

COURSE: HY 478
THE NEW SOUTH, 1865-1930
Fall, 2009

Instructor: Clarence L. Mohr HUMB 344

Office Hours: Monday 2-4 PM/Wednesday 11-12 a.m. ; or by appointment at other times

SCOPE AND CONTENT

This course explores the related questions of how and why the American South survived as a distinctive region in the seventy years between emancipation and the New Deal. 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.

Major themes include: (1) "**Masters Without Slaves/Slaves Without Masters:**" Emancipation, Political Reconstruction, and the creation of historical memory, (2) "**A Marriage of Cotton and Steel:**" Post-war economic development including the rise of sharecropping, the "New South" movement for industrial expansion, and the roots of economic colonialism, (3) "**Rustic Radicalism: Black and White Together?**" The growth of agrarian political dissent and the meaning of Populism, 1890-1896 (4) "**The New Outsiders:**" Reshaping Southern politics and race relations through disfranchisement and institutionalized segregation, (5) "**Booker T. Washington, W. E. B. Dubois, and Henry M. Turner**" Black responses to the triumph racial extremism, (6) "**Reconciling Progress with Tradition:**" Suffrage, Schooling and Social Reform during the Progressive Era, (7) "**Rejoining the Union:**" The South, Wilson, and World War I, (8) "**The South Contradicts Itself:**" Liberal and Reactionary Impulses in the 1920s.

OBJECTIVES

Like any advanced history course this one has several interrelated goals. First and foremost the class seeks to foster active intellectual engagement with the Southern past. Although no one can understand the New South without giving careful attention to the chronology of major events, historical inquiry involves more than a mastering essential "facts and dates." Serious students approach the past as a window on the present. They ask questions of the past and, in the process, they interrogate themselves--learning to recognize and escape from the quicksand of unexamined assumptions. Most important, they search for underlying patterns which give meaning to seemingly unrelated ideas and events.

During the course of the semester students will be called upon to think independently about historical problems and to hone their critical skills through the give and take of class discussion, through reading and reflection outside of class, and in written assignments of various kinds.

The course will succeed to the extent that students emerge from it with an attitude of critical detachment toward familiar things, a willingness to raise original questions and propose strategies for answering them, and a grasp of the interpretative scholarship bearing upon topics considered in reading and class discussion.

CLASS FORMAT

Lecture/reading and discussion

REQUIREMENTS

All students must purchase and read the following books:

1. William J. Cooper and Thomas E. Terrill, The American South: A History 4th. Edition, Volume II (Rowman and Littlefield, 2009)
2. Eric Foner, A Short History of Reconstruction (Harper and Row, 1990)
3. Lawrence Goodwin, The Populist Moment: A Short History of the Agrarian Revolt in America (Oxford University Press, 1978)
4. Joel Williamson, A Rage for Order: Black-White Relations in the American South Since Emancipation (New York: Oxford University Press, 1986)

WRITTEN ASSIGNMENTS

Specific chapters from The American South and/or other required books will be assigned each week. Additional reading assignments will be available on electronic reserve. Brief factual quizzes or short summary essays on assigned reading will precede most lectures. Occasionally oral discussions or "take home" assignments may replace weekly quizzes.

The principal writing projects for the course will be two 6-8 page typewritten essays prepared outside of class. One essay, based primarily upon A Short History of Reconstruction will be due at the beginning of the Midterm exam and will count as 40% of the exam grade. The second essay, based upon designated chapters of A Rage for Order and American Populism will be due at the beginning of the Final exam and will count as 40% of the exam grade. Topics for each essay will be given out at least one week prior to the exams. **NO LATE ESSAYS WILL BE ACCEPTED.**

GRADUATE STUDENTS

Those taking the class for graduate credit will be expected to perform at a higher level of analytic sophistication than undergraduate students. Graduate students must read well beyond the assigned material for undergraduates and demonstrate mastery of the scholarly literature bearing upon the central themes of class lectures. Students wishing to do so may arrange to meet collectively with the instructor outside of class for historiographical seminar sessions. All graduate students must be prepared to report in class each week on a book or article selected from the graduate bibliography. In lieu of the undergraduate paper, graduate students will prepare a full length historiographical essay on a theme approved in advance by the instructor

GRADING

Grades will be assigned in the following manner:

Weekly quizzes or article summaries on
assigned reading, and participation in class
discussions 33.3%

*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 33.3%
(Including out of class essay)

FINAL EXAMINATION 33.3%
(Including out of class essay)

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.” I take it for granted that any student in an advanced course is committed to serious historical study. My job is to help you in the furtherance of this aim.

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