

The University of Texas at Tyler
Department of History
HIST 4322—The American South

COURSE DESCRIPTION:

This course examines the history of the American South, focusing on broad topics from the colonial period to the late 20th century. The lectures and readings examine southern society and culture, slavery, the strengthening of southern distinctiveness, and the political events that polarized the nation.

STUDENT LEARNING OBJECTIVES:

- To build an understanding of the people, ideas, culture, economy, and customs that collectively made the South a unique region in the nation's history.
- To be able to communicate effectively thoughts and ideas about the South in both written and oral formats.
- To be able to use different forms of historical information, apply critical analysis to this information, and show evidence of this analytical ability through exams and writing assignments.

ASSIGNED TEXTS:

- Jeannette Keith, *The South: A Concise History*, vols. I and II, (ISBN: 0130220566 & 0130941980)
- Stephen B. Oates, *The Fires of Jubilee: Nat Turner's Fierce Rebellion* (1990)
- Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1995)

GRADING:

Course work will be evaluated on the basis of content (knowledge of the facts) and quality of analysis. Classroom participation will be evaluated on the basis of a demonstrated understanding of the reading material, quality of critical thinking about the material, and clarity of expression. Generally speaking, a grade of 90.00% corresponds to a borderline A- & 89.99% to a B+; 80% is the line between a B- & a C+ and so on. **Grades will not be curved in this course. No extra credit will be accepted to substitute for poor test grades.**

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|------------------------------|------------|
| ▪ Midterm | 30% |
| ▪ Final Exam | 30% |
| ▪ Book Test—Oates | 10% |
| ▪ Book Test—MacLean | 10% |
| ▪ Media Project/Paper | 15% |
| ▪ Class Participation | 05% |

This course is reading and writing intensive. Students who do not come to class thoroughly prepared to discuss the assigned readings, and students who cannot analyze the assigned readings in clear, concise, literate prose for the purposes of tests, the final exam, and papers will have difficulty passing this course.

EXAMS:

Two exams—a midterm and a final—will be given during the semester. Exams will be comprised of matching, short identification, and essay. Each test will focus on lectures and assigned readings through a predominantly essay-style format.

BOOK TESTS:

Students are required to read two monograph studies dealing with History of the American South this semester (**Oates and MacLean**). In lieu of book reviews/reports students will take two tests dealing with each particular study. **Each test is worth 10% of student's overall grade.** On the date of the test, students will have been expected to have read the entire book and thus be prepared to write on a series of questions dealing with the work. The purpose of these tests is for students to have a grasp of some of the overarching concepts dealing with Southern History. **No study guides will be available prior to the exam.**

CLASS PARTICIPATION COMPONENT:

Five percent of your grade will be based on a subjective class participation component. I will occasionally call on students to answer questions or to explore themes related to the individual topics. From time to time, the instructor will pose questions to the class, but feel free to initiate your own comments and ask questions related to course material, and respond to the questions and comments made by others. Since participation in class is expected, I will keep track of who shares in discussion, who attempts to dominate discussion, and who says next to nothing. Obviously, since you have to attend class to contribute to the class, there will be a strong emphasis on attendance for the class participation component. The professor will check attendance on a weekly basis and use this to correlate this portion of the overall grade.

DIXIE IN THE MEDIA FILM PROJECT:

Films have arguably been the dominant cultural expression of the twentieth century. The power of films, and to a lesser extent other forms of popular culture, to express and influence popular attitudes is self-evident. Since at least the 1910s, films have had the power to reach vast audiences, audiences who never witnessed a Confederate reunion, a *Daughters of the Republic of Texas* pageant, or visited a historical shrine in the South as a tourist. That films have profoundly influenced perceptions of the South among southerners and non-southerners is beyond question. But to determine the extent did films revise, alter, or perpetuate pre-existing perceptions of the South is the goal of this course project. Students must choose, acquire & view (on their own time, of course) **TWO** of the assigned movies and write a comprehensive **four-to-five page** analytical review of the experience, **worth 15% of the overall grade.** The project is due on the last day of class, **May 5.** **A more detailed preparation guide will be forthcoming.** The list of films that have shaped perceptions of the South and its history includes:

- *Birth of a Nation* (1915)—the redeemed Anglo-Saxon South
- *Gone With the Wind* (1939)—the grand Old Plantation South
- *Tobacco Road* (1946)—the embarrassing New South
- *A Streetcar Named Desire* (1951)—the tribal, passionate, neurotic South
- *Band of Angels* (1957)—the conflicted South
- *To Kill a Mockingbird* (1962)—the redemption of the South?
- *The Undefeated* (1969)—the unrepentant South?
- *Deliverance* (1972)—the demise of Dixie
- *Roots* (1977)—the struggle of Dixie
- *Places in the Heart* (1985)—the theme of reconciliation in Dixie
- *The Color Purple* (1985)—African American women in Dixie
- *Ghosts of Mississippi* (1996)—the struggle to overcome Dixie's racist past

No substitutions allowed to this list.

WITHDRAWALS:

It is your responsibility to understand The University of Texas at Tyler's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. Please consult the Registrar's office for deadlines and procedures.

ACADEMIC INTEGRITY:

In my courses all students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. I expect each individual to adhere to these standards so that every member of the class knows that his or her work is being held to an equal standard. A student who cheats or plagiarizes in **ANY** fashion will receive an "F" for the course. Plagiarism is the misrepresentation of the work of another person as your own. It includes the purchase of papers, failure to acknowledge sources properly in a paper, or failure to place the writing of another author in proper quotation marks. For additional information, see "A student Guide to Conduct and Discipline at the University of Texas at Tyler" (<http://www.uttyler.edu/mainsite/conduct.html>).

CLASS DEPARTMENT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the professor; students are prohibited from engaging in any other forms of distraction (talking, reading the newspaper, etc.). Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. I will make every reasonable accommodation to assist students with disabilities. It is the responsibility of the student to let me know of the disability for accommodation to his/her needs. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with Federal law, a student requesting accommodations must provide documentation for his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111. The telephone number is 566-7079 (TDD 565-5579).

MAKEUP EXAM POLICY:

Tests may not be taken early. Students must arrange work schedules, job interviews, and vacation/travel plans (even those last minute travel deals which always come up, especially in the spring semester) in order to take the exams on the scheduled dates. There are no make-ups unless you have some kind of documented medical emergency, in which case all make-ups will be given at the end of the semester at the same time as designated by the professor. No excuses will be accepted more than 48 hours after the scheduled test date.

Make-up exams will be given only to students who in my opinion have a legitimate excuse, such as a severe illness, or absence due to a University-sponsored activity. The burden of supplying sufficient documentary proof rests upon the student. Make-up tests are given at the end of the semester on the same day as the final exam. Students will be allowed only one makeup exam on that date. Due to material restrictions the number of choices for the identifications and essay questions will be limited; thus, the makeup exam/quiz will be composed of an entirely different format covering the same material.

NOTE TAKING:

You are expected to take notes during lectures, discussions, and, if applicable, videos. Lecture outlines and exam study guides will assist you in this process. However, it is not enough simply to copy the lecture outline—you must take notes in order to do well on exams. Please do not try to follow along with me in your textbook—I do not lecture directly from your book and you will end up missing key points in the lecture and the point(s) I am trying to make. If you miss a class, check with your fellow students to see if someone will lend you their notes. The professor does not provide lecture notes for any student(s).

GRADE REPLACEMENT:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

REPORTING OF GRADES:

No grades will be given out by phone or email, as this can potentially violate student confidentiality. All grades will be posted via the university password protected **CAMPUSCONNECT**.

INCOMPLETES:

It is the professor's prerogative to not grant incompletes for any reason. Students must acknowledge this model if they are to enroll in History 4322.

WHAT I EXPECT FROM YOU:

1. Please try not to be late to class. If there is a reason why you must be late, try to be quiet as you come in.
2. Take all exams and quizzes on the scheduled dates. Take your tests when they are scheduled. All make-ups are left for the end of the summer session and are subject to professor's approval. Visit office hours if you need help or have additional questions.

WHAT TO EXPECT FROM ME:

1. My lectures will be well-prepared and organized.
2. I will see that your papers and exams are graded promptly and accurately and I will remain accessible throughout the summer session and hold office hours regularly.

NOTE:

- **Please do not bring a tape recorder to class unless you can provide some documentation for a disability.**
- **Feel free to e-mail me in regard to anything related to the class, the topic, or professional matters.**
- **This syllabus is subject to change at the professor's discretion. All changes will be provided verbally in class.**

It is understood that remaining in this class constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document.

Schedule of Lectures and Readings (subject to change)

Date	Lecture#	Lecture Topic
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Section I: The Rise and Fall of the Old South

Introduction & Course Expectations

The Founding and Settling of the South

**Were southerners unified or diverse in their origins?*

**What was the composition of southern white society?*

Keith, *The South*, vol. 1, pgs. 1-45

Martin Luther King Holiday—No classes held

Development of Slavery

**What were the origins and nature of white southern views on race and slavery in the South?*

The World of the Slave

**How did slavery shape the status of slaves?*

Keith, *The South*, vol. 1, pgs. 1-2, 25, 30, 32-37, 76-83, 92-96

The Rise of the First South

**When did the South first exist in the minds of Southerners?*

Planters and their World

**How did the plantation system influence southern society?*

Keith, *The South*, vol. 1, pgs. 43-51, 53-81; 84-86, 87-97, 103-104

Book Test: Stephen B. Oates, *The Fires of Jubilee: Nat Turner's Fierce Rebellion*

The Growth of Sectionalism in the American South

**To what extent, if any, did sectionalism exist before 1828?*

National Expansion and the South

**How did conflict develop between North and South in the 1850s?*

Keith, *The South*, vol. 1, pgs. 99-120

The Confederate Nation

**What was the southerners' role in the election of 1860? Why did southerners secede?*

The Confederate War and Southern Society

**What was the effect of the Civil War on the southern soldiers and women?*

Keith, *The South*, vol. 1, pgs. 120-140, 142-151

A Shattered Nation: The South in 1865

**What was the impact of the war on southern society and how did that affect Reconstruction?*

The Reconstruction Imbroglio

**Why did Reconstruction come to an end and what were the results?*

Keith, *The South*, vol. 1, pgs. 184-198; Keith, *The South*, vol. 2, pgs. 25-39, 39-44

Midterm Examination

Spring Break

Section II: The Emergence of a New South

Like a Phoenix from the Ashes: A New South

**What was meant by a “new” south? Was it truly innovative and new?*

Losing the War, but Winning the Peace: Civil War Memories and Distortions

**What were origins and impact of the Lost Cause?*

Keith, *The South*, vol. 2, pgs. 1-13, 46-66

The Farmers Revolt I

**What was the background and what were the problems of farmer protest?*

The Farmers Revolt II

**How successful was the farmer protest?*

Keith, *The South*, vol. 2, pgs. 59-66, 81-86

The Jim Crow South

**Why did lynching and segregation of African Americans develop? What were the results?*

African Americans and their World

**How did African Americans respond to their situation?*

Keith, *The South*, vol. 2, pgs. 66-81

Book Test II: Nancy MacLean, *Behind the Mask of Chivalry*

Southern Progressivism at its Finest

**Was Progressivism the Heir to Populism?*

Southern Women

**How did Southern women alter or change their roles?*

Keith, *The South*, vol. 2, pgs. 88-108, 111-113 (w), 150-152 (w)

Education and the Plain Folk of the New South

**How did the “plain folk” of the South live at the turn of the twentieth century?*

The South and the Great Depression

**How and why did the South change after 1930?*

Keith, *The South*, vol. 2, pgs. 124-138

Civil Rights: The Battle Against Segregation

**What were the causes and results of school desegregation?*

Civil Rights: Continuing Battles for Equality

**What were the methods and results of the Civil Rights Movement in the South?*

Keith, *The South*, vol. 2, pgs. 157-163, 165-189

Southern Politics in the mid-twentieth Century

**How and why did southern politics change after 1930?*

A Reinvented South Emerges

**How did a two-party political South develop?*

Keith, *The South*, vol. 2, pgs. 138-155, 164-165, 189-203, 205-216

Final Exam (same time, same channel)