

The U.S. South Since 1860  
AMH 4403-29910  
Spring 2023

Professor Jack E. Davis  
(he, him, his)  
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Rm: K-F 105  
T: 11:45-1:40, Trs: 12:50-1:40  
Ofc Hours: Tuesday, 2:45-4:15, Thursday, 2:45-4:15  
Ofc phone: 273-3398

The primary focus of this course is the historical evolution of the U.S. South (the former Confederate states) from Reconstruction to the late 20<sup>th</sup> century. Significant demographic, political, and physical change has occurred during our period of study. This change has arguably made southern history the most dynamic among the fields of regional history.

**Course Objectives:**

Not only do we want to broaden our knowledge of the historically distinctive characteristics of the South as a region; we are interested in better understanding the place of southern society and culture in a larger American culture. For example, we will explore historical problems that have seemed constant in the South (e.g., race, poverty, and localism) and their intersection with broader currents in American history (e.g., farm mechanization, industrialization, civil rights, and the rise of pop culture).

Regardless of your major, you should treat this course as an opportunity to improve your skills in critically analyzing works of history, asking constructive questions, researching all types of sources in any number of environments, and presenting what you learn in a cogently argued and clearly written text.

**Grading:**

Class participation	10%
ClioVis Project	30%
Grammar & Style Guide (February 6)	calculated with writing assignments
Take-Home Essay 1 (March 9)	30%
Take-Home Essay 2 (April 26)	<u>30%</u>
Total	100%

**Assigned Books:**

William Cooper Jr., Thomas E. Terrill, et al., *The American South* volume 2  
Melton McLaurin, *Separate Pasts: Growing Up White in the Segregated South*  
Anne Moody, *Coming of Age in Mississippi: Growing Up Poor and Black in the Rural South*

### **Reserve Readings:**

Raymond Arsenault, "The End of the Long Hot Summer: The Air Conditioner and Southern Culture," *Journal of Southern History* 50 (November 1984): 597-628.

Jack E. Davis, "A Struggle for Public History: Black and White Claims to Natchez's Past," *The Public Historian* 22 (Winter 2000): 45-64.

-----, *Race Against Time: Culture and Separation in Natchez Since 1930*.

Randall M. Miller and George E. Pozetta (eds.), *Shades of the Sunbelt: Essays on Race, Ethnicity, and the Urban South*.

Flannery O'Connor, "The Artificial Nigger," 210-31.

### **Week I January 10 & 12 Introduction; Southern History**

Carrying the weight of the past.

Reading: Cooper, *The American South*, chapter 15

### **Week II January 17 & 19 Reconstruction**

Blacks are southerners, too.

Reading: Cooper, *The American South*, chapter 16

### **Week III January 24 & 26 Adjusting to Free Labor**

Sharecroppers and Tenant Farmers

Reading: Cooper, *The American South*, chapter 17

### **Week IV January 31 & February 2 Redemption (for whom?)**

The Lost Cause and so Much More

Reading: Cooper, *The American South*, chapter 18

### **Week V February 7 & 9 Flirting with Industry**

**\*\*Writing and Style Guide Due February 6\*\***

Railroads, Cities, and Industry

Reading: Cooper, *The American South*, chapter 19

**Week VI February 14 & 16 Agrarian Revolt; the Rise of Jim Crow**

Populism, Disfranchisement, Segregation: Florida's leadership

Reading: Cooper, *The American South*, chapter 20

**Week VII February 21 & 23 A Divided Society**

Reading: Cooper, *The American South*, chapter 21

**Week VIII February 28 & March 2 Progressive Reform (for whom?)**

A National Movement in Regional Character

Reading: Cooper, *The American South*, chapter 22

**Week IX March 7 & 9 Moving into the 20<sup>th</sup> century and a New Regional Identity**

**\*\* Take-Home Essay 1 Due March 9\*\***

World War I, the Appalachian South, and More

Reading: Cooper, *The American South*, chapter 23

Film: *Intruder in the Dust*

**Week X March 11-19 Spring Break**

**Week XI March 21 & 23 Finding Solace in the Book; The Great Depression**

The Religious and Literary South

The New Deal

Reading: Cooper, *The American South*, chapters 24 & 25

**Week XII March 28 & 30 Southern Life on the Eve of Racial Change**

Awareness and Awakening

Reading: McLaurin, *Separate Pasts*, all

### **Week XIII April 4 & 6 A Black Life Awaiting Change**

A Perspective Revealed

Reading: Moody, *Coming of Age in Mississippi*, all

### **Week XIV April 11 & 13 A Civil Rights Revolution**

Rise to Protest and Massive Resistance

Reading: Cooper, *The American South*, chapter 26

### **Week XV April 18 & 20 Collapse**

Changing Parties, and Urban Expansion

Reading: Cooper, *The American South*, chapter 27

### **Week VI April 25 Dixie Going National**

The Sunbelt South, and Southern Culture write Large

**\*\*April 26 Take-Home Essay 2 Due\*\***

#### **Course Requirements Descriptions:**

All written work for the course must be typed or computer generated and in 12-point double-spaced print with default or one-inch margins. Your work must also be presented in **third-person** language. All assignments must be turned in using a .DOC or .DOCX format through the Canvas course page. If you submit your paper after the deadline time and date, ten points will be deducted from your assignment. If you have trouble submitting, call the help desk at 352-392-4357.

*Class participation:* Students are expected to come to class for lectures and prepared to participate in discussions.

*Grammar and Style Guide* exercise can be found on my Canvas site. Download and answer the questions by highlighting that which you believe to be the correct response. You will be required to follow the rules of the guide in all writing assignments for the course. If you fail to show proof of having completed the guide before any one of the writing assignments is due, you will lose 5 points from the assignment grade. If you fail to follow the standards laid out in the guide, up to 5 points will be deducted from your assignment grade.

*Take-home essays* will represent responses to a set of discussion prompts posted on my web site. The prompts will be drawn from the assigned readings and the course discussions, and you will be expected to use the course readings and your class notes as sources to answer the questions

(do not consult any other sources). Each answer must be presented in essay format, using formal, academic language and style (i.e., complete sentences, tightly constructed paragraphs, no colloquialisms). Do not, in other words, provide answers in lists or bullets. Those exams that address each prompt in a rigorous and organized manner are more likely to earn a decent grade. These grades, too, will be dependent in part on your compliance with the rules in the course “Grammar and Style Guide” exercise.

*ClioVis Timeline Project:* Each student will be assigned to one group of multiple groups for the class. Each week, one group will enter key points on the timeline related to the week’s assigned reading so that all entries are complete and ready for the class to review by Thursday of the week. Group 1, for example, must have its entries posted by class time on Thursday in the second week of the semester. On that day, Group 1 will present its entries on the timeline to the class. Group 2 will be responsible for the readings of week three; group three will be responsible for week four. In week five, the line-up will start again from the beginning with Group 1 responsible for the timeline entries of that week.

In addition to highlighting key points from the reading, each group must also include at least two written primary sources and at least one image in the timeline that are related to the week’s reading. Each member of the group must participate in creating entries and sign their contribution(s) with their initials.

*Class Rules* are relatively minimal. You may take notes with a computer. Cell phones sounds and vibrations should be silenced. If your phone rings, I reserve the right to answer it. (See In-Class Recording below.)

### **Other Business:**

### **Plagiarism and Honesty Code:**

Keep in mind that your written assignments must represent original work. You cannot copy the words, phrases, arguments, ideas, and conclusions of someone else or of another source (including Internet sources) without giving proper credit to the person or source by using both **quotation marks** and a **footnote**. Do not cobble together paragraphs or passages of separate texts and then try to claim that you have done original and legitimate work. You must write with your own ideas and in your own words. If you copy the words of someone else without putting those words in quotation marks, **REGARDLESS OF CITING THE SOURCE**, you are plagiarizing. Plagiarism is theft, and it is academic dishonesty. You can be reported to the Dean of Students office for plagiarism, and the incident may then become a permanent part of your academic record. Plagiarism **will** earn you a failing grade in the course, a grade that is final and that cannot be made up. If you have any questions about how you are citing or using sources, come to me for the answers.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code

specifies a number of behaviors that are in violation of this code and the possible sanctions.  
<https://sccr.dso.ufl.edu/process/student-conduct-code/>

Again, please consult with me if you have any questions or concerns.

### **In-Class Recording:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

### **Classroom Assistance:**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here (<https://disability.ufl.edu/get-started/>) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Health Considerations in the Classroom**

- \* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- \* Hand sanitizing stations will be located in every classroom.
- \* If you are sick, please stay home as a courtesy to the campus and classroom community.

Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)<<mailto:covid@shcc.ufl.edu>>) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website<<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

\* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### **Online Course Evaluation:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Academic Resources Information:**

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

### **History Majors:**

If you are a history major or minor and wish to receive important announcements on courses, scholarships, awards, and the Phi Alpha Theta Honor Society, please sign on to the history department listserv. Compose a message to: [majordomo@clas.ufl.edu](mailto:majordomo@clas.ufl.edu). In the text of the message, type the following: subscribe [hist-ba@history.ufl.edu](mailto:hist-ba@history.ufl.edu)

### ***Alpata: A Journal of History***

Keep in mind that the undergraduate- and graduate-student members of Phi Alpha Theta History Honor Society at the University of Florida publish an academic journal each spring. In the fall, the journal editors will be sending out a call for submissions (articles and book reviews) to the journal. The journal is also looking for talented students who would like to serve on the editorial board. Please contact me if you're interested.

### **UF Grading Scale**

Please note UF's new grading scale with the addition of minuses.

A = 4.0

A- = 3.67

B+ = 3.33

B = 3.0

B- = 2.67

C+ = 2.33

C = 2.0

C- = 1.67

D+ = 1.33

D = 1.0

D- = 0.67

E = 0.0

E1 = 0.0 Stopped attending or participating prior to end of class

I (incomplete) = 0.0

Welcome, and good luck!