blind' Conservatism: Middle-Class Consciousness in the Charlotte Busing Crisis," *Journal of Urban History* (May 2004), 549-582.

#### Class 28 – Wednesday, April 17

##### The Americanization of Dixie

- JSTOR9: Raymond Arsenault, “The End of the Long Hot Summer: The Air Conditioner and Southern Culture,” *Journal of Southern History* (1984)
- BB44: Peter Applebome, “The Southernization of America” from *Dixie Rising*, 1996
- BB45: Steve Striffler, “We’re All Mexicans Here: Poultry Processing, Latino Migration, and the Transformation of Class in the South” from Peacock, Watson, ed. *The American South in a Global World*, 152-166

Class 29 – Monday, April 22

The South in the 21<sup>st</sup> Century

- BB46: John Shelton Reed, “The South’s Mid-Life Crisis” (1994)
- BB47: Karen Cox, “The South Ain’t Just Whistling Dixie,” *New York Times*, 2011.

Class 30 – Wednesday, April 24

SECOND EXAM

\*Don’t forget to bring a writing implement, a blue book (or two), and a page of notes\*