

**AMH 4403**

**The South Since 1860  
Spring 2014**

**William A. Link  
Flint 105  
MWF Period 5 (11:45-12:35)**

**Contact information:**

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Spring 2014  
Office hours:  
MW, 2-3, or by appointment

**Required Books (available at UF Book Store & online)**

William A. Link and Marjorie Spruill Wheeler, *The South in the History of the Nation*, vol. 2

William A. Link, *Southern Crucible: The Making of An American Region* (this is a manuscript, a draft of which I'm using—free of charge—in this class. The text is available on elearning.)

Melton A. McLaurin, *Separate Pasts: Growing up White in the Segregated South*

Lee Smith, *Oral History*

Booker T. Washington, *Up from Slavery* (on elearning)

***Other Readings on e-learning:***

I have placed a number of brief weekly readings on elearning, located under “resources” in the left-hand column. These are arranged by week (there are folders for each week), and should be read no later than the Wednesday of each week. Most of these are first-person (primary sources), though some are by historians of today (secondary sources).

**Course description**

This course examines the evolution of the American South since the Civil War. Although the class is organized chronologically, our emphasis will also be topical, including a sampling of various ways to approach an understanding of regional history. The course will combine lecture and discussion, and students will be expected to come to class having completed readings and prepared having considered important issues for discussion.

The course is divided into three units: the Civil War's aftermath, the age of war and depression, and the post-World War II era.

A major theme of this class is how we remember the past, how memories are constructed and shaped, and how the past affect the way we look at the present. Each of the three required books relate to this theme, something that I hope will evolve as the course progresses. In addition, you will write a final paper about this topic, using an autobiography, work of history prior to 1940, fiction, or another other vehicle that Southerners have used to remember and interpret the past. More details later.

### **Minimal expectations**

1. Attend all classes regularly: I will take attendance and expect all students to come to class. ***Anything more than 3 absences will result in an automatic drop of one letter grade for participation; anything more than 6 absences will result in a failing grade for the course.***
2. Students should complete the readings, as identified in the course schedule below, no later than the Wednesday class of each week.
3. Participate regularly in class discussions.
4. Complete all papers by the deadline. Late papers will be penalized by a full grade for every 24 hours.
5. Treat the class, your fellow students, and the instructor respectfully. This includes:
  - Use computers responsibly—stay off shopping websites, facebook, and so forth. If appears that computer use is being abused, I will institute a no-computer policy.
  - Turning off cell phones prior to class;
  - Arrive at class on time;
  - Remain in class until class is over;
  - Engage in discussion properly: good listening is as important as good talking.

The penalty for cheating is a grade of zero (0), and I reserve the right to pursue other penalties. All students must abide by UF's honor code regarding cheating, plagiarism, and the use of copyrighted materials. This is available at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **Tests and exams**

There will be three tests (the third constitutes the final exam). These exams will be primarily essay, though there will be also be short-answer identifications.

### **Final Paper**

Southerners are and have been storytellers, part of a culture that especially values the past. The final paper, which is due April 15<sup>th</sup>, considers storytelling, memory, and the southern past by focusing on one particular work in particular. You should choose your subject no later than March 1<sup>st</sup>, subject to my approval, along with a brief (one paragraph) description of how you intend to pursue the topic.

### **Quizzes**

Periodically, I will conduct in-class writing assignments about the readings. You should keep up your readings according to the course schedule; the quizzes will come directly from the readings. I will give no make-ups, but will drop the lowest grade in case you are absent during the quiz.

### **Evaluation**

Two midterms, 15 percent each (30 percent total); final exam, 20 percent; final paper, 25 percent; discussion, 15 percent; in-class writing assignments, 10 percent.

### **Disabled students**

Disabled students will be provided with appropriate accommodations, but only within the structure of the Disability Resource Center. Please consult <http://www.dso.ufl.edu/drc/>.

### **COURSE SCHEDULE**

***NB: these are subject to revision by the instructor. Changes will be posted on elearning and students notified immediately.***

#### **Unit 1: The Civil War's Aftermath**

WEEK 1      January 6-10:                      Emancipation

Reading:      Text, chapter 12

Accounts by *Fayetteville Observer* and John Richard Dennett about Atlanta, 1865-66 (elearning)

WEEK 2      January 13-17:                      Reconstruction

Reading:      Link and Wheeler, chapter 1

Text, chapter 13

Washington, *Up from Slavery*, part 1 (elearning)

WEEK 3      January 22-24:                      Industrialization

Reading:      Link and Wheeler, chapter 5

Text, chapter 14

Selection from Daniel Augustus Tompkins, *Cotton Mills, Commercial Features* (elearning)

WEEK 4      January 27-31:                      The 1890s

Reading:      Link and Wheeler, chapter 3

Text, chapter 15

Washington, *Up from Slavery*, part 1 (elearning)

WEEK 5      February 3-7:                      White Supremacy

Reading: extract from Ray Stannard Baker, *Following the Color Line* (elearning)

***1<sup>st</sup> midterm February 7<sup>th</sup>***

**Unit 2: The Age of War and Depression**

Reading: Link and Wheeler,

WEEK 6 February 10-14: The Progressive South

Reading: Link and Wheeler, chapter 6  
Text, chapter 16  
John A. Ferrell, "The Hookworm Campaign in North Carolina"  
(elearning)

WEEK 7 February 17-21 World War and the Global South

Reading: Link and Wheeler, chapter 7  
Text, chapter 17  
Jeanette Keith, "The Politics of Southern Draft Resistance" (elearning)

***(No class February 21<sup>st</sup>)***

WEEK 8 February 25-27: The 1920s

Reading: Link and Wheeler, chapter 8  
Text, chapter 18  
Doug DeNatale and Glenn Hinson, "The Southern Textile Song  
Tradition Reconsidered" (elearning)

***March 3-7: SPRING BREAK***

WEEK 9 March 10-14 The Great Depression

Reading: Link and Wheeler, chapter 9  
Text, chapter 19  
Jacquelyn Hall, "Autobiography as Social Critique"

WEEK 10 March 17-21 World War II

Reading: Link and Wheeler, chapter 10  
Text, chapter 20  
Pete Daniel, "The Crossroads of Change" (elearning)

***2<sup>nd</sup> midterm March 21<sup>st</sup>***

**Unit 3: The Post-World War II Era**

- WEEK 11      March 24-28:                      The 1950s
- Reading:      Link and Wheeler, chapter 11  
Text, chapter 21  
Charles Joyner, "A Region in Harmony" (elearning)
- WEEK 12      March 31-April 4                      Civil Rights
- Reading:      Link and Wheeler,  
Text, chapter 22  
McLaurin, *Separate Pasts*, 1<sup>st</sup> half
- WEEK 13      April 7-11                      The Second Reconstruction
- Reading      Link and Wheeler, chapter 12  
McLaurin, *Separate Pasts*, 1<sup>st</sup> half  
Hasan Jeffries, "SNCC, Black Power" (elearning)

***No class April 11<sup>th</sup>***

- WEEK 14:      April 14-18                      Suburban Sunbelt
- Reading:      Link and Wheeler, chapter 14  
Text, chapter 23  
Jesse Helms Viewpoint editorials, 1969 (elearning)
- WEEK 15      April 21-24                      The Recent South
- Reading:      Link and Wheeler, chapter 15  
Text, chapter 24  
*The New Latino South* (elearning)

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**Final Exam:           Friday, May 2<sup>nd</sup>, 10-12 am**