Fall 2020 Hist 224/AAS 223

The South and the World

Class Times: Tues & Thurs 2:00-3:15

Classroom: [Fully Online]

Instructor: Larry Hudson Office: Rush Rhees 460

Office Hours: Wednesday 11.00-1:00pm. or by appointment

Phone 585 275‑4557 [Larry.hudson@rochester.edu](mailto:Larry.hudson@rochester.edu)

**Course Outline**

“Tell about the South,” demands the Canadian, Shreve McCannon, in William Faulkner’s Absalom, Absalom!

Was the “Old South” a region stuck in time, anti-modern, anti-North and anti-black” or was it, as historians have recently suggested, “an active participant in, and even a promoter of change and progress?” This course will examine several salient characteristics of the Old and New South, and more recent depictions of the nation’s most storied region, and ask: “Who can tell the real story of the South?”

**Course Assessment**: Three Class papers, 2-5 sides (40%); Class Participation (10%); Term Paper Proposal, 2-3 sides (10%); and Term Paper 10-12 sides (40%). All papers hard and electronic copies.

**For your Information**:

The College’s credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in Hist 271 will be expected to spend at least two hours each week engaged in close reading of assigned and relevant course texts; compiling detailed notes that will be discussed in class, and provide the major source material for course written assignments.

**Note-Taking and Research:**  
As the material from the Assigned Readings will inform our discussions throughout the course, as well as constitute the major sources on which you will draw for your written assignments, you are strongly encouraged to **maintain clear and detailed notes on all class readings**. Students are expected to arrive in class prepared to comment on and discuss the assigned readings.

**Attendance**

The faculty of the Department of History considers class attendance essential to the mastering of the content of its courses and the production of quality history papers. Students who have to miss class should inform the instructor of the reason for their absence, in advance whenever possible.

**Academic honesty:**

Authors of the words and ideas contained in your written essays must be fully cited.  Failure to do so constitutes plagiarism and will be severely punished. All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/.>

**Students with disabilities:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](http://www.rochester.edu/college/disability/index.html) at: [disability@rochester.edu;](mailto:disability@rochester.edu;) (585) 276-5075; Taylor Hall.

**Reference Librarian:**

Please take time to introduce yourself to Lara Nicosia, the Outreach Librarian for History [lnicosia@library.rochester.edu](mailto:lnicosia@library.rochester.edu) or ask for her at the Circulation Desk.

**Set Texts:**

### Caroline Janney, Remembering the Civil War: Reunion and the Limits of Reconciliation

Gary Gallagher, Causes Won, Lost, and Forgotten: How Hollywood & Popular Art Shape What We Know About the Civil War (These texts are available as E-books)

**Course Schedule**

**Week One**--Thursday 27 August

Introductions

Names and Naming

**Section One History and Historical Consciousness**

**Week Two**--Tuesday 1st September

**History, Historians, and Southern History**

E. H. Carr, What Is History? chap. 1. (On Blackboard)

**Week Three** Tuesday 8 September **“On History, facts, and impartiality”**

E. H. Carr, What Is History? chap. 2.

“Deeper Findings,” Atlanta Journal Constitution

<https://www.ajc.com/news/state--regional/the-complex-task-writing-history/vlxTm1OinRudgiy3V9fxoJ/>

First Class Paper 2-3 sides (Due 15 September hard and electronic copies)

**Section Two Popular Images of the South**

**Week Four** Tuesday 15 September **The South Maligned?**

“Tell me about the South”

http://bittersoutherner.com/we-are-bitter/#.VK2bVdh0zIU

“Jeff Sessions described as a “Dumb Southerner.”

<https://www.cnn.com/2018/09/05/opinions/jeff-sessions-dumb-southerners-opinion-bailey-intl/index.html>

Gary Gallagher, Causes Won, Lost, and Forgotten: How Hollywood & Popular Art Shape What We Know About the Civil War Introduction, pp. 1-14. (e-book)

**Week Five** 22 September **The Old South: Gender, Class, and Race**

George Rable, Civil Wars: Women and the Crisis of Southern Nationalism, chap. 1

Charles C. Bolton, Poor Whites in the Antebellum South: Tenants and Laborers in Central North Carolina and Northeast, chap. 2 and Epilogue

Caroline Janney, Remembering the Civil War: Reunion and the Limits of Reconciliation, Chap. 1.

**Week Six** 29 September “**The South Victorious?”: Secession, War and The Lost Cause**

Gary Gallagher, Causes Won, Lost, and Forgotten, pp. 15-40.

Janney, Remembering the Civil War, chaps. 4-5.

Second Assignment (due 6 October 3-5 sides) (Essay Prompt Handout)

**Section Three History Markers and Markers of History**

**Week Seven** 6 October **Making and Living the South’s History**

Janney, Remembering the Civil War, chap. 7.

Mamie Garvin Fields, Lemon Swamp and Other Places: A Carolina Memoir, chap. 4.

**Week Eight** 13 October **Screening the South**

Gallagher, Causes Won, Lost, and Forgotten, chaps. 2-3.

Movies: Birth of a Nation and Gone with the Wind

Third Class Assignment (due 20 October 3-5 sides)

(See Essay Prompt Handout)

**Week Nine** 20October **Progress and Change: White Liberals in a Conservative Region**

Janney, Remembering the Civil War, chaps 8.

Paul [Harvey](http://library.rochester.edu/resources/eresredirect/reserves.cfm?courseid=2010291536&filename=harvcolor.pdf), Freedom's Coming: Religious Culture and the Shaping of the South from the Civil War Through the Civil Rights Movement, chap. 3.

[David Chappell](http://library.rochester.edu/resources/eresredirect/reserves.cfm?courseid=2010291536&filename=chapinsi.pdf), Inside Agitators: White Southerners and the Civil Rights Movement, 3-24.

**Week Ten** 27October **Violent Segregation**

C. Vann Woodward, The Strange Career of Jim Crow, pp. 22-29.

Michelle Wallace, The New Jim Crow: Mass Incarceration in the Age of Colorblindness, chap. 1.

Video: Thirteenth

Bryan Stevenson, Just Mercy: A Story of Justice and Redemption, pp. 3-34 and 295-310.

**Week Eleven** 3 November **A New South, A Modern South, A Changed South?**

Edward Ayers, Southern Crossings: A History of the American South, 1877-1906, chap. 3.

Janney, Remembering the Civil War, chaps 9.

“Foreign Industry in Greenville, South Carolina.”

<http://www.greenvilleeconomicdevelopment.com/international.php>

<https://www.greenvilleonline.com/story/entertainment/2018/04/26/barbecue-food-has-conquered-ruled-and-divided-south-decades/528432002/>

“How the South Will Rise To Power Again.”

<http://www.forbes.com/sites/joelkotkin/2013/01/31/how-the-south-will-rise-to-power-again/>

Term Paper Proposal (due 17 November 2-3 sides)

**Section Four Re-Writing the South**

**Week Twelve** 10 November Term Paper Topics

Term Paper Proposal Prep. (See Guidelines)

**Week** **Thirteen** 17 November

Term Paper Proposal due.

**Week Fourteen** 24 November **Thanksgiving**

**Week Fifteen** 1 December

**Term Paper Prep**

**Week Sixteen** 8 December Term Paper due 8 December (10-12 sides Hard and electronic copies)

**Additional Readings (possible Research Paper Topics)**

Writing and Footnoting Guide: [Quick and Dirty Guide](https://learn.rochester.edu/bbcswebdav/courses/HIS100.2016FALL.27299/his100hudsonfall16_readings/QuickAndDirty.pdf) A1

Roy Rosenzweig and David Thelen, The Presence of the Past: Popular Uses of History in American Life, pp. 114-137 and pp. 146-164

Blake Newman, “America’s Scarlett Letter: How International Law supports the Removal and Preservation of Confederate Monuments,” Southwestern Journal of International Law, (vol. 26:1), 2020, Volume 26: 1.

**Cotton Power**

Sven Beckert, “Cotton and the US South: A Short History,” in Richard Follett, Sven Beckert, Peter Coclanis, and Barbara Hahn, (eds.), Plantation Kingdom: The American South and its Global Commodities, pp. 39-60

Gene Dattel, Cotton and Race the Making of America: The Human Costs of Economic Power, chap. 22.

Brian Schoen, “Southern Wealth and Global Profits: Cotton, Economic Culture, and the Coming of the Civil War,” in [*The Transnational Significance of the American Civil War*](https://www.palgrave.com/de/book/9783319402673)*,* edited by Jörg Nagler, Don Doyle, and Marcus Graeser.

**Southern Nationalism and Secession**

John McCardell, The Idea of a Southern Nation: Southern Nationalists and Southern Nationalism, 1830-1860, Intro and chap. 2.

Paul Quigley, “Secessionists in an Age of Secession: The Slave South in Transatlantic Perspective, in Don H. Doyle, Secession as an International Phenomenon: From America’s Civil War to Contemporary Separatists Movements, pp. 151-173.

**Reconstruction and Southern Resistance**

Natalie J. King, “A New Reconstruction for the South,” in Carole Emberton and Bruce E. Baker, (eds.) Remembering Reconstruction: Struggles over the Meaning of America’s Most Turbulent Era, pp. 173-202.

**American Apartheid**

Thomas Borstelmann, Apartheid’s Reluctant Uncle: The United States and Southern Africa in the Early Cold

John Coski, The Confederate Battle Flag: America's Most Embattled Emblem, chap. 3.

Ida B. Wells, Southern Horrors [selections]

**South in the Early Twentieth Century**

Samuel L. Schaffer, ““A Bitter Memory Upon which Terms of Peace would Rest”: Woodrow Wilson, the Reconstruction of the South and the Reconstruction of Europe,” in Carole Emberton and Bruce E. Baker, (eds.) Remembering Reconstruction: Struggles over the Meaning of America’s Most Turbulent Era, pp. 203-222.

**Marketing the Old South in the New South**

A] Karen L. Cox, Dreaming of Dixie: How the South was Created in American Popular Culture, pp. 1-8 and 34-57.

B] Rebecca Cawood McIntyre, “True Relics of the Old South: Slave Stereotypes and Tourism,” in Souvenirs of the Old South: Northern Tourism and Southern Mythology, chap. 4.

C] Sarah Enelow, The Rise of Civil Rights Tourism in America’s Deep South Skift, https://skift.com/2016/08/25/the-rise-of-civil-rights-tourism-in-americas-deep-south/