(U16 HIST 2161 01)

The American South in Black & White

Steven P. Miller, Ph.D.

Washington University in St. Louis (University College)
Spring 2019, ONLINE (3 credits)

Email: Via Canvas Inbox (preferred) or spmiller@wustl.edu
(Email is the most convenient and direct way to contact me. My goal is to respond
to all emails within 24 hours, if not sooner.)

Phone: 314-853-5495
(I will return weekday calls within 24 hours. No calls after 8:30 p.m. CST, please!)

About me: I have taught U.S. and World History at Washington University and Webster University
since 2006. I am the author of Billy Graham and the Rise of the Republican South (University of
Pennsylvania Press, 2009) and The Age of Evangelicalism: America's Born-Again Years (Oxford University
neighborhood of St. Louis city. Most days, I am based out of my home office.

Course Description
This course explores the history of the American South from the colonial era to the present,
focusing on the interplay between black and white cultures. Topics include Southern plantation life,
the Civil War, Jim Crow, Southern culture, and the Civil Rights Movement. Using film,
photography, and other media, the course also considers representations of the South in popular
culture. Particular attention is paid to how images and stereotypes of the South have evolved—and
to how the region's history has influenced the nation as a whole.
[This course is fully online. Students enrolled in day classes at Washington University should review
the policies of their home division on credit earned for online courses.]

Course Materials
- Keith, Jeanette. The South: A Concise History, Volumes 1 & 2. Upper Saddle River, NJ:
  9781476714851 (paperback)
- Shorter readings posted in weekly Canvas modules as pdf files or URL links
- Videos linked (with access details, when necessary) in the weekly Canvas modules
HANDY WORDS OF ADVICE ABOUT THIS ONLINE COURSE

1. Before doing anything else, take a moment to do the following:
   - Orient yourself to the course website. Take a brief tour before jumping in. This is a fully online, technology-based course using Canvas, Washington University’s new Learning Management System. Overall, Canvas is significantly more straightforward and intuitive than its predecessor, Blackboard. Still, please make sure that all materials are loading properly. The appendices at the bottom of the syllabus have detailed information about how technology requirements and technical support.
   - Read the syllabus thoroughly and think about your ideal calendar for completing weekly course materials. Here is an approach that would work well for most weeks: Dedicate the first part of the week to reading/watching course materials and participating in the weekly online discussion(s). (Discussions are much more rewarding when students are participating in them well before the end of the week.) During the second part of the week, work on the written assignment. (Keep in mind that our “weeks” run from Monday to Sunday.)
   - If this is your first online course, you might want to pay special attention to the information about “netiquette” and participation (see information below Assignment #1 in the syllabus).
   - As you’ll notice, it’s all about the weekly modules (Week 1, Week 2, and so on). In each module, you will find that week’s Overview and Course Notes (including prompts for assignments and activities, including discussions).

2. Some other things to keep in mind:
   - Your life will be a lot easier if you work your way through the weekly materials, page by page, engaging the readings, videos, and discussions as they are introduced.
   - Your life also will be a lot easier if you stay on schedule. Staying on schedule means not working ahead. The course takes the full semester to complete, one week at a time. You might want to reference the Calendar tab, which shows all due dates. The Calendar tab always appears in the far left margin of your screen when using Canvas.
   - I will send check-in announcements at the start of each week and likely on a few other occasions. I would strongly encourage you to adjust your Canvas settings so that announcements are emailed to your @wustl.edu account. To do so, click on the Account tab on the top left side of any page and then click on Notifications.

3. Questions or concerns?
   - When in doubt, first check the syllabus, the Calendar tab, and the announcements. They will remind you of the flow of the course.
   - If you have additional questions, no worries! Email (preferably through Canvas) is the best way to reach me. For more pressing situations, my cell phone number is in the Course Information module and syllabus. No calls after 8:30 p.m. CST, please.

Assignments
#1 Online Participation and Discussions, beginning at the start of each week (20% of grade, calculated twice: after Week 8 and at the end of the term)
   - The Canvas course page is your gateway to participation in the class. Your instructor can see how often you log in to the course and how involved you are in discussions.
• Discussions are the primary way in which students can demonstrate their engaged participation in the course. (Responding to instructor emails in a timely manner is another way.) Each week features one or more online discussions concerning course content. I will post specific questions or prompts, accessible via the Discussions link.
• Typically, I will offer several rounds of discussion questions. You do not need to respond to every question. My concern is with the quality of posts, not the quantity of them. Generally, my expectation is that in each discussion you will contribute a) 1-2 substantive signed responses to 1-2 of the discussion questions and 2) at least two substantive (and respectful!) signed responses to classmates’ contributions. Keep your responses succinct (2-5 polished sentences) and on point. You always are welcome to raise further questions as part of your discussion contribution. As the discussion progresses, we may stray away from the specific discussion questions. This is ok—good, even!—so long as we stay on topic.
• As noted above, the weekly discussions are much more rewarding when students are participating in them well before the end of the week.
• Please see the appendices at the bottom of this syllabus for more details about “netiquette” and discussion forum participation.

#2 Reflections, five of eight, due at end of relevant weeks (20%)
• When prompted, write and upload a brief (~600 words) reflection on themes for the week. I will provide prompts. These are not formal essays, but do pay attention to clarity and grammar. Demonstrate that you are taking into account relevant course materials.
• You are required to do 5 of the 8 possible reflections, all but one of which is assigned in the first-half of the semester. You have the option of completing one additional reflection beyond the required five, in which case I will count the five highest reflection grades.
• NOTE: This course uses the Turnitin database for all uploaded assignments.

#3 Midterm, Wk. 8 (15%)
• The open-book, timed midterm will consist of analytical identifications. More details TBA.

#4 Written analyses of films concerning the American South, Wks. 9 and 13 (10%)
• In these focused reflections, you will analyze The Birth of a Nation (Wk. 9) and The Help (Wk. 13). The Birth of a Nation is accessible online. The Help will be on reserve at the library and in the Humanities Digital Workshop, Eads 007. Let me know ASAP if you will have trouble accessing either film.

#5 Reflective Essay on The Blood of Emmett Till, Wk. 12 (10%)
• I will provide a prompt for this focused essay.

#6 Final Exam (25%)
• This capstone assignment will allow you to trace and analyze important themes in Southern history. It is due on the final day of the semester.

Grading Scale:  
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<tr>
<th>Grade</th>
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Accommodations, Policies, and Resources

- Please see the appendices below for details about University College policies, student accommodations, and other resources.

Course Schedule

Week 1 (1/14-1/20)* What We Talk About When We Talk About the South
Viewing the South
How to Define the South?
Interpreting Southern History
READING:
  - *The South*, Volume I, pp. 1-13
VIDEO:
  - Clips concerning the South in popular culture [Videos are linked from the course homepage, unless otherwise noted.]
(Discussion and Reflection)

Week 2 (1/21-1/27) The South Before “The South” Existed
Jamestown and Beyond
American Freedom, American Slavery
READING:
  - *The South* Vol. I, 14-42
  - Virginia court records (1681)
  - William Byrd of Virginia, excerpts from his diary (1709-1711)
  - “An Act for the Better Ordering and Governing of Negroes and Other Slaves in this Province” (South Carolina slave code, 1740)
(Discussion and Reflection)

Week 3 (1/28-2/3) The Revolutionary Era
Life, Liberty, and the Pursuit of Happiness
READING:
  - *The South* Vol. I, 43-51
  - Alan Taylor, from *The Internal Enemy* (2014)
VIDEO:
  - Trailer and closing scene of *The Patriot* (2000)
(Discussion and Reflection)
**Week 4 (2/4-2/10)  God and Cotton**
The Origins of the Bible Belt
The Creation of the Old South
**READING:**
- James Ireland’s Trials (1760s)
- George Armstrong, from *The Christian Doctrine of Slavery* (1857)
- Nat Turner’s “Confession” (1831)

**VIDEO:**
- Scene from *Gone with the Wind* (1939)

(Discussion and Reflection)

**Week 5 (2/11-2/17)  Tensions of a Slave Society**
Slaves and Owners
**READING:**
- *The South* Vol. I, 76-91
- Documents from slaves, free blacks, and former slaves (1840s-1930s)
- A slave owner’s instructions (late 1850s)

**OPTIONAL VIDEO:**

(Discussion and Reflection)

**Week 6 (2/17-2/24)  “The War for Southern Independence”**
Sectionalism
Why (some) Southerners Seceded
**READING:**
- *The South* Vol. I, Chps. 3 and 4
- Edward Ball, “Gone with the Myths” (2010)
- South Carolina and Mississippi secession ordinances (1860-1861)

(Discussion and Reflection)

**Week 7 (2/25-3/3)  “The Freedom War”**
Emancipation
Reconstruction
**READING:**
- *The South* Vol. I, Chp. 5
- Letters from new freedmen (1864, 1865)
- Labor contracts between freedmen and Henry A. Middleton (*1868 version*, *1870 revision*)

(Discussion and Reflection)

**Week 8 (3/4-3/10)  MIDTERM (DUE 3/10)**

(SPRING BREAK WEEK, 3/11-3/17)
The Lost Cause
The New South and Jim Crow
READING:
- *The South* Vol. II, Chp. 2
- Godfrey Cheshire, “Why No One is Celebrating the 100th Anniversary of the Feature Film” (2015)
VIDEO:
- Scenes from *The Birth of a Nation* (1915); documentary, *An Outrage* (2017)
(Discussion and FILM ANALYSIS #1)

Week 10 (3/25-3/31)  The Praying, Singing, Politicking, Traveling South
Religion, Music, and the Southern Renaissance
Southern Politics in War and Depression
READING:
- *The South* Vol. II, Chps. 3-4
VIDEO/AUDIO:
- Music from the South (various songs); C. L. Franklin sermon excerpt, “Dry Bones in the Valley” (c. 1960s); documentary, *Goin’ to Chicago* (1994)
(No Reflection, but plenty of Discussion!)

Week 11 (4/1-4/7)  Rights and Reaction
The Civil Rights Movement
The Segregationists
READING:
- “Student Nonviolent Coordinating Committee Statement of Purpose” (1960)
- “Declaration of Constitutional Principles” (Southern Manifesto) (1956)
VIDEO:
(Discussion and Reflection)

(Discussion and REFLECTIVE ESSAY)

Week 13 (4/15-4/21)  “The past is never dead.”
Remembering the Civil Rights Movement
The Sunbelt
READING:
- *The South* Vol. II, 195-203
VIDEO:
- Film, *The Help* (2011)
(Discussion and FILM ANALYSIS #2)
Week 14 (4/22-4/28)  “It’s not even past.”
“Southernization”?
The Politics of Confederate Monuments
READING:
  • *The South* Vol. II, Epilogue  
  • Paul Duggan, “The Confederacy was Built on Slavery. How can so Many Southern Whites Still Believe Otherwise?” (2018)  
VIDEO:
  • Mitch Landrieu, *speech on why New Orleans removed two Confederate monuments* (2017) (Closing Discussion)

FINAL EXAM ESSAY, due 5/7 (last day of the semester)

Appendices: Policies, Accommodations, & Resources

Notice on Technical Requirements and Supported Browsers
  • Canvas works best in the most recent version of all major browsers. You can also [double-check that your browser is supported](#).
  • Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting [www.java.com](http://www.java.com). Keep Java updated for best results.
  • The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:
  • [Chat with a Canvas Support Agent](#) (accessible by clicking “Help” in lower left corner of the classroom)
  • Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” Statement on Internet Communication
  • Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent
record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.

- Write in complete sentences and check spelling before you post anything in class.
- **DON'T TYPE IN ALL CAPS.** This is hard to read and is considered “shouting.”
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot “see” your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ###@$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

**Expectations for Student Attendance**
You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**Statement Regarding Academic Honesty**
Students are bound by the [University College policy on academic integrity](#) in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy.

All students are expected to abide by [proper citation and attribution techniques](#).

**Academic Support**
All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** [Cornerstone](#) provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The [Writing Center](#) staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** [Arts & Sciences Computing](#) operates two labs that are open to students, faculty, and staff.
• Library: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

Student Accommodations
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

Inclusive Learning Environment Statement
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students
The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to
provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting**
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

**Guidelines for Discussion Forum Participation**
1. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
2. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.
3. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.
4. When relevant, be sure to note to whom your message is addressed. This is the number one way to make sure your post is noticed by the intended recipient.
5. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with your classmates and me.