This course follows the economic, political, and social development of the former Confederate States between the end of Reconstruction in 1877 and the Civil Rights and Voting Rights Acts of 1964-65. It foregrounds the following topics:

- The question of “Southern distinctiveness”
- The role of the South in the U.S. economy
- Racial segregation in the South and throughout the U.S. between the late 1860s and the 1960s
- The Southern Populist and Progressive Movements of the 1890s to the 1930s
- The intersection of gender, race, religion, and culture in the South before the 1960s
- Forces for economic and social change in the South during and after World War II
- The “heroic moment” of national Civil Rights activism and the legislation of 1964-65

**COURSE OBJECTIVE:** Successful students will demonstrate an understanding of the narrative flow of U.S. history and an ability to discuss historical cause and effect via the completion of two single-question **argumentative** essay exams, in which the student converts selected historical facts from assigned course readings and lectures into **evidence** to defend a **thesis** crafted to answer each exam question. For essay standards see pages 5 and 6 of this syllabus.

**STUDENT LEARNING OUTCOMES:** Successful students will develop an ability to:

1) Analyze cause-and-effect relationships to explain selected large historical events.
2) Explain the significance of political ideas, economic structures and social organizations.
3) Demonstrate an understanding of course material by writing argumentative essays.

**IMPORTANT NOTE:** This is an upper-division “topics” course, **not** a “survey” course. Students whom have not taken a university-level survey course covering the second half of U.S. history, such as History 2710, may have to do additional reading **at their own initiative**.

You will take two **open book, open notes, open laptop** bluebook exams in this course. Both exams are attached to this syllabus. One grading criteria for both exams will be the range of citations from assigned texts and articles the student is able to integrate into her/his argument. Your overall semester course grade will be determined by:

- 40% Midterm 3-hour in-class bluebook essay Wednesday 24 February (week 7)
- 40% Final Exam 3-hour in-class bluebook essay Wednesday 27 April (week 15)
- 20% **Attendance / participation** (10% / 10%) assigned by lecturer (see below)
ATTENDANCE: for a course that meets only once a week, attendance is particularly critical. The instructor will deduct 2% from any student’s final point score for each class meeting missed (see above).

REQUIRED TEXTS (At the Bookstore)

Cash, *The Mind of the South* (Vintage 1991 re-issue)
Ayers, *The Promise of the New South: Life After Reconstruction*
Thomas, *Plessy v. Ferguson*
Southern, *The Progressive Era and Race: Reaction and Reform, 1900-1917*
Moran, *The Scopes Trial*
Martin, *Brown v. the Board of Education*

ASSIGNED JOURNAL ARTICLES

Week 1  

Week 2  

Week 9  
MacLean, “The Leo Frank Case Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism” The *Journal of American History* (December 1991), 917-948

Week 9  

Week 10  
Biles, “The Urban South in the Great Depression” *Journal of Southern History* (February 1990), 71-100

Week 11  
Lasseter, “The Impact of the War on the South and the Implications for Postwar Developments” *Social Forces* (October 1944), 20-26

Week 11  
Johnson, “Social Changes and their Effects on Race Relations in the South” *Social Forces* (March 1945), 343-348

Week 11  

Week 11  

Week 12  
Bartley, “Writing About the Post-World War II South,” *Georgia Historical Quarterly* (Spring 1984), 1-18

Week 12  

Week 12  

Week 14  
COURSE OVERVIEW

PART I: The Question of “Southern Distinctiveness”

WEEK 1
13 Jan Readings: Shorer article

WEEK 2
20 Jan W.J Cash and the “Savage Ideal”
Readings: Cash, *The Mind of the South*; Phillips article

PART II: 1877-1898

WEEK 3
27 Jan Elements for Continuity and Change in the post-Reconstruction South
Readings: Ayers, *The Promise of the New South*, chapters 1-4

WEEK 4
3 Feb Country People, Farmers and Workers, White and Black
Readings: Ayers, *The Promise of the New South*, chapters 5-8

WEEK 5
10 Feb De Jure Segregation as National Racial Policy
Readings: Thomas, *Plessy v. Ferguson*

WEEK 6
17 Feb Southern Populism: Political Destabilization and Elite Recovery
Readings: Ayers, *The Promise of the New South*, chapters 9-12

WEEK 7 IN-CLASS MIDTERM – WEDNESDAY, 24 FEBRUARY

PART III: 1898-1941

WEEK 8
2 Mar Southern Progressivism
Readings: review Rabinowitz; Southern, *The Progressive Era and Race*

WEEK 9
9 Mar The South Struggles with Modernity
Readings: Moran, *The Scopes Trial*; articles by MacLean and Blee

Spring Break 14-18 March

WEEK 10 The Southern Experience of the Great Depression
23 Mar Readings: Biles article
PART IV: 1942-1965

WEEK 11  The Southern Experience of World War II
30 Mar  Readings: articles by Lasseter, Johnson, Nelson, and Goluboff

WEEK 12  The South in the Post-WWII National Economy
6 Apr  Readings: articles by Bartley, Van Sickle, and Friedman

WEEK 13  1954: Plessy Reversed: the Beginning of the End of White Supremacy?
13 Apr  Readings: Martin, Brown v. Board of Education

20 Apr  Readings: Klarman article

WEEK 15  IN-CLASS FINAL EXAM
27 Apr

SUPPORT FOR DISABLED STUDENTS

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, give reasonable prior notice to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to arrange suitable accommodations.

If you believe you might have a disability that would entitle you to accommodations but are not yet in-processed with CDS you should do so immediately, as that process could take several weeks, and you should have your accommodation(s) determined before the first midterm. The instructor is not able to grant medical or disability related accommodations for examinations, etc. Only the Center for Disability Services can recommend accommodations.