

HISTORY OF THE AMERICAN SOUTH

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History 3090: 09-0221

Class Room: Le Conte 323

Spring Semester 2008

T-TH 12:30-1:45

“I know of no country in which there is so little independence of mind and real freedom of discussion as in America.” Alexis de Tocqueville, Democracy in America

Required Texts

John B. Boles, The South Through Time: A History of an American Region Volume I Third Edition (Upper Saddle River, New Jersey: Prentice Hall, 2004).

John B. Boles, The South Through Time: A History of an American Region Volume II Third Edition (Upper Saddle River, New Jersey: Prentice Hall, 2004).

Anne Moody, Coming of Age in Mississippi (New York: Dell Publishing, 1976).

I will also post a series of original source documents on the course WebCt site.

Course Description

This course is designed to give students a broad overview of the political, social, economic and cultural developments of the American South. I intend to emphasize basic changes in the lives of black and white southerners changed over time. Some of the prominent themes will be race relations, economic growth and change, and developments in Southern politics. A large part of the course will examine the origin, evolution and destruction of slavery, and the patterns of race relations that emerged after emancipation. The course will be built around class lectures and discussions addressing specific themes and topics. These topics will be presented chronologically. The assigned readings will give essential background information and material for each class. Every student is expected to complete the assigned readings before class. The lectures and discussions will be expansions and examinations on the assigned readings. In the class discussions, students are expected to critically assess the readings and lectures. I will mix lectures, presentations and discussions in a fairly informal manner. Please feel free to ask questions or make comments during class. However, remember that opinions are not the same as arguments. Views should be backed up with evidence drawn from the course material and are subject to examination. It is important to remember at all times to maintain a respectful attitude towards your fellow students. Please refrain from using electronic devices (cell phones, iPods, etc.) during class.

Course Goals

A basic goal of this course will be to introduce students to the important arguments, controversies and sources related to the American South. The students will participate in locating, examining and analyzing original source documents. The ability to use electronic and computer sources will be stressed. Students will also be introduced to the major scholarship and historiographic debates on the American South. In the two paper assignments, students will be introduced to the skills necessary for good scholarship, including the use of bibliographies, the proper use of citations, and the ability to locate, evaluate, paraphrase and use both secondary and original sources. The ability to argue a position clearly and concisely will be stressed.

Requirements and Grading

Exams: Tests will consist of a mid-term and a final. Both exams will be worth 20% of your final grade. Both exams will follow the same format. The mid-term will cover the first half of the course. The final will cover the whole course with a strong emphasis on the second half. Both exams will consist of two sections. The first section will be a series of short identification questions. An example could be, "Identify the Reconstruction Era Ku Klux Klan and discuss its role in Reconstruction." The second section will consist of a longer essay question. An example could be "Discuss the Origins and Importance of the Civil Rights Movement." I will pass out a detailed study guide at least one week before the exams. On the guide will be a list of possible questions, from which I will select the exam questions. Since I identify the possible questions before the exam, I expect fairly detailed and complete answers.

Papers: The ability to write clearly argued and convincing essays is a crucial component of your college education. You will be assigned two research projects. Each will be worth 20% of your final grade. The first will be a 7-8 page paper analyzing at least three primary sources from the Antebellum South, centered on a specific topic. There are a number of useful websites containing full text primary sources. The Making of America website (available on the Internet) has full text articles from antebellum periodicals such as De Bow's Review, the Southern Quarterly Review, and the Southern Literary Messenger. The University of North Carolina's Documenting the American South also contains full texts, including slaveholder diaries and slave narratives. The University of Georgia database also includes such useful sites as Nineteenth Century U. S. Newspapers and the American Periodicals Series Online. I will pass out a detailed set of instructions and advice concerning the papers. You will be required to hand in a short description and bibliography of your project at least a week before the due date. The second paper will be a 7-8 page response to Anne Moody's Coming of Age in Mississippi. You will be required to use at least three additional sources (newspaper articles, reviews, etc.) addressing a specific aspect of Moody's work. As with the first paper, I will hand out a guide. Students will hand in a description and bibliography at least a week before the due date. All papers must use a reasonable font (11 or 12 points). Papers should be handed in during class on the due date. Late assignments without a valid excuse from the Dean's Office will be deducted one half letter grade for every class period late. Plagiarism consists of the copying or use of someone else's work without proper citation. It is a

serious form of academic misconduct and will not be tolerated. All academic work must meet the standards in “A Culture of Honesty” which can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Class Participation: Class discussion and participation will be worth 20% of your final grade. Regular attendance is crucial to do well in the course. I will pass out a daily sign in sheet. Class attendance will be worth half (10%) of your participation grade. After two unexcused absences, I will deduct 10% of your total participation grade (in other words, 2% of your total grade). When I calculate the final grade, I reserve the right to bump up a close or marginal grade if the student has demonstrated consistently excellent participation.

Course Schedule and Assignments

The class schedule is tentative and subject to change. In my past courses, I have usually fallen behind schedule.

January 8: Introduction to the course.

January 10: What is the American South? Why is it Unique?
Readings: See readings on WebCT.

January 15: Initial Explorers and Native Americans
Readings: Boles, Volume I, 1-16

January 17: The Colonial South and the Rise of Slavery.
Readings: Boles, Volume I, 16-41.

January 22: The Colonial South and the Rise of Slavery.
Readings: Boles, Volume I, 42-88.

January 24: The South during the Revolution.
Readings: Boles, Volume I, 89-131.

January 29: The South in the Early Nation.
Readings: Boles, Volume I, 132-150, 170-186.

January 31: The Nature of Southern Slavery.
Readings: Boles, Volume I, 151-163, 187-205.

February 5: The Nature of Southern Slavery.
Readings: Boles, Volume I, 206-254.

February 7: The Sectional Controversy.
Readings: Boles, Volume I, 255-282.

February 12: The Sectional Controversy.

Readings: Boles, Volume I, 283-300.

February 14: Southern Religious Life.

Readings: Boles, Volume I, 163-169.

February 19: The Proslavery Argument.

Readings: Boles, Volume I, 261-265.

February 21: The Civil War. The Southern Nation.

Readings: Boles, Volume I, 301-339.

February 26: Mid-Term Exam.

February 28: The Civil War. The Collapse of Slavery.

Readings: Boles, Volume I, 340-354.

March 4: Reconstruction.

Readings: Boles, Volume II, 371-398.

March 6: Reconstruction.

Readings: Boles, Volume II, 399-417.

March 11: Spring Break.

March 13: Spring Break.

March 18: The Failure of Reconstruction.

Readings: Review Boles, Volume II, 371-417.

Due: Bibliography for the First Paper.

March 20: The New South.

Readings: Boles, Volume II, 418-429, 439-444.

March 25: The Southern Populists.

Readings: Boles, Volume II, 429-438.

Due: First Paper.

March 27: Disenfranchisement.

Readings: Boles, Volume II, 444-451.

April 1: Segregation.

Readings: Boles, Volumes II, 427-429, 466-476.

April 3: The 1920's the first "Culture Wars."

Readings: Boles, Volume II, 477-491.

April 8: The South during the Great Depression.
Readings: Boles, Volume II, 451-466, 492-500.

April 10: The South during World War II.
Readings: Boles, Volume II, 501-536. Start Anne Moody.

April 15: The Southern Civil Rights Movement.
Readings: Boles, Volume II, 537-555. Complete Anne Moody.

April 17: The Southern Civil Rights Movement.
Readings: Boles, Volume II, 555-577.
Due: Bibliography for Second Paper.

April 22: A New South?
Readings: Boles, Volume II, 578-609.

April 24: Last Day of Class. Review for the Final Exam.
Due: Second Paper.

April 29: Reading Day.

Final Exams.