

Instructor: Dr. Jennifer Brooks

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Office Hours: 1-3 p.m., MW *or by appointment*

"I feel my hell a-risin' every day;
I feel my hell a-risin' every day;
Someday it'll bust this levee and wash the whole world
away."¹----African American protest song

"We southerners had identified with the long and sorrowful past on such deep levels of love and hate and guilt that we did not know how to break old bonds without pulling our lives down. *Change* was the evil word, a shrill clanking that made us know too well our servitude. *Change* meant leaving one's memories, one's sins, one's ambivalent pleasures, the room where one was born."²----southern white memoir

Course Description: In considering the South's journey from 1877 to the present, this course examines several interrelated themes. Of these, the most important will be the following:

- modernization and its discontents,
- race relations and their complexities, and
- the struggle to define and control the South's identity.

From economics and politics to society and culture, everything about the New South connects to one or more of these themes, and often to all three. The topics covered will include, but are not limited to, the following:

- the experience of black freedom in Reconstruction and after
- the campaign to industrialize the southern economy
- contests for political power among all southerners
- the tragedies and opportunities of the Great Depression and New Deal
- the destabilizing impact of the Second World War
- the black freedom struggle and the resistance it met
- the rise of the Sunbelt South
- the transformation—or not---of southern politics in the late 20th century.

¹ Quoted in Levine, Black Culture and Black Consciousness: Afro-American Folk Thought From Slavery to Freedom, 418, from Gellert, Negro Songs of Protest, 18-19.

² Lillian Smith, Killers of the Dream, p.16.

Of course, the thread that weaves these different themes into one rich tapestry is *change*. Indeed, a *dynamic tension* arose from the New South's place in a modernizing nation, producing both anguish and hope among black and white southerners who shared a mutual but often conflicting historical experience. Standing with one foot planted firmly in the past and the other reaching tentatively towards the future, southerners of both races understood the meaning of change in very different ways. Black southerners could feel their "hell a-risin' every day," and hope for the time when change would "bust this levee and wash this whole world away." Many white southerners, however, feared what such change might bring, and even those whites who believed the South needed to break from the past anguished over how to "break old bonds without pulling our lives down." It is this conflict---the tension generated by contrasting understandings of the past and present---that makes the story of the South since 1877 such a challenging, provocative, and rewarding history to examine.

REQUIRED TEXTS:

*Keith, Jeanette, *The South: A Concise History*, vol. 2

*Nelson, *Steel Drivin' Man: John Henry, the Untold Story of an American Legend*

*Waller, *Feud: Hatfields, McCoys, and Social Change in Appalachia, 1860-1900*

Keith, Jeanette, *Rich Man's War, Poor Man's Fight: Race, Class, and Power in the Rural South during the First World War*

*Wright, *Black Boy*

*Moody, *Coming of Age in Mississippi*

*Tyson, *Blood Done Sign My Name: a True Story*

NOTE: additional required readings are available via the Blackboard course page or directly on-line.

COURSE REQUIREMENTS: This course requires each student to complete several reading quizzes, a midterm essay exam, a final take-home essay exam, and the direction of class discussion for one class meeting. The final course grade is comprised as follows:

Midterm Exam	30%
Final Exam	30%
Quizzes	30%
Discussion direction	10%

Grading: I will turn back graded work as soon as possible, and most likely within one or two class meetings from the submission deadline.

Grade Breakdown:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 & below

EXAMS: Students will complete two essay exams, a **midterm** and a **final**. Each will consist of an in-class written answer to an essay question.

NOTE: two blank blue books must be purchased by the student and turned in to the instructor by the end of the first week of the semester.

DAILY PREPARATION: Much of this course will rely on discussion of assigned texts or materials in consideration of the themes and topics outlined above. I will not lecture every day, nor possibly even on most days. Given that this is an upper-division history course, I expect students to be well-prepared for each class meeting. That means you should have not only read the material for that class, but also *thought* about the ideas and events presented. Specifically, you should be able to explain the main points and supporting details in each reading, relate these to the course themes, and offer your own evaluation of this history and material.

NOTE: Students who have not read the assigned material may be asked to leave class that day. Do not expect to siphon off information from your fellow students who prepared for class when you failed to do so.

My suggestion is that you complete notes on each assignment, addressing each of the points below:

- ☞ What are the main points and supporting details in this assignment?
- ☞ How do these relate to the course themes and to other texts, authors covered, etc.?
- ☞ How well does this author or reading contribute to our understanding of the South since 1877? Are the evidence and argument persuasive?

DISCUSSION DIRECTION: Students will be responsible for directing class discussion on most Fridays. Each student discussion day will consist of a group of 2-3 students soliciting responses on specific questions posed by the group in advance of the class meeting. However, if a group wishes to conduct a discussion day in a more creative fashion, that would be fine so long as the approach is well-organized and directed to encourage good and appropriate learning among your classmates. An alternative approach will need to be approved by the instructor prior to that class day. In terms of your discussion grade, I will assign a grade to individual students within each group that reflects how well the group was prepared and how meaningful the discussion questions were, how well the group conducted the discussion or activity, and how well each group member participated in all of the above.

To organize your discussion class, here are the rules you will need to follow:

- ☞ Provide discussion questions (or directions) for the class to the instructor no later than noon on the Thursday prior to the Friday discussion day. I will then email these to the class. **Failure to provide these questions by this deadline will result in a subtraction of 10 points from the grade assigned to the group members conducting that discussion.**
- ☞ Each group member must participate in developing the discussion questions/directions, and in conducting the discussion on that Friday. It must be clear to the instructor which student developed which questions, etc.
- ☞ Naturally, each group and all members must be prepared and your class plan for that day must be well-organized and relevant.

MAKE-UP OF MISSED WORK:

- In accordance with university policy, **a student must initiate a request to make-up a missed exam within one week of the date of the original exam.** Failure to do so nullifies the instructor's obligation to offer an opportunity to make-up an exam or quiz. See *Tiger Cub*.
- In accordance with university policy, I require students to present **written verification** of personal illness, court appearance, participation in AU-sponsored events, or religious observance that prevented or will prevent you

from taking the scheduled quiz, mid-term or final exam.
I must have and approve this documentation before I will consider granting you a make-up opportunity.

Classroom Behavior: Civility----a demonstrated respect for others----will be the foundation for interaction in this course. I will adhere to this and you are expected to do so as well. Disruptive behavior will not be tolerated and may lead the instructor to file charges of student violation of the Auburn University Discipline Code with the Vice-President of Academic Affairs. For further specifics on what constitutes inappropriate classroom behavior, as well as a description of University disciplinary procedures, please see *Tiger Cub*.

Attendance Policy: Civility includes regular class attendance, including arrival and departures on time. I will take attendance on a daily basis.
Students who end the course with no unexcused absences will earn 2 points added to the final course grade. Students who end the semester with 2-4 unexcused absences will lose 2 points off their final course grade. Students with 5 or more unexcused absences will lose 5 points off their final course grade. **NOTE:** On the definition of excused absences, see “Make-up of Missed Work” above, and *Tiger Cub*.

Policy on Plagiarism, Cheating and Academic Misconduct:

Rule of Thumb: all work you turn in is expected to be yours alone. Plagiarism and cheating constitute academic misconduct and violate the integrity of the educational process. Don't do it! I will follow departmental, college, and university policies in cases of academic misconduct. For further details on what constitutes plagiarism and other forms of academic misconduct, as well as the process of response to such cases, please consult the History Department's Academic Honesty Policy available on-line at http://media.cla.auburn.edu/history/ug/academic_honesty.htm . Also see *Tiger Cub*.

Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours as soon as possible. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail, phone, or before or after class. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Student Academic Support Services: please see *Tiger Cub*.

SCHEDULE of CLASSES

Mon. 8-17 *Introduction to course: Defining the “New South”*

PART ONE: The First New South and Themes

Wed. 8-19 *Beginnings-Defining Course Themes*
READ: Text, Introduction

Fri. 8-21 *Selling Off, Selling Out, or Salvation: Henry Grady, Booker T. Washington, and the New South Ideal*
READ: Text, chap. 2, and:
☞ Go to <http://www.bartleby.com/1004/14.html>, and read the “Atlanta Exposition Address” by Booker T. Washington;
☞ Go to <http://historymatters.gmu.edu/d/5745>, and read “Henry Grady Sells the ‘New South’”;
☞ Go to <http://historymatters.gmu.edu/d/5743>, and read “The South’s Recovery: Who Paid the Price of Success?;” and
☞ Go to <http://historymatters.gmu.edu/d/5744>, and read “One African-American Dreams About Rebuilding the South”

NOTE: Begin reading Nelson, *Steel Drivin’ Man* over the weekend, in preparation for class discussion. A quiz on this book is scheduled for Mon., 8-31.

Mon. 8-24 *The Agrarian Challenge to the New South Ideal*
READ: J. A. McCartin, “Millhands, Farmers, and the Legacy of Southern Populism”, [Reviews in American History](#) 22 (September 1994): 474-9 (link)

Wed. 8-26 *Legacies of Reconstruction: Race Relations and Their Complexities—Modernization and Its Discontents*
READ: Nelson, *Steel Drivin’ Man*, chaps. 1-4; Text, chap. 1

Fri. 8-28 *STUDENT DISCUSSION DAY
READ: Nelson, *Steel Drivin’ Man*, chaps. 5-8, Coda

NOTE: Begin reading Waller over the weekend in preparation for class discussion. A quiz on this book is scheduled for Fri., 9-4.

PART TWO: The Second New South: Change , Stagnation, and...Change

Mon. 8-31 *Building the New South and Defining Its Identity*
-Quiz on Nelson, *Steel Drivin' Man*
READ: Waller, Introduction, chaps. 1-3

Wed. 9-2 *Building the New South and Defining Its Identity*
READ: Waller, chaps. 4-6

Fri. 9-4 Quiz on Waller, *Feud*
READ: Waller, chaps. 7-9

NOTE #1: Last day to withdraw with no grade assignment

NOTE #2: Begin reading Wright, *Black Boy*, over the weekend in preparation for class discussion. A quiz on this book is scheduled for Mon., 9-21.

Mon. 9-7 **LABOR DAY—NO CLASS**

Wed. 9-9 *Race Relations and Their Complexities in the New South*
READ: Holliday, *Strange Fruit* (listen to the audio recording and read the lyrics on course webpage via Blackboard); TEXT, ???; Levine, "Black Laughter"; & Cobb, "The Blues is a Lowdown Shakin' Chill"

Fri. 9-11 STUDENT DISCUSSION DAY
READ: Wright, chaps. 1-4

NOTE: Begin reading Keith, *Rich Man's War* over the weekend in preparation for class discussion. A quiz on this book is scheduled for Mon., 9-21.

Mon. 9-14 *World War One and the Aftermath*
READ: Text, pp. 88-108; & Keith, Introduction-chap. 3

Wed. 9-16 *World War One and the Aftermath*
READ: Keith, chaps. 4-5

Fri. 9-18 *STUDENT DISCUSSION DAY
READ: Keith, chaps. 6-7, Epilogue

NOTE: Finish reading Wright, *Black Boy*, if you have not done so already. A quiz on this book is scheduled for Mon., 9-21.

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- Mon. 9-21 *The Savage Ideal and the New South*
-Quiz on Wright and Keith books
READ: Text, pp. 109-123; Wright, chaps. 9-14; and:
☞ H. L. Mencken, "The Sahara of the Bozart" (course webpage)
☞ Marjorie Wheeler, "the Woman Suffrage Movement in the Inhospitable South" (course webpage)
☞ Maclean, "Mobilizing the Invisible Army" (course webpage)
- Wed. 9-23 *The Great Depression*
READ: Text, 124-148
- Fri. 9-25 *STUDENT DISCUSSION DAY
READ: (via the web)
☞ <http://newdeal.feri.org/texts/default.cfm>, click "New Deal Document Library" link, then click "Subject," and scroll down to Farm Security Administration, and click that link. Click on and read "You Have Seen Their Pictures";
☞ <http://newdeal.feri.org/texts/default.cfm>, click "New Deal Document Library" link; click "Subject" link, and scroll down to the "South" link and click; read the following documents there:
 --"Tore Up and a' Movin'"
 --"You're Gonna Have Lace Curtains"
☞ <http://www.studsterkel.org/htimes.php>, scroll down and click on and listen to interviews with 1) Virginia Durr and 2) Emma Tiller
☞ <http://memory.loc.gov/ammem/fsowhome.html>; click on either "Black & White Photos" or on "Color Photos", then search by subject or geography or in whatever manner that works for you. Review as many photos as you can. These were taken by the FSA photographers noted in the article "You Have Seen These Pictures". Select the 5 photos that you feel best reflect the impact of the Great Depression in the South. Print these out, and note why you chose the photo and its specific relation to what we have studied about the GD and the South so far. Bring these to class.
- Mon. 9-28 *The New Deal*
READ: Kennedy, "The Ordeal of the American People" & "Chasing the Phantom of Recovery" [course webpage]

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- Wed. 9-30 *The New Deal and the Southern Labor*
FILM: *Uprising of '34*
READ: (via web)
☞ <http://newdeal.feri.org/texts/default.cfm>, click in search box at upper right, and search for each of the following, and then read the documents:
--“Harlan: Working Under the Gun”
--“Report, Clarksburg, W. Va., 11-25-1934”
--“Gadsden is Tough”
- Fri. 10-2 FILM: *Uprising of '34*
- Mon. 10-5 Review for Midterm
- Wed. 10-7 **MIDTERM EXAM**
*** NOTE: Last day to withdraw with no grade penalty**
- Fri. 10-9 NO CLASS (instructor grading)
- Mon. 10-12 *World War II and the South: Transitions*
READ: Text, pp.148-155; Cooper & Terrill, “World War II”
- Wed.10-14 *World War II and the South: Transitions*
READ:
☞ “What the Negro Wants” (course webpage)
☞ “Smith vs. Allwright,1944” (course webpage)
- Fri. 10-16 *STUDENT DISCUSSION DAY
READ: Brooks, “Winning the Peace: Georgia Veterans and the Struggle to Define the Political Legacy of World War II”
- Mon. 10-19 *The Unstable South: Postwar Dilemmas*
READ: TBA
- Wed. 10-21 *The New South, Culture, & the Cold War*
READ: Text, pp. 157-165; TBA
- Fri. 10-23 *STUDENT DISCUSSION DAY
READ: TBA

NOTE: Begin reading Moody, *Coming of Age in Mississippi* over the weekend in preparation for class discussion. A quiz on this book is scheduled for Wed., 11-4.

PART THREE: The Modern South

- Mon. 10-26 *A Long View of Racial Change*
READ: Text, pp. 165-95; "Debating the Civil Rights Movement: the View from the Trenches";
- Wed. 10-28 *The Modern Black Freedom Struggle*
READ: Moody, part 1
- Fri. 10-30 *STUDENT DISCUSSION DAY
READ: Moody, part 2;
- Mon. 11-2 *The Modern Black Freedom Struggle*
READ: Moody, part 3
- Wed. 11-4 *Whose Freedom Struggle Was/Is it?*
READ: Chappell, "White Southerners and the Montgomery Bus Boycott"; Goldfield, "Sharings"; Moody, part 4
- Fri. 11-6 ***NO-CLASS—Instructor out of town**
- NOTE: begin reading Tyson, *Blood Done Signed My Name*, over the weekend in preparation for class discussion. A quiz on this book is scheduled for Wed., 11-18.**
- Mon. 11-9 *Revisiting Race and Its Complexities in the Modern South*
READ: Tyson, chaps. 1-3
- Wed. 11-11 *Revisiting Race and the Modern South*
READ: Tyson, chaps. 4-6
- Fri. 11-13 STUDENT DISCUSSION DAY
READ: Tyson, chaps. 7-8
- Mon. 11-16 *Southern Identity Revisited*
READ: Tyson, chap. 9, Epilogue; and TBA
- Wed. 11-18 -Quiz on Tyson
- Fri. 11-20 *STUDENT DISCUSSION DAY
READ: **TBA**

Mon. 11-23 through 11-28 THANKSGIVING BREAK

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Mon. 11-30 *Southern Identity Revisited*

NOTE: *Each student should locate, read, and bring to class one current news article that addresses one of the course themes in the context of today's South (BUT NO POLITICS—See Below)

Wed. 12-2 *The Modern Political South*

READ: Text, pp. 195-203

NOTE: *Each student should locate, read, and bring to class one current news article on some aspect of politics and the South today

Fri. 12-4 Summarizing the Modern South

READ: Text, Epilogue; and Egerton, "The Enigma of the South" (coursepage)

Mon. 12-7 Review for Final Exam

TH 12-10 FINAL EXAM at 8 a.m.

Have a Wonderful and Safe Holiday Break!!!