

**George Mason University
Department of History and Art History**

Dr. Jennifer Ritterhouse
Email: jritterh@gmu.edu
Office: Robinson Hall B, 375C
Office hours: Weds., 9-11 a.m. and by appointment

Fall 2011
M, W 12:00 - 1:15 p.m.
Fine Arts B108

History 352: The South Since 1865 (section 001)

This course examines the history of the American South from the end of the Civil War to the end of the twentieth century. Major topics include Reconstruction and its aftermath, racial politics and segregation, efforts to industrialize and modernize the region, the impact of the New Deal and World War II, and the successes and setbacks of the Long Civil Rights Movement. Throughout the course, students will learn as much about African Americans as about whites, as much about poor people as about elites, and as much about women as about men. By the end of the semester, new immigrants, suburbanization, and conservative politics will present new issues to explore.

Required books:

Marjorie Spruill Wheeler and William A. Link, *The South in the History of the Nation*, vol. II: *From Reconstruction* (Bedford/St. Martin's, 1999).
Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Belknap/Harvard University Press, 2003).
Pippa Holloway, *Sexuality, Politics, and Social Control in Virginia, 1920-1945* (UNC Press, 2006).
John Lewis with Michael D'Orso, *Walking with the Wind: A Memoir of the Movement* (Harvest, 1998).
Dan T. Carter, *From George Wallace to Newt Gingrich: Race in the Conservative Counterrevolution, 1963-1994* (Louisiana State University Press, 1996).

Course requirements and grading:

Students will complete five 2-page papers, one essay of 6-8 pages, and occasional in-class or take-home assignments that will count toward participation. (The first few short assignments are listed in the syllabus; others will be assigned in class.) There will also be one in-class midterm and an in-class final exam, both of which are likely to include an essay as well as short-answer questions. The grade breakdown will be as follows:

- Attendance and participation (10%)
- Five 2-page papers (5% each for a total of 25%)
- Midterm, in class on October 5 (20%)
- Essay, 6-8 pages, due on November 9 (20%)
- Final Exam, 10:30 a.m.-1:15 p.m. on December 19 (25%)

Course policies:

Participation and decorum: This class will include both lecture and discussion. I expect students to come to class on time and well prepared. That means completing readings and other assignments before class, silencing cell phones and putting away all other distractions, listening actively, taking notes, and engaging with the instructor and other students in a thoughtful (both reflective and polite) way. It also means not packing up or leaving early, sleeping, texting, checking email or using a laptop for anything other than note-taking, or talking when the professor or another student has the floor. I consider mutual respect key

to a good learning environment, and students' participation grades will reflect this in addition to evaluating their intellectual engagement during class meetings.

Participation also means staying on top of any course news, which will be delivered by email. Please make sure to check your official GMU email address or forward mail from it to an account you do check daily. For privacy reasons, your official GMU email address is the only one I will use.

Honor code: Students in this course are bound by George Mason University's Honor Code, which states: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." I will pursue any concerns about academic dishonesty and will report suspected students to the University's Honor Board for disciplinary action, including a failing grade in the course. On plagiarism, see <http://classweb.gmu.edu/WAC/EnglishGuide/Critical/plagiarism.html>.

Late paper policy and guidelines for written work: For the essay, due November 9, I will accept late papers with a penalty of 1/3 of a letter grade for every 24 hours past the deadline, starting at 1:16 p.m. For the 2-page papers, I will accept papers up to one week after the deadline, with a similar penalty. I will not accept 2-page papers that are more than one week late. Nor will I accept papers by email unless I have specifically agreed to do so in advance. Please bring a STAPLED hard copy of each assignment to class and make sure your name is on it and the pages are numbered. All papers should be typed in a 12 pt. font with one inch margins.

Excused absences: If you expect to miss class or reschedule a due date because of a University-approved absence (i.e., varsity athletics, religious holiday), you must submit a list of dates to me by **Sept. 14** so that we can work out an accommodation. Otherwise, late paper penalties will apply for overdue work.

Accommodations: Students who require academic accommodations should contact me and make arrangements through the Office of Disability Services (ods.gmu.edu; 703-993-2474).

Useful information:

Writing Center (writingcenter.gmu.edu): A114 Robinson Hall, 703-993-1200

Counseling and Psychological Services (caps.gmu.edu): 703-993-2380

Last day to add or drop with no tuition penalty: **Tuesday, September 6**

Last day to drop (with tuition penalty): Friday, September 30

Selective withdrawal period: Monday, October 3 - Friday, October 28

Course schedule: (subject to revision)

Reading assignments:

Week 1

Aug. 29 Course introduction

Aug. 31 The South in 1865

Hahn, *A Nation Under Our Feet*, pp. 1-10

Week 2

Sept. 5 Labor Day (No class)

Sept. 7 Reconstruction

Hahn, pp. 163-313

Due 9/7: Short assignment on Hahn, pp. 1-10

Week 3

Sept. 12 The End of Reconstruction

Sept. 14 The Agricultural Crisis & Populism

Hahn, pp. 317-464

Due 9/14: Short assignment on Hahn, pp. 163-313

<u>Week 4</u>		
Sept. 19	Fall for the Book talk by Daniel Sharfstein, JC Cinema	<i>The South</i> , ch. 4
Sept. 21	White Supremacy Triumphant	
	Due 9/21: 2-page paper on <i>The South</i>, ch. 4	
<u>Week 5</u>		
Sept. 26 & 28	Industrialization & Progressivism	<i>The South</i> , ch. 5
	Due 9/28: Short assignment on Hahn, pp. 317-464	
<u>Week 6</u>		
Oct. 3	Woman Suffrage in the South	<i>The South</i> , ch. 6
Oct. 5	MIDTERM	
<u>Week 7</u>		
Oct. 11 & 12	The 1920s (Class meets on Tuesday this week)	<i>The South</i> , ch. 8; Holloway, pp. 1-76
	Due 10/12: 2-page paper on <i>The South</i>, ch. 8	
<u>Week 8</u>		
Oct. 17 & 19	Film: <i>Scottsboro: An American Tragedy</i>	Work on research for essay
<u>Week 9</u>		
Oct. 24 & 26	The Depression and New Deal	<i>The South</i> , ch. 9
	Due 10/26: Possible 2-page paper on <i>The South</i>, ch. 9	
	(Write 3 of the 4 papers assigned for 10/26, 11/2, 11/28 and 12/7)	
<u>Week 10</u>		
Oct. 31 & Nov. 2	World War II	<i>The South</i> , ch. 10; Holloway, pp. 147-199
	Due 11/2: Possible 2-page paper on <i>The South</i>, ch. 10	
<u>Week 11</u>		
Nov. 7 & 9	The Postwar South	<i>The South</i> , ch. 11; begin Lewis
	Due 11/9: ESSAY (6-8 pages)	
<u>Week 12</u>		
Nov. 14 & 16	The Civil Rights Movement	Continue reading Lewis
<u>Week 13</u>		
Nov. 21	The Civil Rights Movement	Finish Lewis
Nov. 23	Thanksgiving Break (No class)	
<u>Week 14</u>		
Nov. 28 & 30	The South After the Movement	<i>The South</i> , ch. 14 and begin Carter
	Due 11/30: Possible 2-page paper on <i>The South</i>, ch. 14	
<u>Week 15</u>		
Dec. 5	Suburbs and the Nuevo New South	<i>The South</i> , ch. 15; finish Carter
Dec. 7	Course wrap-up	
	Due 12/7: Possible 2-page paper on <i>The South</i>, ch. 15	

FINAL EXAM on December 19, 10:30 a.m.-1:15 p.m.

Guidelines for 2-page papers: Complete the first two, due 9/21 and 10/12. Then complete three out of the four assigned for 10/26, 11/2, 11/30 and 12/7. Each paper is worth 5% of the course grade. Students may turn in the 12/7 paper for up to 5 points of extra credit if, and only if, they have turned in the first five papers. Remember that I will not accept 2-page papers more than a week late and that every zero on one of these papers drops your final course grade by half a letter.

Each 2-page paper assignment corresponds to a chapter of our primary source reader, *The South in the History of the Nation*. I expect your short essay to have a main idea or thesis and to draw on the primary sources in the chapter for specific supporting evidence. If you use a direct quote or a paraphrase or a detail that a reader might want to verify, cite the page number from *The South* in parentheses at the end of the sentence just before the period. If you use any source other than *The South* (and I'd prefer that you don't), make sure to cite it properly with a Chicago-style endnote that includes the full bibliographic information. For help, see: http://www.chicagomanualofstyle.org/tools_citationguide.html.

To come up with a main idea/thesis for each paper, I encourage you to work with the "as you read" questions the authors have provided at the end of the introduction to each chapter. These can serve as prompts and/or help you develop your own interpretations of the materials and the historical context.

A preliminary word about the essay due 11/9: Our focus in this assignment will be on responding to a secondary reading and moving beyond it into primary research. How do would-be historians (such as students in History 499) come up with manageable research topics and get started on their research? One way is to build on the work of others. Ever wondered what all those endnotes are all about? One purpose they serve is to allow other historians to go back to the primary sources the author used. They can also be points of reference as historians look for additional sources that the author may not have seen.

As I read the first part of Pippa Holloway's book, I found myself wanting to know more about a number of the people and issues she discussed. I hope that will be true for you as well, and my goal is for us to turn those nagging questions into small research projects. So, I've assigned pp. 1-76 of Holloway's book as our main reading right after the midterm. After that, I'll probably give you a short assignment asking you to identify a couple of questions you want to explore. I'll also offer some suggestions of questions I had and how one might research them using resources that are available here at Mason or nearby or online. My hope is that each of you can find an angle and at least a few primary sources that allow you to pursue it. For some topics, that might mean half a dozen newspaper or magazine articles. For others, it might mean a single book-length source, such as an autobiography or a government report.

For the paper, you will write up your research in 6-8 pages. I look forward to seeing what each of you finds and to reading your thoughtful and well prepared papers for this course.

First short assignment, due 9/7:

Turn in brief, typed responses to the following questions on Hahn's *A Nation Under Our Feet*, pp. 1-10:

What "small episode" (p. 2) sparked Hahn's interest in black political struggles during and after (and before, but we're skipping Part I of the book) Reconstruction? Why did this episode intrigue him?

Hahn says that he did not follow "even the best of the scholarly literature regarding slaves . . . as nonpolitical, prepolitical, or protopolitical" (pp. 2-3). What did he do instead and how does he define "politics" and what is "political"?

What is the periodization of Hahn's study (that is, when does it start and when does it end), why, and how is this different from the "usual demarcations of African-American political . . . history"? (p. 4).

On p. 6, Hahn states that "most of the relevant scholarship has been governed by something of a liberal integrationist framework." Then he explains how his interpretation differs from that framework. Explain both the framework and his contrasting interpretation in your own words.