



## HIST 352: The South Since 1865

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Office hours: M 4:30-5:30 and by appt.

**Spring 2023**

**MW 3-4:15 p.m.**

**Planetary 212**

As headlines about Confederate monuments and other issues remind us virtually every day, Americans are still divided over the legacies of the Civil War. Understanding the history of the American South after 1865 can help us make sense of these divisions. This course examines such topics as Reconstruction and its aftermath, racial politics and segregation, efforts to industrialize and modernize the South, 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 white Americans, as much about poor people as elites, and as much about women as men. By the end of the semester, new immigrants, suburbanization, and conservative politics will present new topics to explore.

### **Course objectives:**

Like all upper-level History classes, HIST 352 aims to teach both historical content and *skills*—transferable analytical and communication skills that are probably even more important for students' long-term life and career goals. Specifically, this course is designed to:

- Increase students' knowledge and understanding of the history of the U.S. South from 1865 to the present
- Develop students' historical thinking skills through discussion of readings and other course content and through assignments that require analysis of evidence from both primary and secondary sources
- Improve students' written communication skills through essay assignments and feedback
- Improve students' oral communication skills through discussions and in-class work

### **Required book (all other course materials will be available through Blackboard):**

Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (Vintage, 2011).

### **Course requirements and grading:**

Attendance and participation are required; see more on this under Course Policies below. There is a substantial amount of written work for the course, including two essays of 4-5 pages, two in-class midterms, and a final essay of 7-8 pages. There are also four assignments that require you to write short paragraphs in response to questions about readings. The breakdown is:

- Assignments 1-4—see schedule for due dates; all count 6% except #1, which counts 2%
- Essays 1 & 2—due 2/24 and 3/29; 15% each
- Midterms 1 & 2—in class on 3/8 and 4/19; 10% each
- Final essay—due 5/10; 20%
- Attendance, participation, small-scale written work (mostly in-class)—10%

**Grade scale:**

A+=98-100%	B+=88-89%	C+=78-79%	D=60-69%
A = 93-97%	B = 83-87%	C=73-77%	F=59% and below
A- = 90-92%	B- = 80-82%	C-=70-72%	

**Course policies:**Attendance, participation, and decorum:

Attendance is required, and I expect students to come to class on time and well-prepared. That means completing reading assignments and other tasks before class, silencing cell phones and putting them away along with all other distractions, listening actively, taking notes, and engaging with me and your classmates in a thoughtful (both reflective and polite) way. Especially under our continuing difficult circumstances, mutual respect and a positive attitude are 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, especially email. Please make sure to check your GMU email address every day. For privacy reasons, this is the only one I will use.

For the first time ever, I am instituting a **no laptops policy**. I have always given in to the argument that some students use their laptops to take notes, but experience and conversations with colleagues have convinced me that the costs of distraction outweigh any benefits of note-taking. I will bring paper handouts on which you can take notes and complete in-class work.

Diversity, Equity, and Inclusion:

Our class is our community, at least for this semester and, ideally, beyond as classmates become friends and decide to stay in touch. But that doesn't mean we're all going to agree all the time or feel equally compatible with every person in the room. Instead, we need to be able to talk with one other in ways that include everyone equally, that recognize and respect our differences, and that help us all learn, which often means having new questions rather than simple answers. It also means spending more time pondering issues from multiple perspectives rather than neglecting to question the single perspective we brought in the door.

To be able to learn like this, we need to recognize that true diversity is defined not only as differences in individual backgrounds, personal identities, intellectual approaches, and demographics; it is also the removal of barriers and the creation of spaces that allow individuals to fully engage in all aspects of our learning experience. As individuals of our own unique identities — faith, race, sexuality, gender, abilities, socioeconomic class, and more — we each offer an irreplaceable opportunity for our community to learn from a different starting point. Our pledge is to listen, be constructive and respectful, and do our best to get somewhere new, beyond those individual starting points, together.

(For some of the above wording as well as more information on Diversity, Equity, and Inclusion goals at Mason, see <https://diversity.gmu.edu/diversity>).

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. For help avoiding plagiarism, see <https://writingcenter.gmu.edu/guides/plagiarism>.

Late paper policy: In general, I will accept late work for up to a week past the deadline with a deduction of 3% per day. This policy may vary for different kinds of assignments such as in-class or group work that cannot be made up easily.

Incompletes: University policy states that instructors should assign an IN only if the student has a very limited amount of work to complete and there is a non-academic reason that prevents its completion by the end of the semester. An incomplete cannot be used to avoid a poor grade.

Excused absences: To reiterate, attendance is required and counts toward your participation grade. Contact me as soon as possible if you get sick or must miss class for another unavoidable reason. If you expect to miss class or want to 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 **January 30** so we can work out an accommodation.

Accommodations: I'm happy to work with students who need accommodations of whatever kind. I only ask that you let me know as soon as possible and stress that you must make arrangements through Disability Services: <https://ds.gmu.edu/> or 703-993-2474.

#### Resources and other useful information:

Writing Center: <https://writingcenter.gmu.edu/> or 703-993-1200

Learning Services: <https://learningservices.gmu.edu/> or (703) 993-2380

Counseling and Psychological Services: <https://caps.gmu.edu/> or 703-993-2380

- I also suggest you visit and bookmark this page that has a longer list of resources: <https://historyarthistory.gmu.edu/undergraduate/resources-and-support-services>

Last day to drop with 100% tuition refund: Monday, Feb. 6

Last day to drop (with 50% tuition refund): Monday, Feb. 13

Unrestricted Withdrawal Period (no tuition refund but W is better than F for GPA): Feb. 14-27

Selective Withdrawal (<https://chssundergrad.gmu.edu/withdrawal/selective>): Feb. 28-April 3

#### **Course schedule:** (subject to revision)

##### Week 1

Jan. 23 Course introduction

Jan. 25 Why study southern history?

**Reading:** Read “Prologue: Enduring South” for discussion on Jan. 25

#### **Unit 1: From Reconstruction to Disfranchisement**

##### Week 2

Jan. 30 Guest lecture by Jay Greevy

Feb. 1 Emancipation and Black Codes

**Reading and assignment:** Read Hahn, *Nation Under Our Feet*, pp. 1-10 and complete Assignment 1, which is due via Blackboard by 3pm on Feb. 1

##### Week 3

Feb. 6 & 8 Reconstruction

**Reading:** Hahn, pp. 163-313; see Assignment 2, which is due on Feb. 13

Week 4

Feb. 13

After Reconstruction

**Assignment:** Assignment 2 is due via Blackboard by the start of class

Feb. 15

The Nadir

**Reading:** Primary sources in *The South in the History of the Nation*, ch. 4; we will discuss the documents about the Wilmington massacre in class on Feb. 15Week 5

Feb. 20

Black Strategies for Advancement

**Reading:** Primary sources in *The South in the History of the Nation*, ch. 4; we will discuss the documents by Washington and Wells in class on Feb. 20

Feb. 22

Origins of Segregation and the Woodward Thesis

**Assignment:** Primary Source Essay is due by midnight on **Friday, Feb. 24****Unit 2: The (First) “New South”**Week 6

Feb. 27

The (First) “New South” and the Lost Cause

**Reading:** Henry Grady speech for class discussion on Feb. 27; Lebsack article for Assignment 3, due on March 1

March 1

Progressive Reform and the Women’s Suffrage Movement

**Assignment:** Assignment 3 is due via Blackboard by the start of classWeek 7

March 6

The New Negro Renaissance and the Southern Renaissance

**Reading/video:** Watch “Southern Renaissance” video and review other materials on Blackboard for class discussion on March 6

March 8

**First midterm****Unit 3: The New Deal, WWII, and Modernization**Week 8

March 20

Scottsboro

**Reading:** Browse [discoveringthesouth.org](http://discoveringthesouth.org) and read Ritterhouse, *Discovering the South*, ch. 3 for discussion in class on March 20

March 22

The New Deal

**Reading:** Wright, “The New Deal and the Modernization of the South”Week 9

March 27

World War II and Postwar Modernization

**Reading:** Lewis, “World War II Manufacturing and the Postwar Southern Economy”; Arsenault, “End of the Long Hot Summer”

March 29

The Dixiecrat Revolt and Postwar Politics

**Due:** Historiography Essay is due by midnight on **Friday, March 29****Unit 4: The Civil Rights Movement**Week 10

April 3 &amp; 5

The Brown decision, the Montgomery bus boycott, and the start of the movement**Reading:** McGuire, *At the Dark End of the Street*, pp. xv-134

**Week 11**

April 10 & 12 The Civil Rights Movement

**Reading:** McGuire, *At the Dark End of the Street*, pp. 135-284

**Week 12**

April 17 After the Movement

**Assignment:** Assignment 4 is due via Blackboard by the start of class

April 19 **Second Midterm**

**Unit 5: From the Movement to Today****Week 13**

April 24 Immigration and the Nuevo New South

**Reading:** Bankston, “New People in the New South”

April 26 TBD

**Week 14**

May 1 & 3 Memory and the Reckoning

**Reading:** TBD

**Final essays are due by midnight on Wed., May 10**