

The New South

History 558-700
Fall 2018

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Course Description

This course examines the broad history of the American South including the intellectual, political, economic, and cultural ideologies of the American South occurring after Reconstruction until the late 20th century. In addition to discussing general characteristics of the New South, topics include race and race relations, gender, historical memory, civil rights, labor, religion and various aspects of southern culture.

This course is reading and writing intensive. Each week students will be required to read either a monograph or several articles/book chapters on a given subject. In addition, students will participate in weekly online discussion forums and share their assessments. Written assignments including book reviews, a short research project, group work reading responses and a full length research paper will also be used for evaluation. While it may not be practical to read every word of an assigned monograph or series of articles, *students must read with a purpose* and are expected to spend time with each reading in order to comprehend the main arguments, participate meaningfully in discussion, and write thoughtful analyses.

The expectation is that students will become better researchers and writers after completing this course. Read comments on papers carefully and apply recommendations to future assignments. Please use the history research guide located at <https://libguides.wku.edu/history> for help locating primary sources and academic secondary sources. Other suggestions for writing, including a reference guide for Chicago Manual of Style footnote citation format, can be found in the information section of blackboard. Do not hesitate to ask for an extension well in advance of an assignment's due date if needed or to contact me should any issues arise.

Course Objectives

During this course students will:

- comprehend significant events, diverse peoples, major turning points and ideas in the history of the New South
- locate, analyze and interpret primary and secondary sources
- evaluate seminal readings and authors investigating southern from 1877 to the present
- think critically to construct informed arguments based on evidence
- write analytical essays applying historical knowledge, theory, and research methods
- communicate ideas effectively in written formats

Course Goals

History 558 aims to prepare students for life by emphasizing the following goals:

- Critical thinking: prepare students to make informed decisions and ethical choices by examining historical examples
- Informed citizenship: develop knowledge of and concern for a multicultural world

- Historical perspective: increase awareness of how personal bias and opinion shape historical analysis
- Social engagement: encourage students to become actively engaged in issues affecting their lives and those others around the world

Required Texts:

William S. Bush, *Who Gets a Childhood? Race and Juvenile Justice in Twentieth-Century Texas* (Athens: University of Georgia Press, 2010)

Charles E. Cobb, *This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible* (New York: Basic Books, 2014)

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1997)

John Shelton Reed, *Surveying the South: Studies in Regional Sociology* (Columbia: University of Missouri Press, 1993)

Bryant Simon, *A Fabric of Defeat: The Politics of South Carolina Millhands, 1910-1948* (Chapel Hill: University of North Carolina Press, 1998)

[Other readings and articles as announced]

Online Etiquette

I fully expect each student to demonstrate a degree of online etiquette that reflects being a respectful adult in our society. Remember that discussion boards are a free space, where students should feel comfortable sharing ideas and asking questions without judgment. Students and faculty have personal beliefs, but should be cognizant of others' beliefs as well. Please respectfully disagree and do not resort to any personal criticisms. Also, please use proper written communication in all correspondence. Email communication is not a text message and should use proper greetings, closings, and titles when addressing each other and faculty. This type of etiquette is beneficial when learning how to respectfully communicate with colleagues and superiors in the other settings.

Technological Requirements

This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week. Adobe will be necessary for downloading readings saved as a pdf. In addition, a word processing program that allows users to create complex formatting such as footnotes and italic style for documents is also necessary.

Academic Honesty:

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 333-5). Violations of this include:

- Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet
- Dishonesty, including misrepresentation or lying

- Plagiarism

Penalties for academic dishonesty as noted in the WKU Catalog and in *Hilltopics: Handbook for University Life*: “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.” See also <http://www.wku.edu/judicialaffairs/student-rights-responsibilities.php>.

Plagiarism consists of turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation. Citation format must conform to Chicago Manual of Style. Information detailing this format can be found the History Department’s Style Sheet for Citations available online at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf> or http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied.

Grading and Requirements:

Book Review (2)	10% (5% each)
Special Collections Paper	7%
Group Reading Responses (3)	9% (3% each)
Discussion Leader	5%
Online Discussion Participation	36% (3% each for 12 weeks)
Term Paper	33% total
Topic and Bibliography	4%
Annotated Bibliography	8%
Thesis and Outline	6%
Research Paper	15%

Group Work Responses

Students will need to complete three group work reading responses during the semester. At the beginning of the semester students will be divided into groups of three and rotate responsibilities. Students will have either have to identify the research problem, identify the thesis, or critique sources. If multiple articles or chapters are assigned, students should discuss all the assigned readings for a week. Each assignment will be circulated through email within the group so that students can learn from each other’s work. Entries should be at 2-3 pages or 600-900 words in length. They should be double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Reviews should use footnotes with Chicago Manual of Style citation format. Responses are due by Sunday, 11:59 pm the week that it is assigned. A fuller explanation of the group work responses can be found on blackboard. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Book Reviews:

Two book reviews must be submitted during the semester. **Students can choose to review any two of the five monographs that are assigned for this course. If you choose to submit a review for a particular book, it must be turned in the same week that the book is assigned for the class.** Book reviews should

be 3-4 pages or 900-1200 words in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Reviews should use footnotes with Chicago Manual of Style citation format. A review is due by Sunday, 11:59 pm the week that it is assigned. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation for the book review assignment can be found on blackboard.

Special Collections Paper

Analyzing and utilizing primary sources is necessary to becoming a credible historian or a competent history teacher. Primary source analysis is more difficult than reading and discussing secondary sources as it requires students to make original arguments and interpretations, however, engaging in this type of activity teaches students to become innovative learners and acquire research skills that can be applied in various classroom settings. For this assignment students will analyze digital sources from the WKU Library Special Collections Department in conjunction with secondary literature to make a unique argument. Papers should be 4-5 pages or 1200-1500 words in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Papers should use footnotes with Chicago Manual of Style citation format. A review is due by Sunday, 11:59 pm the week that it is assigned. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation for the special collections paper can be found on blackboard.

Research Project

Students will work to complete a full length research paper by the end of the semester. Students should not feel as if they have been abandoned and left to develop complex research papers without the instruction of the professor, therefore each phase of the research will require an assignment to be submitted in order to monitor progress and offer guidance. Possible topics may include the experience of the relationship between school integration in a particular county, strikes by domestic workers, midwives in Kentucky, race riots in a particular southern city, the development of a military base in a region of the South, writers during the Agrarian movement from a particular state, United Service Organizations (USO) operations during World War II, a Confederate movement, social protests on a college campus or veterans' parades in Kentucky. All research papers and associated assignments must be double spaced, use 12 pt. font size, a standard font style and Chicago Manual of Style footnote citation format. All research paper assignments are due by Sunday, 11:59 pm the week that they are assigned. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Topic and Bibliography

For this assignment, students must examine at least 12 different articles, books and/or primary sources on a historical topic. All paper topics must be approved. Choose your sources and topic carefully. The topic must not be too general, but should be focused and specific enough to allow for meaningful analysis. The use of the sources must demonstrate an effort to find diverse point of views, arguments, and general trends in the discourse. Sources should be current and not too old or out of date. Please feel free to ask my advice in finding on topics and sources. Students should try to have a balanced number of primary and secondary sources.

Annotated Bibliography

Annotated bibliographies provide an overview of each of the major sources, books or articles that you are using for your project. Each annotation should be about 100 words, but it must be very clear that issues have been considered carefully. Properly cite each reference using Chicago Manual of Style format. The following questions may be asked, but students may not necessarily need to directly answer each question.

- What is the central argument of the text in question? Try to summarize that argument in a sentence or two.
- What do you consider problematic, and point out other authors whose works might better explain or clarify that problem.
- How will the source specifically be used in your research paper?
- Did you notice any connections between this text and other texts on your list?
- Were there related ideas? Did one text attempt to comment on or correct another?

Outline and Thesis

Develop a working outline for your paper that reflects your organizational strategy at this point in the research process. Please put the thesis statement in bold type in the introduction so that it is easy to discern. Divide the outline into introduction, main body paragraphs (with arguments clearly separated), and conclusion sections, in order to help organization. Use topic and closing sentences stating what will be proven in each section or paragraph. Outlines should be very detailed and include several quotes and citations that will be used to support arguments in different sections of the paper. Cite quotations using Chicago Manual of Style format. Outlines should be at least 600 words.

Research Paper

Research papers should make an original contribution to the body of literature on a subject. They must utilize both primary and secondary sources and should be 15-20 pages or 4500 to 6,000 words. Use quotations from primary sources and occasionally from secondary sources. Footnotes are required and a bibliography should be included.

Online Discussion Participation

Students are expected to develop professional and meaningful comments on the discussion board. Bad language or inappropriate content will not be tolerated. It will be expected that comments reflect a student's work. If using a quote from a book or any source, please reference it. This does not need to be a footnote reference – just use quotation marks around the author's words followed by the author's name and page number of the source in parentheses. It will be expected that assigned text be read and every effort made to make statements that reflect one's understanding of the topic. Do not be afraid to ask questions on the discussion board. Questions can be for clarification, but should also stimulate further discussion. Students should attempt to answer the questions of other students. The instructor will be involved in most discussion boards to give direction and input. Each week there will be a class discussion on the Blackboard for a total of twelve graded discussions (Not included is the discussion in which the student acts as the discussion leader). Grading of discussion participation will be done by assessing a student's presence, at least **two** visits per week that **are separated by at least 36 hours** (1 and ½ days) and **three** total comments (25%), the depth/length of comments including quotations (25%), the ability to communicate effectively (25%), and how well questions, links, direct responses to other students or comments stimulate further discussion (25%). Posting questions, website links, references and responding directly to other student comments/questions, will increase the participation grade. Also, try to use direct quotations from the readings when answering. Minimize posts that are relatively short, however it is understandable that some responses/comments will not require an in depth answer. These are the minimum expectations, but students are encouraged to participate more than the minimum requirements to earn an excellent credit or marking. Discussion boards will be open from 12:01 am Monday to 11:59 pm Sunday. Students are encouraged to ask questions, however they are not considered to be "comments" unless preceded by discussion. Usually the more one interacts,

with meaningful comments with quotations, the better the grade. Each student's effort will be compared to others in the course, for example the number and quality of comments that are posted.

Examples of comments are below:

Poor comment – I agree with J. Doe.

Fair comment – I agree with J. Doe because American slaves did practice Christianity. Many blacks today still practice Christianity. I know some of my neighbors are active Christians.

Good comment – Slaves practiced Christianity. The books says, "Christianity has many denominations." (Author, page number)

Great comment - Although J. Doe is correct that many slaves were Christian, I disagree that all American slaves accepted the religion. According to our article, "many slaves used Christianity to resistance enslavement, but others adhered to African religious traditions." (Author, page number). Therefore, Christianity was not always accepted by slaves. For those slaves who did convert, did more become Catholics or Protestants? Why do you think that is?

Discussion Leader

A different student will lead the discussion for each week. Discussion leader assignments will be given out at the beginning of the semester. The discussion leader will provide a brief overview (at least 300 words) of the week's readings and major points of discussion. The overview should include the main arguments and also use quotations from the readings. Then the leader will introduce discussion questions for the class to consider. The discussion leader will moderate the discussion by responding directly to posts and introducing new questions. Minimize short responses and try to make in depth responses and comments. It is beneficial to use quotations in questions, responses and the review. The discussion leader must post the summary and initial question online by midnight 11:59 pm, Sunday. The leader should have **six** questions prepared for discussion and at least **two** for each reading. Feel free to ask questions that are of particular interest. Questions should also stimulate deeper discussion. Avoid yes or no questions that only require brief answers. Also, use questions that force students to make an argument and not simply recount facts. Questions could discuss the validity of specific arguments made by the author, any larger significance, or compare the argument to that of other authors or to contemporary events. Discussion leaders are expected to participate numerous times during the discussion week and go beyond weekly minimum participation requirements.

Examples of discussion questions:

Poor question: Explain the difference between abolition and colonization.

Fair question: Did slave owners participate in colonization movements?

Good question: White abolitionist generally served to hinder the abolitionist movement, agree or disagree.

Great question: What impact did white abolitionists have on the progress of the abolition movement? Our article this week states that, "Citation." (Author, page number). Do you agree with the author that it was interracial cooperation was necessary in the abolitionist movement?

Should violence ever be used in a social reform movement? Consider movements in the 20th century also.

Technical Support

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at <http://www.wku.edu/it/> or by following the IT Helpdesk link in the left menu bar.

Student Support of Special Interest for Online Students

The Distance Learning website located at <http://www.wku.edu/online> provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:

- The Orientation for Online Learners located at <http://www.wku.edu/online/orientation> provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKU's student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.
- Join an Online Blackboard Community for Distance Learners at WKU. The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email learn.online@wku.edu with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center. The phone number is 745-5004; TTY is 745-3030. More information can be found at <https://www.wku.edu/sarc/>. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Contact Information:

Office: Cherry Hall 223A
Office Hours: Off Campus for fall 2018 semester
Main office telephone: 270-745-3841
Email: selena.sanderfer@wku.edu

Schedule (Subject to Change)

Week One Introduction

August 27th – September 2nd

John Shelton Reed, *Surveying the South: Studies in Regional Sociology*

Optional Book Review Due

Week Two Southern Myths

September 3rd – September 9th

Monday, September 3rd Labor Day (No class)

Joseph Crespino, "Mississippi as Metaphor: Civil Rights, the South, and the Nation in the Historical Imagination," in *The Myth of Southern Exceptionalism*, ed., Matthew D. Lassiter and Joseph Crespino (Oxford: Oxford University Press, 2010), 99-120.

Matthew D. Lassiter, "The Myth of Southern Exceptionalism, De Jure/De Facto Segregation: The Long Shadow of a National Myth," in *The Myth of Southern Exceptionalism*, ed., Matthew D. Lassiter and Joseph Crespino (Oxford: Oxford University Press, 2010), 25-48.

Elizabeth Catte, "Land, Justice, People" *What You Are Getting Wrong About Appalachia* (Cleveland: Belt Publishing, 2018), 97-132.

Group Work # 1 Due

Week Three Populism

September 10th – September 16th

Omar A. Ali, "Reconceptualizing Black Populism in the New South," in *Populism in the South Revisited: New Interpretations and New Departures*, ed., James Beeby, (Jackson: University of Mississippi Press, 2012), 128-144.

James M. Beeby, "[T]he angels from heaven had come down and wiped their names off the registration books": the demise of grassroots populism in North Carolina" in *Populism in the South Revisited: New Interpretations and New Departures*, ed., James Beeby (Jackson: University of Mississippi Press, 2012), 177-198.

Jarod Roll, "Agrarian producerism after populism: socialism and Garveyism in the rural South," *Populism in the South Revisited: New Interpretations and New Departures*, in ed., James Beeby (Jackson: University of Mississippi Press, 2012), 199-226.

Special Collections Paper Due

Week Four Labor

September 17th – September 23rd

Bryant Simon, *A Fabric of Defeat: The Politics of South Carolina Millhands, 1910-1948* (Chapel Hill: University of North Carolina Press, 1998)

Optional Book Review Due

Week Five Memory

September 24th – September 30th

Karen Cox, "Combatting Wicked Falsehoods," in *Dixies Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture* (Gainesville: University of Florida Press, 2003), 93-117, 181-186.

W. Fitzhugh Brundage, "Celebrating Black Memory in the Postbellum South," in *The Southern Past: The Clash of Race and Memory* (Cambridge, MA: Belknap Press, 2005), 55-104, 357-366.

Zachary J. Lechner, "When in Doubt, Kick Ass": The Masculine South(S) of George Wallace, Walking Tall, and Deliverance," in *The South of the Mind, American Imaginings of White Southernness, 1960-1980* PhD Diss., (Temple University, 2012), 87-130.

Group Work #2 Due

Week Six Culture

October 1st – October 7th

Daniel S. Pierce, "NASCAR vs. Football: Which Sport Is More Important to the South?" *Southern Cultures* 18 no. 4 (Winter 2012): 26-42.

Cynthia Lewis and Susan Harbage Page, "Secret Sharing: Debutantes Coming Out in the American South," *Southern Cultures* 18 no. 4 (Winter 2012): 6-25.

Jeffrey S. Adler, "Murder, North and South: Violence in Early-Twentieth-Century Chicago and New Orleans," *The Journal of Southern History* 74 no. 2 (May 2008): 297-324.

Topic and Bibliography Due

Week Seven Complicating Race Relations

October 8th – October 14th

October 11th – October 12th Fall Break (No class)

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1997)

Optional Book Review Due

Week Eight Civil Rights

October 15th – October 21st

Charles E. Cobb, *This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible* (New York: Basic Books, 2014)

Optional Book Review Due

Week Nine Gender

October 22nd – October 28th

Nell Irvin Painter, "'Social Equality' and 'Rape' in the Fin-de-Siecle South" in *Southern History Across the Color Line* (Chapel Hill: University of North Carolina Press, 2002), 112-133, 120-125.

Suzanne Lebsack, "Woman Suffrage and White Supremacy: A Virginia Case Study," in *Visible Women: New Essays on American Activism*, ed., Suzanne Lebsack and Nancy A. Hewitt (Urbana: University of Illinois Press, 1993), 62-100.

Steven Noll, "A Far Greater Menace: Feebleminded Females in the South, 1900-1940," in *Hidden Histories of Women in the New South*, ed., Virginia Bernhard (Columbia: University of Missouri Press, 1994), 31-51.

Group Work #3 Due

Week Ten Contemporary Black and White Race Relations

October 29th – November 4th

James H. Kuklinski, Michael D. Cobb and Martin Gilens, "Racial Attitudes and the "New South," *The Journal of Politics* 59 no. 2 (May 1997): 323-349.

David R. Goldfield, "Mountaintops and Green Valleys: Beyond Race in the Modern South," in *Black, White and Southern: Race Relations and Southern Culture, 1940-Present* (Baton Rouge: Louisiana State University Press, 1990), 256-278, 310-312.

Ashley Thompson and Melissa M. Sloan, "Race as Region, Region as Race: How Black and White Southerners Understand Their Regional Identities," *Southern Cultures* 18 no. 4 (Winter 2012), 72-95.
Annotated Bibliography Due

Week Eleven Carcerality

November 5th – November 11th

William S. Bush, *Who Gets a Childhood? Race and Juvenile Justice in Twentieth-Century Texas* (Athens: University of Georgia Press, 2010)

Optional Book Review Due

Week Twelve Modern Politics/Economy/Religion

November 12th – November 18th

David R. Goldfield, "The Urban South: A Regional Framework," *The American Historical Review*, Vol. 86 Iss. 5 (December 1981): 1009–1034.

Andre Wiese, *Places of Their Own: African American Suburbanization in the 20th Century*, Chapter 7, "Separate Suburbanization in the South, 1940-1960," 164-208, 340-350.

Thomas W. Hanchett, *Sorting out the New South City: Race, Class and Urban Development in Charlotte, 1875-1975*, Chapter 9, "The Federal City: From Patchwork to Sectors," 223-256.

Week Thirteen Southern Cities

November 12th – November 18th

Samuel S. Hill, "Fundamentalism in Recent Southern Culture, Has It Done What the Civil Rights Movement Couldn't Do," in *Southern Crossroads: Perspectives on Religion and Culture* ed., Walter H. Conser, Jr. and Rodger M. Payne, (Lexington: University of Kentucky Press, 2008,) 354-367.

Dan T. Carter, "Richard Nixon, George Wallace, and the Southernization of American Politics," in *The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics* (Baton Rouge: Louisiana State University Press, 1995), 324-370, 509-514.

Bruce J. Schulman, "Shadows of the Sunbelt," in *From Cotton Belt to Sunbelt: Federal Policy, Economic Development, and the Transformation of the South 1938–1980*, (New York: Oxford University Press, 1991), 174-205, 301-316.

Week Fourteen Final Research Papers

November 19th – November 25th

Thanksgiving November 21st – November 23rd (No Class)

Outline and Thesis Due

Week Fifteen Final Research Papers

November 26th – December 2nd

Week Sixteen Final Research Papers

December 3rd – December 9th

Week Seventeen Finals Research Papers

December 10th – December 16th

Final Research Papers Due on Thursday, December 13th by 11:59 pm