**THE SOUTH SINCE 1863**

**COURSE**: HIST 3327, SECTION 001

**TIME**: MWF 9:00 a.m. to 9:50 a.m.

**PLACE**: UH 25

**PROFESSOR**: C. MORRIS

**OFFICE**: UH 327

**OFFICE HOURS**: MW 12:00 a.m. to 1:00 a.m.

**EMAIL**: [morris@uta.edu](mailto:morris@uta.edu)

**CONTENT AND GOALS**: This course covers the South’s tortured but fascinating journey from plantations and slavery to skyscrapers, high-tech industry, and racial integration. This is a course in U.S. regional history, and so we will discuss how the South remained a distinct region even after the end of slavery, what that meant for the South and the nation, and finally the extent to which the South today remains distinct in meaningful ways. In addition to race and region, the historical relationship between southerners and their, what some describe as unique, natural environment will be an important theme throughout this course.

**STUDENT LEARNING OBJECTIVES**:

Describe: Students will be able to describe the details or facts, events, names of peoples and individuals, terms, and relative chronology in the historical development of United States South since 1865.

Analyze: Students will develop and improve their critical thinking skills by examining major political, social, cultural, and economic developments in U.S. Southern history, through discussion of lectures, primary and secondary source documents, and in their term research papers.

Synthesize: Students will improve their ability to connect specific information from several sources to offer a coherent argument that can answer a general question on a broad theme of U.S. Southern history.

Understand: Students will gain a better understanding of the discipline of history general, and of Southern history specifically, how to think historically and systemically, specifically and generally, how to understand present and past events in their proper historical contexts, how to connect events in a chronological chain of cause and effect. Furthermore, students will work on their ability to offer interpretations of the past based not on opinion but on reasoned analysis supported by historical documents.

Communicate: Students will improve their basic reading and writing skills, as well as speaking skills, through participation in class discussions.

Assessment of How Well Objectives Have Been Met:

Describe: The exams will contain short answer, objective questions designed to monitor each student’s progress at learning how to describe the basic facts (names, dates, events, periods) of U.S. history.

Analyze: In addition, the exams will contain essays questions that will permit the instructor to monitor student progress at learning how to think critically about historical problems, by placing events in the proper chronological order, by thinking about cause and effect, by distinguishing partial answers from more complete answers.

Synthesize: The essay questions on the exam as well as the essay assignment will allow the instructor to monitor student progress at assembling specific historical evidence into a general argument that answers a general question about a historical problem. The essay assignment will be the primary gauge of student progress at developing the skill of assembling specific historical facts that they can then form into a general interpretation or argument that addresses a general theme or problem in the history of the U.S. South.

Understand: Altogether, the exams and essay will monitor student progress at description and analysis, and will provide a gauge of overall understanding of historical content, analysis, and thinking. The expected outcome is that students show progress in all areas, as measured in both exams and essays.

Communicate: The essays will monitor student progress at reading and writing, by asking them to read and comprehend historical documents, and then writing essays that are logically organized and with grammatical prose.

**ATTENDANCE:** There will be no grade for attendance. However, attendance will be noted as a means of monitoring student progress.

**GRADING**: Essay 25%

1st Midterm Exam 25%

2nd Midterm Exam 25%

Final Exam 25%

The midterm and final exams will follow short answer plus essay format, and cover all lectures and reading assignments since the previous exam. The final exam will cover only material since the 2nd midterm. Students will also be asked to write an essay of 6-8 typed pages based on two of the textbooks. Later in the semester the instructor will hand out a more detailed description of the written assignment. Class participation and attendance are crucial. Please come to class having done reading assignments and be prepared to discuss them. Class discussions will help you greatly with exams and essay. In addition, regular and productive participation will be noted for extra credit.

**TEXTS**:

Mark D. Hersey, *My Work is That of Conservation*

Rosengarten, *All God’s Dangers: The Life of Nate Shaw*

Pete Daniel, *Lost Revolutions: The South in the 1950s*

Edward O. Wilson, *Naturalist*

Albert G. Way, *Conserving Southern Longleaf*

Harry Crews, *A Childhood: Biography of a Place*, **OR** Janisse Ray, *Ecology of a Cracker* Childhood

**NOTE**: Students are free to choose between Crews’s autobiography of a southern boyhood or Ray’s autobiography of a southern girlhood.

**READING ASSIGNMENTS**: The class is based around the reading assignments, which are clustered into three pairs. Each pair covers an era in the history of the South since emancipation, and pairs a history book written by a historian with an autobiography written by a Southerner.

Students are asked to read about 100 pages per week. This should not be unduly burdensome unless you fall behind. Try to read almost every day to keep up, and make notes on what you read, for use in class discussions and preparation for exams.

**LECTURES AND DISCUSSIONS**: Lectures will provide background context to help student better understand the books. Class discussions will help students to ask questions, draw conclusions, and make generalizations about southern history based on the specific experiences related in the books. Students are strongly encouraged to keep up with the readings, to participate in class discussions, and to ask questions during lectures. If they do so, they will gain a deeper understanding of the readings and lectures, which will enhance their performance on exams.

Weekly Topics and Assignments

Aug. 24

Introduction

UNIT ONE (For this unit, students need to read all of Hersey and Rosengarten to p. 344.)

Aug.27, 29, 31

The Meanings of Freedom/Legacies of Slavery (lectures)

Sept. 3 NO CLASS, Sept. 5, 7

Promises and Failures of Reconstruction (discussion of Ned Cobb’s views on the legacies of slavery; discussion of tenant farming as a new form of slavery)

Sept. 10, 12, 14

Reconstruction and Conservation: Agriculture in the New South (discussion of George Washington Carver’s effort to reconstruct southern agriculture)

Sept. 17, 19, 21

The World of Ned Cobb: Farming and Family (discussion of Ned Cobb’s efforts to succeed at farming; discussion of Cobb’s relationships with his father, wife, children)

Sept. 24, 26, 28

The World of Ned Cobb: Is this Freedom? (discussion of the meaning of freedom for Ned Cobb. Did freedom mean to him what it meant to Carver? Did Carver’s work help men like Cobb?)

**Monday, October 1, 1st Midterm Exam, on UNIT ONE**

UNIT TWO (For this unit, students need to read chapters 1-7 of Daniel and all of Wilson)

Oct. 3, 5

Wednesday and Friday, Decline of the Cotton Economy (lectures)

Oct. 8, 10, 12

Experts to the Rescue (discussion of Daniel, chapters 1-4)

Oct. 15, 17, 19

Low Culture (discussion of Daniel, chapters 5-7)

Oct. 22, 24, 26

E. O. Wilson, Making of a Southern Scientist (discussion of Wilson, part one)

Oct. 29, 31, Nov. 2

E. O. Wilson: Science and Race (discussion of Wilson, part two, especially chapters 15-18)

**Monday, November 5, 2nd Midterm Exam, on UNIT TWO**

UNIT THREE (For this unit, students need to read all of Way, and all of either Crews or Ray)

Nov. 5, 7, 9

Wednesday and Friday: A Damaged Land of floods, droughts, and erosion (lecture and discussion of Way to page 55)

Nov. 12, 14, 16

Conservation and Conservative Politics (lecture)

Nov. 19, 21; NO CLASS Nov. 23

A New Kind of Expert (discussion of Way, to end)

Nov. 26, 28, 30

Love in the Ruins: Coming of Age in Sunbelt South (discussion of Crews and Ray)

Dec. 3, 5

Love in the Ruins: Coming of Age in Sunbelt South, continued (discussion of Crews and Ray)

**FINAL EXAM: Wednesday, December 12, 8:00 a.m.**

**COURSE AND UNIVERSITY POLICIES**:

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.