

AMH 5905 Reading in the Modern South

Fall Semester, 2006 -- Mondays, 4:00-6:50 PM, A&H 109, Boca Raton

Sarah H. Brown, Ph.D.

SR 253, MacArthur Campus, Jupiter

[sbrown@fau.edu](mailto:sbrown@fau.edu); 561-799-8524 (6-8524)

Office Hours in Boca Raton—3-4 PM Mondays or by appointment

Office Hours in Jupiter –12-2PM & 3:30-5 PM Tuesdays & Thursdays or by appointment

The South is the United States' most studied region. Westerners study Western History and New Englanders present courses in their own distinctive history, but in both these regions—and in colleges across the country—one finds separate courses in the history of the American South. Why is the South's history important, even the history of the time after the Civil War and the end of slavery? Has the region simply been, as a Roosevelt era report stated, our country's primary "economic problem," and the seedbed of white supremacy and racial violence? Was the twentieth century South a region mired in memory, unable (or unwilling) to escape its past? Have southerners been less enterprising, less competitive, less industrious, less culturally sophisticated, than other Americans? Some would say so, and then tell us that southerners also show more hospitality, more pride in family and place, more religiosity, and even more patriotism than their fellow countrymen. Perhaps the southern story has been constructed by popular culture rather than by historians. In this course we will examine historians' accounts of the South since the Civil War, hoping to find our way to an understanding of the major currents that shaped the region as we know it today. Is "the South" still a distinctive place, or has it been erased by the compelling push and pull of the modern world? And how can we tell, from our vantage point here in South Florida—"South of the South" in the words of the title of a recent book about Miami? Our literary (and historical) journey begins with the life and times of Ben Tillman, a South Carolina planter and politician whose long career began in the Reconstruction era, and ends with a compelling story about race and politics in McIntosh County, Georgia in the 1970s. All of the readings should inform students' understanding of the flow of southern history since 1865, and even more importantly, increase awareness of the diverse ways that that history has been understood and interpreted by writers of southern history.

Eight books (all required reading) have been ordered by the bookstore:

1. Escott, Goldfield, et al, *Major Problems in the History of the American South, Volume II*, Second Edition (Houghton Mifflin, 1999)
2. Kantrowitz, Stephen, *Ben Tillman & the Reconstruction of White Supremacy* (UNC Press, 2000)
3. Lumpkin, Katherine DuPre, with an introduction by Darlene Clark Hine, *The Making of a Southerner* (UGA Press, 1992– reprint of 1946 edition)
4. Gilmore, Glenda, *Gender and Jim Crow* (UNC Press, 1996)
5. Sullivan, Patricia, *Days of Hope: Race and Democracy in the New Deal Era* (UNC Press, 1996)
6. Daniel, Pete, *Lost Revolutions: The South in the 1950s* (UNC Press, 2000)
7. Bartley, Numan V., *The New South, 1945-1980* (LSU Press, 1996)
8. Green, Melissa Fay, *Praying for Sheetrock* (Ballentine Books, 1992)

A few other readings, essays or articles, will be assigned (available on line either through JSTOR or on the class Blackboard site). Each student will be assigned to lead at least one discussion of the readings.

Each student will also choose, from the list provided by the instructor or from the “Further Reading” list at the end of each chapter in *Major Problems in the History of the American South, Volume II*, two additional books – these may be books of history, novels, or personal memoirs – to review for the class. These books will be calendared throughout the semester, so that the topic fits with the class discussion that week. Students will bring to class a copy of their brief written review (form attached) for each class member, and present a ten to fifteen minute oral discussion of the book.

Expect to have 150-300 pages of reading each week, NOT including the two individual book reviews.

Other required reading: This syllabus and the class Blackboard site!

Please check the Blackboard site frequently. If there are any class announcements they will be posted there. If you loose your syllabus or book list, they will be posted there. Any class instructions should be there.

ALSO – the class “discussion board” is open for questions and answers from students for students or for the instructor. I will check it from time to time throughout the week, and you should, too. This public (class) forum is the best way to get quick answers...or to see (and help with?) what fellow students are struggling with.

Evaluation will be based on leadership of the assigned discussion, informed general class participation, the book reviews, one brief essay due the second day of class, and two short interpretive essays due October 9 and November 27. General topics for the interpretive essays are listed in the schedule. They are meant to be flexible enough so that each student can address the idea in his or her own way. These essays are not to be research papers--they may be based on class readings alone, or on other relevant materials the student finds interesting. Use Turabian style for citation of sources (see Blackboard for more on this if you need help). The interpretive essays should not exceed 10 pages in length.

Book reviews and essays should be typed in 12 point Times Roman (or 10 point Courier) font, with 1 inch margins or less. Essays should be double spaced. Book reviews should be single spaced and only one page – see instructions and an example posted on Blackboard. Bring copies of the book reviews for all class members. Expect to be graded on form as well as substance.

All written work will be submitted to Turnitin.com plagiarism detection service.

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Calendar (assignments for each class day)

- Aug 21 Introduction – nuts and bolts  
What is the South?  
Birth of a Nation
- Aug 28 The First New South – Reconstruction, Redeemers, Populists
1. Based on last week’s discussion and your reading of *Major Problems* Chapter 1 (Cash, Woodward, Smiley and Boles), write (to be handed in today) a 2-3 page essay answering the question[s] “What is the South?” and/or “Why study southern history?”
  2. *Major Problems*, Chapter 2 Discussion leader: SHB
  3. *Major Problems*, Chapter 3 Discussion leader: \_\_\_\_\_
  4. *Major Problems*, Chapter 4 Discussion leader: \_\_\_\_\_
  5. *Major Problems*, Chapter 5 Discussion leader: \_\_\_\_\_  
(for this class, the assignment is *Major Problems* pages 1-153) 153
- Sept. 4 Read on, but No Class – Labor Day
1. Kantrowitz, *Ben Tillman and the Reconstruction of White Supremacy*, 1-155. 155
- Sept 11 Politics and the racial settlement
1. Complete Kantrowitz, *Ben Tillman and the Reconstruction of White Supremacy*, 156-309.  
Discussion leader for Kantrowitz \_\_\_\_\_ 153
- Sept 18 The gentile poor and the Lost Cause; Race violence and creating Jim Crow
1. Lumpkin, *The Making of a Southerner*, pages vii-109
  2. *Major Problems*, Chapter 6 Discussion leader: \_\_\_\_\_  
(the assignment in *Major Problems* is pages 156-185) 138
- Sept 25 Jim Crow Progressivism
1. Complete Lumpkin, *The Making of a Southerner*, pages 111-252  
Discussion leader for Lumpkin \_\_\_\_\_
  2. *Major Problems*, Chapter 8 Discussion leader: \_\_\_\_\_  
(the assignment in *Major Problems* is pages 215-253) 179
- Oct 2 Women and “race uplift” in the New South
1. Gilmore, *Gender and Jim Crowe*, pages 1-228  
Discussion leader for Gilmore \_\_\_\_\_ 228
- Oct 9 1<sup>st</sup> interpretive essay due --- What made Jim Crow and why did it prosper?
- Oct 9 Southern religion; Women’s work, continued
1. *Major Problems*, Chapter 7 Discussion leader: \_\_\_\_\_
  2. *Major Problems*, Chapter 9 Discussion leader: \_\_\_\_\_  
(The assignment in *Major Problems* is pages 187-213 and pages 255-285, but obviously you won’t need to read the Lumpkin selection in Ch. 7 or the Gilmore essay in Ch. 9.) 56

- Oct 16            World War I and The 1920s; The Southern Renaissance
1. *Major Problems*, Chapter 10  
(the assignment in *Major Problems* is pages 287-315)
  2. Allen Tate, “Ode to the Confederate Dead” (on Blackboard—Course Documents page)
  3. Irving Howe, “The Southern Myth and William Faulkner, *American Quarterly* 3, No. 4 (Winter, 1951), pages 357-362. Available through JSTOR.  
Discussion leader for readings 1, 2, & 3 above \_\_\_\_\_
3. Sullivan, *Days of Hope*, pages 1-40+ \_\_\_\_\_ 74
- Oct 23            The Great Depression, World War II, and the emergence of southern liberalism
1. *Major Problems*, Chapter 11 Discussion leader: \_\_\_\_\_  
(the assignment in *Major Problems* is pages 317-346)
  2. Sullivan, *Days of Hope*, pages 41-275
  3. Bartley, *The New South*, pages 1-37  
Discussion leader for Sullivan & Bartley to p. 37 \_\_\_\_\_ 300
- Oct 30            After the War – liberalism and reaction
1. Brown, “The Civil Rights Congress in Southern Perspective” in Feldman, ed., *Before Brown: Civil Rights and White Backlash in the Modern South* pages 170-197 (posted on Blackboard – Course Documents page)
  1. Bartley, *The New South*, pages 38-297  
Discussion leader for Bartley to page 297 & Brown \_\_\_\_\_ 276
- Nov 6            The South in the 1950s again --lost opportunities or a time of hope?
1. Daniel, *Lost Revolutions*, all  
Discussion leader for Daniel \_\_\_\_\_ 305
- Nov 13            The End of Segregation and Disfranchisement
1. Bartley, *The New South*, 298-416
  2. *Major Problems*, Chapter 12 (the assignment in *Major Problems* is pages 349-383)  
Discussion leader for Bartley 298-416 and Ch 12 \_\_\_\_\_ 152
- Nov 20            More about the Civil Rights Revolution – Southern leaders, Southern foot soldiers
1. Greene, *Praying for Sheetrock*, all  
Discussion leader for Greene \_\_\_\_\_ 335
- Nov 27            Second Interpretive Essay Due--Who or what has moved southern history since World War II--local forces, national imperatives, technology, economic change, social justice? How deep and how lasting are changes in the South since 1945?  
[Reread Greene’s discussion of local history, pages 99-100, and consult Bartley and the essays in the *Major Problems* chapters assigned for today before you begin— use all the (course) sources you can. Make a point and back it up.]
- Nov 27            Where is the South?
1. Bartley, *The New South*, 417-470
  2. *Major Problems*, Chapters 13 and 14 Discussion leader: \_\_\_\_\_  
(The assignment in *Major Problems* is pages 386-440) \_\_\_\_\_ 107
- Dec 4 – Exam week, no class.