

HISTORY OF THE SOUTH
History 473
T TH 3-4:15

FALL 2012
Prof. May
UNIV 301

SYLLABUS

This course covers the history of the American South* from the colonial period until modern times. The course will emphasize such topics as slavery and segregation, Southern class and gender relations, the causes of Southern secession and Confederate failure, Reconstruction, sharecropping and the post-Reconstruction southern economy, Southern literature, the Civil Rights Revolution, the rise of the “Sunbelt,” and the role of memory in preserving Southern distinctiveness. Above all, the course will demonstrate how matters of race explain the Southern past. Ulrich B. Phillips, a prominent early twentieth-century historian, said that the South was “a land with a unity despite its diversity, with a people having common joys and common sorrows, and, above all, as to the white folk a people with a common resolve indomitably maintained—that it shall be and remain a white man’s country.” Certainly race and racism structured the South’s history from the origins of slavery, through Reconstruction, into the age of segregation and one-party politics, and up to modern times.



- *For the purpose of this course, the South is defined as the fifteen states of the United States that had slavery on the eve of the Civil War. There are those who would exclude some of the northernmost slave state from any definition of the South, on the logic that states like Delaware did not secede from the Union, had relatively few slaves, and did not develop a truly “Southern” culture. There are others who would suggest an expansive definition of the South that would include Oklahoma and the southernmost areas of the Midwest, including southern Indiana.*

I. REQUIRED READINGS:

Gary J. Kornblith, *Slavery and Sectional Strife in the Early American Republic, 1776-1821* (Rowman & Littlefield)

David S. Cecelski, *The Waterman's Song: Slavery and Freedom in Maritime North Carolina* (University of North Carolina Press)

Eric H. Walther, *The Fire-Eaters* (Louisiana State University Press)

David M. Oshinsky, *"Worse Than Slavery": Parchman Farm and the Ordeal of Jim Crow Justice* (Free Press)

Raymond Arsenault, *Freedom Riders: 1961 and the Struggle for Racial Justice* (abridged version: Oxford University Press)

* *All four of these selections will be available for purchase in paperback at the book stores. Any available copies in the Purdue Library System will be placed on reserve at the Undergraduate Library.*

II. COURSE SCHEDULE:

T	AUG. 21	Why Slavery? The Colonial Origins of the Peculiar Institution
TH	AUG. 23	The Southern Colonial Planters: Were they Cavaliers?
T	AUG. 28	DNA, Thomas Jefferson, and Southern Slavery
TH	AUG. 30	The Rise of the Cotton Kingdom and the Roots of the Civil War
T	SEPT. 4	QUIZ & DISCUSSION: (1) Kornblith, <i>Slavery and Sectional Strife</i>, pp. 1-61 + documents 6,7, 11, 13, 16, 17, 18, 19, 21, 22, 24, 26, 29 (2) Walther, <i>Fire-Eaters</i>, chapter on Nathaniel Beverley Tucker
TH	SEPT. 6	Old South Slavery: Paternalism or Perdition?
T	SEPT. 11	Anomalies in a Slave Society: What Are We to Make of Free Blacks in the Old South
TH	SEPT. 13	How Does Something Evil Become Something Good? Christianity, race, Class and Proslavery Propaganda
T	SEPT. 18	Gender and Slavery
TH	SEPT. 20	QUIZ & DISCUSSION: Cecelski, <i>Waterman's Song</i>, 3-151
T	SEPT. 25	John C. Calhoun: Icon of Southern Sectionalism
TH	SEPT. 27	Was the Old South Culturally Distinct from the Old North? The Civil War Inevitability Thesis

T	OCT. 2	The South Secedes from the Union: Coup or Democracy?
TH	OCT. 4	QUIZ & DISCUSSION: Walther, <i>Fire-Eaters</i>, chapters on Yancey, Quitman, Rhett, De Bow, and Ruffin
T	OCT. 9	OCTOBER BREAK
TH	OCT. 11	An Anatomy of the Confederacy: Was the New Nation Revolutionary or Counter-Revolutionary?
T	OCT. 16	The Irony of Confederate History: Disunion's Threat to the Confederate Union
TH	OCT. 18	MID-TERM EXAM: ALL CLASS MATERIALS SINCE THE BEGINNING OF THE COURSE + CECELSKI, <i>WATERMAN'S SONG</i>, 153-201
T	OCT. 23	From Appomattox to Reconstruction: the Post-Civil War South
TH	OCT. 25	Sharecropping and Segregation in Post-Reconstruction African-American Southern Life
T	OCT. 30	The "New South"—Was It a Mirage?
TH	NOV. 1	The Wizard of Tuskegee
T	NOV. 6	Democracy, Dissent, and Disenfranchisement: Race and Southern Politics from Reconstruction to 1900
TH	NOV. 8	QUIZ & DISCUSSION: Oshinsky, "<i>Worse than Slavery</i>"
T	NOV. 13	A Time for Healing? The South, the North, and Dixie's Ballot Boxes in the Progressive Era
TH	NOV. 15	Modernization and the Ku Klux Klan: Southern History and Literature in the 1920s
T	NOV. 20	A New Southern Deal? The Great Depression, the American South, and Change
T	NOV. 27	Massive Resistance? The South and the Supreme Court's Brown Decision
TH	NOV. 29	The Second Reconstruction: What Explains the Crumbling of Southern Segregation in the 1960s
T	DEC. 4	Is Dixie Still Dixie?
		PAPERS DUE
TH	DEC. 6	Shadows in the Sunbelt? Dixie, the Civil War, and Modern History

FINAL EXAM WEEK: FINAL EXAM ON ALL CLASS MATERIALS SINCE THE MID-TERM PLUS ARSENAULT, *FREEDOM RIDERS*



III. TERM PAPER

All students in the course will be required to submit an 8-15 page, typewritten, double-spaced paper about some aspect of Southern History between 1800 and 1900. These papers will be due in class on Tuesday, December 4. Late papers will automatically lose a full grade, regardless of how late they are turned in. No papers will be accepted later than class on Thursday, December 6. The only restriction on topic, other than the chronological one, is that it *not* be on a topic obviously covered in the course as indicated on the syllabus. Thus papers on topics like John C. Calhoun, Thomas Jefferson, free blacks in the Old South, and proslavery propaganda would be disallowed. Anything else is fair game. Use your imaginations in coming up with a topic. Find something that interests you, because you will be more likely to write a good paper and get a good grade if you are genuinely interested in the topic. Feel free to keep your own career objectives in coming up with a topic (e.g. a student planning a career in architecture might do a paper on the architecture of antebellum Southern mansions). If you are really stuck coming up with an idea, skim through the pages of a Southern history reference text or journal, or even peruse the Southern history shelves at the HSSE library. Really, there are literally thousands of exciting topics out there waiting for you.

I also require that your paper be double-spaced and typed, with one-inch margins. I will accept papers longer than fifteen pages, but I will not read and grade them past page 15 if they are poorly written. It is better to write a concise, convincing, well-documented short paper than a rambling, error-laden, repetitive longer paper.

Finally, to get a good grade, your paper should seriously utilize and reference at least one of each of the following types of sources:

- 1) A *primary* (original) *source*. Keep in mind that there are many primary sources about the Old South in the HSSE library and online (e.g. at Google Books). For instance, the Library holds microfilm of the New Orleans *Daily Picayune* and the *Jackson Mississippian* for the pre-Civil War years. Many scholarly journals publish diaries, collections of letters, and things of that sort, some of which are also available at the HSSE library as stand-alone sources (e.g. the volumes of Jefferson Davis's letters). See the collection "Nineteenth Century U.S. Newspapers" accessed through databases in the Purdue library catalog, for many newspapers from the South. There are now many internet sources available that are specifically devoted to Southern history. See for instance *Documenting the American South* <<http://docsouth.unc.edu/>>. This site includes, for instance, musical lyrics, broadsides, slave narratives, books, letters, etc. One of my favorite sites is a Cornell University collection: http://cdl.library.cornell.edu/moa/moa_search.html). This is a digital library including the full searchable, scanned texts of nineteenth-century magazines. There are good sites on slavery, such as: www.slaveryinamerica.org. If you

use a primary source from the web, be certain to learn how to properly document it in your notes.

- 2) A *scholarly book* published since 1960. Scholarly books have extensive notes, and are normally, but not always, published by a University Press. The Cecelski book required for this course is an excellent example of an exemplary scholarly book.
- 3) A *scholarly article*. That is, an article from one of the specialized journals at the HSSE library that is written with professional historians and advanced students in mind. Many of these journals are available online on J-STOR. Examples of scholarly journals which often, or always, include articles about Southern history and sometimes also have primary sources are: *Journal of Southern History*; *Southern Studies*; *Civil War History*; *Georgia Historical Quarterly*; *Journal of American History*; *Agricultural History*; *American Historical Review*, *Tennessee Historical Quarterly*, *Journal of Mississippi History*, *Journal of Negro History*, *American Quarterly*, *Journal of the Early Republic*, *American Nineteenth Century History*, *William and Mary Quarterly*, and the *North Carolina Historical Review*. There are many others. You will find back issues of most (but by no means all) of the journals that carry articles about southern history on the fifth floor of the stacks in the Humanities Library. Scholarly articles, like scholarly books, have notes. If the article that you select does not have at least twenty or so notes, it is probably not a scholarly article.

■ Suggestions about Finding Secondary Sources for Your Paper

One obvious way to find books for your topic is to search the Purdue Library Catalog. Another way is to scan shelves, especially in the HSSE Library and at the Black Cultural Center. But these are not necessarily the best way. Bibliographies in textbooks and bibliographies at the end of more specialized books are often much more helpful. Such bibliographies, of course, generally include scholarly articles, which generally do not turn up in searches of the computerized catalog.

Here is a list of some key *textbooks* and *general studies* in Southern history, some of which might prove useful to you not only to find the kinds of sources mentioned above, but also as introductions to your subjects or to find a subject:

Clement Eaton, *A History of the Old South*
 I. A. Newby, *The South: A History*
 Francis Butler Simkins and Charles Pierce Roland,
A History of the South
 William J. Cooper Jr. and Thomas E. Terrill,
The American South: A History
 C. Vann Woodward, *Origins of the New South, 1877-1913*

George Tindall, *The Emergence of the New South, 1913-1945*
Monroe lee Billington, *The American South*
John B. Boles, *The South Through Time*
Dewey W. Grantham, *The South in Modern America: A Region at Odds*
J. William Harris, *The Making of the American South: A Short History, 1850-1877*
Jeanette Keith, *The South: A Concise History*
Michael Perman, *Pursuit of Unity: A Political History of the American South*

Many textbooks contain bibliographies. For African-American Southern history in particular, you might want to consult bibliographies in John Hope Franklin, *From Slavery to Freedom: A History of Negro Americans*; Darlene Clark Hine, William C. Hine and Stanley Harrold, *The African-American Odyssey*; James Oliver Horton and Lois E. Horton, *Hard Road to Freedom: The Story of African America*.

Once in every four issues, the *Journal of Southern History* includes a bibliography of scholarly articles published about Southern history during the previous year. This bibliography is subdivided into categories such as “Blacks and Slavery,” “Economic,” “Legal and Constitutional,” “Politics and Government,” “Religion,” “Science and Medicine,” “Urban,” and “Women.” Such headings make it easy to locate articles in the area that you select for your term paper.

You should also familiarize yourself with two particular multivolume works at the library: *America: History and Life*; *Writings on American History*. The former is not only available in hardbound, but in a searchable online version. For the latter, go to the Library Catalog’s indices, and click on *America: History and Life*. *America: History and Life* provides abstracts of journal articles (as well as citations for book and media reviews) for articles in U.S. and Canadian history published since 1964. The call number for *Writings on American History* is 016.973; W93. It is a guide to articles on American history between 1962 and 1976.

Yet another approach would be to skim read a **historiographical** essay about the South. Historiographical essays discuss what historians have written about particular topics, and are full of citations of authors and titles. Such essays usually briefly discuss various books and articles and point out areas of agreement and disagreement among historians. You can find such essays in scholarly journals from time to time. *Reviews in American History*, a periodical which carries lengthy book reviews, occasionally also has historiographical essays pertaining to Southern history. But the most convenient sources of such essays are anthologies devoted to them—books like: Arthur S. Link and Rembert W. Patrick, eds., *Writing Southern History* (1965); John B. Boles and Evelyn Thomas Nolen, eds., *Interpreting Southern History* (1987); Glenn Feldman, *Reading Southern History: Essays on Interpreters and Interpretation* (2001); Richard Gray and Owen Robinson, ed., *A Companion to the Literature and Culture of the American South* (2004); John B. Boles, *A Companion to the American South* (2004); Alton Hornsby Jr., Delores P. Aldridge, and Angela M. Hornsby, ed., *A Companion to African American History* (2005).

■ Suggestions About Reference Works in Southern History

Generally, it is not a good idea to rely upon reference works, partly because they are rarely documented with notes. But they can come in handy, if you need to look up particular facts in connection with your paper (e.g. how many bales of cotton the antebellum South produced; the names of the states of the Confederacy; the date that the cotton gin was invented). And there are some fine reference works in Southern history. See, for instance: David C. Roller and Robert W. Twyman, eds., *The Encyclopedia of Southern History* (or its second multivolume edition: Richard Pillsbury, ed., *The New Encyclopedia of Southern Culture*); Charles Reagan Wilson and William Ferris, eds., *Encyclopedia of Southern Culture*; Evelyn Brooks Higginbotham, ed., *The Harvard Guide to African-American History*, James M. Volo and Dorothy Denneen Volo, *Encyclopedia of the Antebellum South*, Paul Finkelman, ed., *Encyclopedia of African American History, 1619-1895* (3 vols.); Andrew K. Frank, *The Routledge Historical Atlas of the American South*. Some reference works are online, such as *The New Georgia Encyclopedia* (<http://www.georgiaencyclopedia.org/nge/Home.jsp>.) There are, of course, numerous other reference tools that might prove useful in your research, such as Susan B. Carter and others, ed., *Historical Statistics of the United States: Millennial Edition*.

■ Suggestions About Writing Your Paper

1. *Develop a theme or hypothesis.* Your paper should have a point of view; it should try to present and sustain an argument. You should state your theme early in your paper—in the first paragraph or two unless you are using some kind of an event or incident at the beginning as a literary device to catch your reader's interest (a common technique). If you do use such an incident, you should state your hypothesis immediately afterward. At the end of your paper, make sure that you summarize your conclusions. A paper does not have to have an argument to receive a passing grade. But papers without themes are boring to read and often seem pointless. You will have a better prospect of receiving a high paper grade if you present and develop a theme.
2. *Do not overquote.* One of the most common mistakes made by students is the tendency to quote too much material. Quotations are most effective when used sparingly. The best time to use a quotation is when it is of material that is unusually colorful or interesting, or when it is particularly controversial. You should use quotes to prove your point, but not to excess.

My rule of thumb is that if you can express an idea as effectively as the potential quotation, you might as well put it in your own words. *But be careful, in paraphrasing,*

that you genuinely use your own words. You must use quotation marks whenever you use the exact words that are in your source, even if they are no more than a phrase or a sentence. If you don't, you are plagiarizing—a form of cheating. I would probably only mildly penalize a paper discovered to have a plagiarized phrase or two. But I would definitely flunk any paper that had a pattern of plagiarism.

3. *Get your paper completed early.* This will leave you the time to proof your work and perhaps have it looked over at the Department of English's Writing Lab or by a fellow student.
4. Make sure that you use footnotes or endnotes to thoroughly document your paper. **Do NOT use the parenthesis style that you used for your primary source essay.** You need not document common knowledge (e.g. The South had slavery long after the North got rid of it). Everything else needs documentation, as do all quotations. If you do not know how to properly document a term paper, consult one of the many guides that have been written on the subject. Historians generally prefer full notes at the bottom of the page or at the end of the paper to the style used in many other fields of allusions in parentheses within the text to a later bibliography. Be especially careful to be consistent in your citations: do not, for instance, give the publisher for some books and not for others. Perhaps the most universally accepted guide to style among historians is *The Chicago Manual of Style*. But there are many other useful guides, such as Wood Gray and Others, *Historian's Handbook: A Key to the Study and Writing of History*; Mark Hellstern, Gregory M. Scott, and Stephen M. Garrison, *The History Student Writer's Manual*; Jacques Barzun and Henry F. Gragg, *The Modern Researcher*; Jules R. Benjamin, *A Student's Guid to History*; William Giles Campbell and Stephen Vaughan Ballou, *Form and Style: Theses, Reports, Term Papers*; and Neil R. Stout, *Getting the Most Out of Your U.S. History Course: The History Student's Vade Mecum*. Many of these books also contain useful tips about how to research and write historical essays. If you are a history major, you might consider ordering one or more of these books at one of the bookstores, to have for reference in other courses.

NOTE: YOU MUST DO YOUR OWN WORK. STUDENTS DISCOVERED SUBMITTING PAPERS FROM THE INTERNET, PAPERS WRITTEN BY OTHER STUDENTS FOR PAST SEMESTERS OF THIS COURSE OR FOR ANOTHER PURDUE COURSE, OR PAPERS COPIED FROM PUBLISHED BOOKS OR ARTICLES WILL FAIL THE COURSE. Papers partially plagiarized risk getting an "F," depending on how serious I consider the plagiarizing. Remember, you only cheat yourself out of the education that you are paying for if you don't do your own work.

V. GRADING:

Each Quiz: 7% of final grade

Mid-Term Exam: 27% of final grade

Final Exam: 25% of final grade

Paper: 20% of final grade

VI. MISSED EXAMS AND QUIZZES, *and* EXTRA CREDIT:

All quizzes will be made up on the final exam. That is, extra questions will be provided on the final to accommodate students who have missed one or more of the quizzes. However, in order to discourage students from falling behind in their reading, it is my policy to design makeup questions to be more difficult than the original quiz questions. So it is to your advantage to keep up on the reading and to miss quizzes only if you are seriously sick or dealing with an emergency. In fact, to encourage you to take the quizzes on the appointed dates and to participate in the discussion on those days, *I will add an extra point to the final course average of any student in the course taking all four quizzes on the regularly scheduled dates* (meaning that doing so, of course, gives you a 10% chance of getting a higher course grade than you would otherwise receive). I expect all students in the class to remain for the post-quiz discussions, and reserve the right to withhold this extra credit point from any student not doing so.

A similar policy applies to makeup exams, with an important difference. Makeups of exams will occur 4-5 days after the original exam. You must contact me immediately after missing an exam, so that you will know the time and place of the makeup. Call me at my home (743-4078) at a reasonable hour (not after 9:30 p.m.) and/or immediately email me if you miss an exam (mayr@purdue.edu). My makeup examinations are designed to be more difficult than the original examinations, so you should try to take the original exam if at all possible.

VI. AWARD COMPETITIONS:

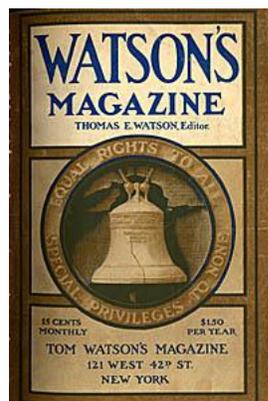
If you get an “A,” “A-,” or “B+” on your paper, I would seriously suggest your submitting it to the Literary Awards Competition held by the English Department every spring. The award for history is known as the “Kneale Award in History,” and it brings with it \$200 as well as considerable prestige. To find out the submission rules: (1) go to the web site for the Purdue University Department of English; (2) click on literary awards. Or, inquire at the main office of the Department of English in Heavilon Hall. If your paper deals with Southern racial matters, an aspect of Southern culture, or with gender, you should also consider submitting it for the Dean’s Prize for Outstanding Undergraduate Work on Race, Culture, or Gender. For this award, inquire with the receptionist at the office of the Dean of Liberal Arts on the first floor of LAEB/Beering Hall. It is likely that there are other undergraduate essay prize competitions that your essay, depending on topic, might qualify for. For instance, if your paper deals with Southern Jewish history, you should inquire at the office of the Dean of Liberal Arts about the Dean’s \$150 prize for the best undergraduate essay in Jewish Studies.

Papers in the 15-25 page range probably, but not necessarily, have a better likelihood of winning such competitions than do short 10-page papers. The more thorough your research, the more sources consulted, the more likely an award. But judges will be able to tell when papers are simply padded for length. Avoid repeating yourself to add length.

I would recommend that you correct any mistakes that I indicated on your paper prior to submitting it for any competition. You might also enhance your paper’s chance of winning by considering any suggestions that I make on your paper regarding how it might have been better.

VII. POLICY ON TAPING:

Taping of class meetings is prohibited. However, exceptions will be made for students who are sight or hearing impaired, or who have learning disabilities. Such students should see me regarding taping arrangements.



VIII. OFFICE HOURS:

Tues. Noon- 12:45

Thurs. 4:15-4:45

and by appointment

My office is in room 25, University Hall. If you find my office hours inconvenient and need to see me, please let me know. We can arrange to meet at another time. Take advantage of my office hours! Feel free to bounce paper topics off me, to let me know if you are having difficulty with any aspect of the course, to discuss careers in history, or to exchange thoughts about any aspect of the Southern past or present. I hold my office hours for the purpose of helping you.

IX. EMERGENCY CONDITIONS:

Disclaimer: In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on my page on the Department of History's web site or can be obtained by contacting the instructor via email or phone.

