HIST/AFAS 348
HISTORY OF THE SOUTH SINCE THE CIVIL WAR
University of Arizona
Spring 2016

Lectures: MW 11:00-11:50 am
Harvill 318

Discussion: F 10:00-10:50 am (Social Sciences 118) and 11:00-11:50 am (Education 432)

Professor Tyina Steptoe
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Mailbox: 215 Social Sciences
Office hours: Th 2-4:00 pm and by appt.

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Office Hours: MW 9:30-10:30 am and Fri 1:00-2:00 pm

Overview
HIST 348 focuses on cultural, political, economic, and social changes in the U.S. South since 1865. Topics include: political struggles during Reconstruction; the establishment of free black communities; gender and family; labor; the intersection of race and sex in Southern politics; the establishment of Jim Crow; the development of musical styles like the blues, country, rock ‘n’ roll, and soul; depictions of the South in U.S. popular imagination; the long struggle for civil rights.

Course Objectives
- Understand and assess historical arguments and debates.
- Analyze primary and secondary source materials.
- Present original and coherent written arguments based on primary and secondary materials.

Course Requirements
Students are required to attend all class meetings (including lectures and discussions), participate in discussions, submit essays, complete scheduled exams, and complete assigned readings by the time their discussion section meets on Friday. Discussion of the assigned readings is a must in this course. Students who are reluctant to participate in class discussions may prefer another course.

Students may be required to read materials, listen to music, and view films/video clips that portray sentiments of intolerance and depict violence. Since these themes will occur repeatedly throughout the course, I will not provide a trigger warning each time they arise.

Readings
The course readings include four book-length studies, in addition to an assortment of speeches, newspaper articles, and political writings that will be distributed in class. A typical week requires 100 pages of reading.


**D2L Course Website**
You will find a copy of the course syllabus, additional reading assignments, music and video clips, and course announcements/updates on our course homepage on D2L. Students are accountable for all information posted to this site. If you have any difficulty accessing this site, contact D2L technicians for assistance immediately.

After logging onto the D2L site, click appropriate course hyperlink under “My Courses” or search for pull-down menu at the top to select our course.

After accessing the course homepage, select “Content” to access the syllabus, readings, assignment descriptions, and handouts.

To upload essays, go to the “Dropbox” tab located near the top of page.

**Assignments and Grade Distribution**

Participation: 15%
Exam 1: 25%
Exam 2: 30%
Short Paper: 10%
Final Paper: 20%

**Participation**
Participation includes attendance, contribution to discussions, and completion of occasional in-class assignments. The professor and teaching assistant will take attendance at the beginning of lectures and discussion sections. A good participant: attends class, speaks up several times in discussion (but does not dominate), listens and responds to others in the group, and makes connections to other course readings and larger themes of the class. Occasional in-class assignments or group work may also be counted toward the participation grade.

**Exams**
You will take two exams this semester. The first exam will be taken in class on **Wednesday, March 9**. The second exam will be taken during finals week on **Monday, May 9 from 10:30 am - 12:30 pm**. You must bring a blue book/exam book with you to take the exams. Questions may consist of multiple choice, short answer, and/or essay questions.
Short Paper
Each student will write a paper of approximately four pages that draws on primary documents related to the Ku Klux Klan (found on D2L). Here are some tips for writing the paper:

• Your paper must include a thesis statement/argument. When developing your argument, consider what the primary documents reveal about the Ku Klux Klan during Reconstruction. It may be helpful to draw on concepts and issues raised in lectures and reading assignments. Consider ideas such as honor, public space and public spectacle, hierarchies of race and gender, the role of violence in maintaining socio-political hierarchies, etc.

• Make specific references to the primary documents to support your argument. Use brief quotes when necessary. (A paper of this length should not include long block quotes.)

• Provide historical context. Use information provided in lectures and reading assignments from the course to give background on the Klan and other relevant topics.

Your paper must be doubled-spaced and written in 12-point font with one-inch margins. For citations, follow the Chicago Manual of Style. If you are not familiar with Chicago-style citations, see http://www.chicagomanualofstyle.org/tools_citationguide.html. Papers that do not follow these guidelines will have points deducted.

Short papers are due on **Friday, February 12 by noon.** Upload your paper to the Dropbox on D2L. Late papers will not be accepted.

Long Paper
For your long paper, write an essay of approximately eight pages on any person, event, or theme related to the history of the South since 1865. Your paper must contain an argument that draws on primary and secondary research. You must find and analyze at least two primary sources and one secondary source not assigned this semester. Your grade includes a research proposal due on **Friday, April 1.** Bring your proposals to discussion section.

Papers must be doubled-spaced and written in 12-point font with one-inch margins. For citations, follow the Chicago Manual of Style. Papers that do not follow these guidelines will have points deducted.

Long papers are due on **Friday, April 29 by noon.** Upload your paper to the dropbox on D2L. Late papers will not be accepted.

Grading Scale
A grade: 90-100%
B grade: 80-89%
C grade: 70-79%
D grade: 60-69%
E grade: 59% or lower
I will base your end-of-semester grades on a number of factors. I have outlined general grade guidelines below:

“A” range: You provide clear, insightful, original, and sophisticated responses on essays and exams that make excellent use of material from lectures and readings. On written assignments, sentence structure, grammar, spelling, and citations are impeccable. Essays and the long paper contain no run-on sentences, comma splices, or passive voice. Essays are not wordy and redundant. You submit all writing assignments on time and fulfill essay guidelines. You have maintained an excellent record of attendance (2 or fewer absences). You actively participate in discussions about the assigned readings.

“B” range: You submit all writing assignments on time, but may not provide evidence to support most points, or evidence may appear where inappropriate. The arguments given on exam responses and essays usually make sense, although some gaps in logic may exist. You have missed 3-4 absences lectures, or may not participate consistently in class discussions.

“C” range: Exam responses and writing assignments do not reflect that you have completed the assigned readings. You do a fair job of synthesizing course material, but do not develop original insights or conclusions. Papers and essays may wander, with few transitions, few topic sentences, and little logic. The paragraphs may not be organized coherently. Writing assignments contain passive voice, and show repeated problems in sentence structure, grammar, punctuation, citation style, or spelling. You may have several run-on sentences or comma splices. You may fail to submit all of their writing assignments on time and/or these essays do not fulfill established requirements. Your attendance record is inconsistent (4-5 absences). You participate infrequently in class discussions, or do not offer insightful comments during these discussions.

“D” range: You show minimal lack of effort and little comprehension of lecture and reading material. The arguments made on written assignments are very difficult to understand because of major problems with mechanics, structure, and analysis. Your written work contains no identifiable thesis, or has an incompetent thesis. Exam responses and written work do not demonstrate that you have attended class. You fail to submit all writing assignments on time and/or do not fulfill the essay requirements or guidelines. You have a poor attendance record (5-6 absences), and you seldom participate in discussions about assigned readings.

“E” range: Exams and written assignments lack historical analysis and comprehension of lecture and reading material. Your work does not demonstrate that you have attended class. You fail to submit some assignments, and you do not fulfill the requirements or follow guidelines. You have a poor attendance record (6-7 absences or more), and you rarely participate in class discussions.

Attendance Policy
Attendance is required, and each absence will lower your grade proportionally. If you reach eight (8) absences, you will receive a zero (0) for your overall discussion grade, regardless of active participation on days you attended. Do not email the professor or teaching assistant about absences unless you are attaching a doctor’s note or other documentation.

Students are expected to arrive on time and remain present until class has concluded. The
professor will make every effort to end lectures on time. Do not begin packing up before class has ended.

If you must arrive late or leave early, you must do so as unobtrusively as possible. Do not exit and re-enter to make phone calls, check e-mail, etc. Refrain from talking, sending e-mails or text messages, instant messaging, social media, reading non-course materials, sleeping, or other distracting activities. Engaging in these activities may lower your participation grade.

During the first week of class, you should exchange email addresses with one or two students sitting near you. If you miss a lecture, contact one of them to obtain notes. I do not provide copies of my lecture notes, and I do not provide information on missed content over email. Since office hours are intended for follow-up questions and discussions, we cannot hold make-up sessions at that time.

Make-up exams and paper extensions will be granted to students whose absence from an examination or inability to turn in a paper on its due date is approved by the instructor in advance. If the missed assignment is due to a medical issue or other emergency, students must document that emergency to the instructor’s satisfaction.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Excused absences include:
• Medical emergencies documented by healthcare provider or other relevant, professional third parties*
• A court appearance*
• Unavoidable conflicts approved beforehand by the professor
• Absences pre-approved by the UA Dean of Students (or Dean’s designee). See: http://uhap.web.arizona.edu/chapter_7#7.04.02
• Holidays or special events observed by organized religions (for those students who show affiliation with that particular religion)
• Medical or other unavoidable emergencies approved by the Dean of Students after the fact

* Failure to submit third-party documentation will result in unexcused absences.

The UA’s policy concerning Class Attendance and Administrative Drops is available at: http://catalog.arizona.edu/2014-15/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-andpractice.

**Technology Policy**
Computers and tablets are not allowed during class unless a student requires a specific
accommodation for a disability that has been cleared by the instructor. Upon arrival, turn OFF your cell phone and store it away.

Any video, visual, or audio recording of lectures and/or discussions by any device is prohibited.

**E-mail/D2L Communication**
Check your Wildcat e-mail regularly, or link your Wildcat account to your preferred e-mail address to receive news announcements. Please note that I do not often check my e-mail after 6:00 pm.

This syllabus is your guide to the course. *Look here first for answers to your questions before emailing the professor.*

**Plagiarism**
Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. The history department mandates that *academic dishonesty be punished by a failing grade for the course. Additional sanctions may include* a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity, please see: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Disruptive and Threatening Behavior by Students**
Threatening behavior—including any statement, communication, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property—will not be tolerated. Sanctions may include suspension, expulsion, arrest, and criminal prosecution. For more information on UA policies concerning threatening behavior, please see: [http://policy.web.arizona.edu/threatening-behavior-students](http://policy.web.arizona.edu/threatening-behavior-students)

For UA policies concerning disruptive behavior in class, see: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional)

**Notification Regarding Disability**
It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. (For the Disability Resource Center’s statement on syllabi, please see: [http://drc.arizona.edu/faculty-staff/syllabus-statement](http://drc.arizona.edu/faculty-staff/syllabus-statement))

The information contained in the course syllabus, other than the grading and attendance policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
### Course Schedule

#### Week 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Jan 13</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Fri. Jan 15</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

#### Week 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Jan 18</td>
<td>Martin Luther King, Jr. Day (no class)</td>
</tr>
<tr>
<td>Wed. Jan 20</td>
<td><em>The South and the Civil War</em></td>
</tr>
<tr>
<td>Fri. Jan 22</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

Reading:

Hunter, *TJMF*, prologue and ch. 1 (pp. vi-20)

#### Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Jan 25</td>
<td>The Meanings of Freedom</td>
</tr>
<tr>
<td>Wed. Jan 27</td>
<td>“Bottom Rail on Top”</td>
</tr>
<tr>
<td>Fri. Jan 29</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

Reading:

Hunter, *TJMF*, ch. 2-4 (pp. 21-97)

#### Week 4

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Mon. Feb 1</td>
<td>The Ku Klux Klan and the Democratic Party</td>
</tr>
<tr>
<td>Wed. Feb 3</td>
<td>Manhood, Honor, and Violence</td>
</tr>
<tr>
<td>Fri. Feb 5</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

Reading:


** Jason Tomberlin, "June 1870 — The 'Kirk-Holden War,'” *This Month in North Carolina History*, June 2006.
### Week 5

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Feb 8</td>
<td>Origins of Jim Crow</td>
</tr>
<tr>
<td>Wed. Feb 10</td>
<td>New Orleans 1896</td>
</tr>
<tr>
<td>Fri. Feb 12</td>
<td>No discussion section this week. Upload short papers to D2L.</td>
</tr>
</tbody>
</table>

**Reading:** Hunter, *TJMF*, ch. 5-6 (pp. 98-144)

*** Short papers due on Friday, February 12 by noon. ***

### Week 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Mon. Feb 15</td>
<td>Wilmington 1898</td>
</tr>
<tr>
<td>Wed. Feb 17</td>
<td>Black Activism in the “Nadir” Era</td>
</tr>
<tr>
<td>Fri. Feb 19</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Reading:** Hale, *Making Whiteness*, Introduction – ch. 3 (pp. 3-120)

### Week 7

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Mon. Feb 22</td>
<td>Down Home Blues</td>
</tr>
<tr>
<td>Wed. Feb 24</td>
<td>The Imagined South</td>
</tr>
<tr>
<td>Fri. Feb 26</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Reading:** Hale, *Making Whiteness*, ch. 4 (pp. 121-198)
Hunter, *TJMF*, ch. 7-9 (pp. 145-218)

### Week 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Feb 29</td>
<td>“Strange Fruit”</td>
</tr>
<tr>
<td>Wed. March 2</td>
<td>The South and the Great War</td>
</tr>
<tr>
<td>Fri. March 4</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Reading:** Hale, *Making Whiteness*, ch. 5-6 (199-280)
Hunter, *TJMF*, 10 (pp. 219-240)
### Week 9

**Mon. March 7**  
The Invisible Empire Strikes Back

**Wed. March 9**  
Exam #1 (Bring an exam book.)

**Fri. March 11**  
No discussion section this week

### Week 10

Spring Break

### Week 11

**Mon. March 21**  
World War II and Civil Rights

**Wed. March 23**  
Democrats and Dixiecrats

**Fri. March 25**  
Discussion

**Reading:**  
McGuire, *At the Dark End of the Street*, prologue-ch 2 (pp. xv-68)

### Week 12

**Mon. March 28**  
Revolution in Dixie

**Wed. March 30**  
Little Rock and the World

**Fri. April 1**  
Discussion

**Reading:**  
McGuire, *At the Dark End of the Street*, ch. 3-5 (pp. 69-154)

*** Final paper proposals due on Friday, April 1. ***

### Week 13

**Mon. April 4**  
Race and Rock ‘n’ Roll

**Wed. April 6**  
Media, the Cold War, and Civil Rights

**Fri. April 8**  
Discussion

**Reading:**  
Tyson, *Blood Done Sign My Name*, ch. 1-5 (pp. 1-117)
### Week 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. April 11</td>
<td>Freedom Summer</td>
</tr>
<tr>
<td>Wed. April 13</td>
<td>The Bridge to Freedom</td>
</tr>
<tr>
<td>Fri. April 15</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Reading:**
- McGuire, *At the Dark End of the Street*, 6-7 (156-201)
- Tyson, *Blood Done Sign My Name*, ch. 6 (pp. 118-145)

### Week 15

<table>
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<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. April 18</td>
<td>The Roots of Black Power</td>
</tr>
<tr>
<td>Wed. April 20</td>
<td>&quot;Soulsville&quot;</td>
</tr>
<tr>
<td>Fri. April 22</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**Reading:**
- McGuire, *At the Dark End of the Street*, ch. 8-epilogue (pp. 202-233)
- Tyson, *Blood Done Sign My Name*, ch. 7-8 (pp. 146-196)

### Week 16

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. April 25</td>
<td>George Wallace: “The Most Influential Loser”</td>
</tr>
<tr>
<td>Wed. April 27</td>
<td>The Southern Strategy and the Republican Party</td>
</tr>
<tr>
<td>Fri. April 29</td>
<td>No discussion this week. Upload papers to D2L.</td>
</tr>
</tbody>
</table>

*** Long papers due on Friday, April 29 by noon. ***

### Week 17

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. May 2</td>
<td>Flags, Statues, and Controversies</td>
</tr>
<tr>
<td>Wed. May 4</td>
<td>Exam Review</td>
</tr>
</tbody>
</table>

**Reading:**
- Tyson, *Blood Done Sign My Name*, ch. 9-epilogue (pp. 197-322)

*** Final exam is on Monday, May 9, 2016 at 10:30 am. Bring an exam book. ***