*** (10/18/18) Note to students: This DRAFT SYLLABUS should give you a very good idea of how the course will proceed, although several shorter readings (and a few other minor things) might change between now and the start of the spring semester. If you have any questions, feel free to email me at spmiller@wustl.edu. Otherwise, I will be in touch a week or two before the semester begins. ***

(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

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Phone: 314-853-5495 (for emergencies only; no calls after 8:30 p.m. CST, please!)


Course Description and Themes
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.

Required Books/Readings
- Shorter readings posted in 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. Make sure that all materials are loading properly. Check your web browser and Adobe Flash Player settings for necessary updates.
   - 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 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, course notes/activities, and assignment.

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 appears in the left margin of each.
   - 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, and the announcements. They will remind you of the flow of the course.
   - Overall, Canvas is significantly more straightforward and intuitive than its predecessor, Blackboard. Still, it is a good idea to assume you will experience technical issues at some point during the term. For general questions about Canvas, take a look at this Student Support site. For more specific issues, the Help tab on the lower left side of each page offers quick access to Canvas support.
   - If you have additional questions, no worries! Email (preferably through Canvas) is the best way to reach me. In the case of a particularly pressing situation, my cell phone number is in the Course Information module. 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 one substantive responses to 1-2 of the discussion questions and 2) at least two substantive (and respectful!) 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.
- A few words on “netiquette”:
  - Keep in mind that our online discussions are the equivalent of face-to-face discussions. Use the same degree of common sense and courtesy that you would use in the classroom. Please be respectful of the social, economic, ethnic, racial, cultural, religious, gender, sexuality, and political differences that are present in all University College courses. As you know, all electronic communication is a permanent record.
  - Communicate in complete, proofread sentences. Check spelling before you post. Avoid using ALL CAPS, which is difficult to read and comes across as shouting. Profanity or similarly inappropriate language is not permitted in online discussions.
  - Sign your name at the bottom of all posts.

#2 Reflections, five of eight, due at end of relevant weeks (15%)

- 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.

#3 Midterm, Wk. 8 (20%)

- The open-book midterm will consist of analytical identifications.

#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 one of the following: The Help or Selma (Wk. 13). The Birth of a Nation is accessible online. The Help and Selma, one of which you are required to watch in full, 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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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
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<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>0-59</td>
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**Accommodations and Resources**
- 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. [Source: University College Online Teaching Manual]
- I encourage you to take advantage of the many resources offered by the Writing Center: https://writingcenter.wustl.edu/, 314-935-4981, writing@artsci.wustl.edu.

**Academic Integrity and Plagiarism**
- Students are bound by the University College policy on academic integrity in all aspects of this course. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. [University College Online Teaching Manual]

**Course Schedule**

**Week 1 (1/14-1/20)**

**What We Talk About When We Talk About the South**

Viewing the South
Interpreting Southern History

**READING:**
- *The South*, Volume I, pp. 1-13

**VIDEO:**
- Clips concerning the South in popular culture [Videos are linked in the course notes, unless stated otherwise.]

(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
- Olaudah Equiano, from “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African” (1789) [OR SOUTH CAROLINA SOURCES]
- Virginia court records (1681)
- William Byrd of Virginia, excerpts from his diary (1709-1711)
(Discussion and Reflection)

Week 3 (1/28-2/3)  The Revolutionary Era
Life, Liberty, and Property, the Pursuit of Happiness
The American Revolution According to *The Patriot*
READING:
- *The South* Vol. I, 43-51
- Alan Taylor, from *The Internal Enemy* (2014)
VIDEO:
- Trailer for *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)
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) [ADD LABOR CONTRACTS, TOO]
(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
  • Amy Louis Wood, from Lynching and Spectacle (2009) [OR SOUTHERN CULTURES]
VIDEO:
  • Scenes from The Birth of a Nation (1915)
  • Images from Without Sanctuary (optional)
(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
  • Sam P. Jones sermon (1885)
  • Langston Hughes, “Salvation” (1940) [OR C.L. FRANKLIN SERMON]
VIDEO/AUDIO:
  • Music from the South
(No Reflection, but plenty of Discussion!)
Week 11 (4/1-4/7) Rights and Reaction
The Civil Rights Movement
The Segregationists
READING:
- Robert F. Williams, from *Negroes with Guns* (1962)
- “Student Nonviolent Coordinating Committee Statement of Purpose” (1960)
- “Declaration of Constitutional Principles” (Southern Manifesto) (1956)
- Jerry Falwell, “Ministers and Marches” (1965)
VIDEO:
- Footage from the Selma demonstrations (1965)
(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
- Responses to *The Help* (2011) OR *Selma* (TBA) [OR SOUTHERN CULTURES]
VIDEO:
(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
- Rachel Lippman, “St. Louis’ Confederate Monument to Come Down after City, Civil War Museum Settle Lawsuit” (2017)
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)