

Instructor: **Clarence L. Mohr 346 Humanities Building**
Office Hours: Wednesday 4-5 p.m.
Thursday 11:00-12:00 AM, 2-4 p. m.
or by appointment at other times

SCOPE AND CONTENT

Covering the years 1920-1990, this course explores the historical evolution of the south as a region, including economic change, social and political conflict and change, and the role of historical memory in fostering regional consciousness. After an initial effort to define the South and isolate those things which make it "southern," the class will proceed, through topical lectures, reading, reports and discussions, to explore the paradox of continuing self-conscious regional identity in the face of constant internal change. The outlines of the modern South took shape gradually, beginning in most instances with changes set in motion by the New Deal and subsequently accelerated or redirected by larger events such as World War II, the Cold War, the Civil Rights Movement, and the technological revolution of the past generation. Most of the themes to be examined in this course including politics, reform ideology, race relations, and economic development fit comfortably within the chronological boundaries just described-- provided that the patterns existing at the beginning of the Depression are understood to be the product of a century or more of previous historical development. Other subjects including evangelical religion, education, the status of women, music and popular culture, and growth of literary and intellectual modernism will require at least brief attention to changes that began prior to 1930.

OBJECTIVES

Developing the intellectual tools and the habits of mind necessary for understanding the contemporary South in a national and world context is the central goal of this course. These tools include a foundation of basic factual knowledge, an attitude of personal detachment toward all subject matter, an awareness of the major external and domestic forces that have shaped the South's recent development, and a grasp of the interpretative scholarly literature bearing upon topics considered in reading and class discussion. Or, to put the matter another way, the course seeks to understand Southern history in terms of historical processes rather than linear relationships of cause and effect. This means that students must give attention not simply to the facts of recent Southern history but also to the strategies that historians employ to arrange and extract meaning from those facts. Above all the course seeks to encourage critical thought and questioning of unexamined assumptions (both yours and mine).

CLASS FORMAT

Lecture/reading and discussion/original research.

This is primarily a lecture course. The lectures are topical and interpretive in nature focusing on key historical issues or problems and seeking to convey a sense of how historical understanding evolves from the interplay of different or conflicting scholarly viewpoints. Lectures proceed from the assumption that students have given careful attention to weekly reading assignments. I will frequently refer to material in the assigned reading but will make no attempt to reiterate its full content.

REQUIREMENTS

All students must purchase and read the following books:

1. William J. Cooper Jr. and Thomas E. Terrill, The American South: A History, Vol. II, Fourth Edition (New York; Rowman & Littlefield, 2009)
2. Elna C. Green, ed., The New Deal and Beyond: Social Welfare in the South since 1930. (Athens: University of Georgia Press, 2003)
3. Bob Zellner (With Constance Curry), The Wrong Side of Murder Creek: A White Southerner in the Freedom Movement. (Montgomery: New South Books, 2008)
4. Additional articles and essays to be downloaded from JSTOR, Periodical Archive Online, or the course web site (USA Library Electronic Reserve)

The American South: A History is a textbook. It is intended to provide a framework for lectures and a convenient source for reviewing basic "facts and dates." Relevant chapters should be read in advance of lectures.

Specific chapters from The American South: A History and other readings will be assigned from week to week. All students will submit brief (one page maximum or one 5 X 8 card) summaries of the major points in designated articles and book chapters. Summaries are due on the class day specified for each article. All summaries must be typed or printed out. **No handwritten material will be accepted.**

Brief factual quizzes on assigned reading may be given at times without prior announcement.

PAPER ASSIGNMENT

The principal writing project of the course will be a research paper of approximately 15 typed pages. All papers will be based upon Zellner, The Wrong Side of Murder Creek together with all other assigned readings on civil rights. All papers will address a common question, namely *“Did the Civil Rights Movement Succeed or Fail?”* Among the issues you should explore in answering the above question are the following: What forces gave rise to a frontal attack on legal segregation after World War II? Why did the attack occur when it did? What were the goals of the Civil Rights movement and how did these change over time? How did whites and blacks in the South understand the meaning of segregation and the issues at stake in the fight to preserve or destroy it? What tactical and philosophical differences separated SCLC from SNCC and CORE? What was accomplished and left undone by the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Have these laws produced unintended consequences? At what point may the Civil Rights movement be said to have ended?

All papers are due at the beginning of class on April 28, 2009.

GRADING

Grades will be calculated on the following basis:

Submission of article summaries, quizzes on assigned reading, and participation in class discussions	25%
--	-----

*Please note that **no makeup provisions are allowed for weekly assignments.** In computing this component of your grade I will drop the two lowest scores. If two summaries or quizzes were missed two “0” scores will be dropped. Additional missed assignments will be averaged in as zeroes*

MID-TERM EXAM	25%
SECOND EXAMINATION	25%
TERM PAPER	25%

ATTENDANCE POLICY

Prompt and regular attendance is expected of all students. Class begins at 6:00 PM. There will normally be a brief break around 7:15 PM. Anyone who anticipates

arriving late or leaving class early on a frequent basis is advised against registering for this course. Chronic absence will adversely affect final grades.

A FINAL NOTE

This course will succeed to the extent that you become actively engaged with the books and ideas we will be examining. All students should devote maximum effort to the semester's reading and feel completely free to express their candid opinions (and listen to other ideas) both in and out of class.

You are encouraged to consult with me on a regular basis to review test performance, discuss out-of-class reading, and other matters related to the course. If you are having difficulty with a book or need clarification of points raised in lectures the time to come and see us is before the next quiz. Do not be concerned about taking up my time. My job is to help you learn.

Students with special needs will be accommodated in accordance with established University policies and procedures.