Goals:
This course is designed to provide you with a basic understanding of the major issues and historiographical debates involving the South in the period after the Civil War. You will be offered the opportunity to develop your interpretive and analytical skills through lectures, discussions, and the process of researching and writing a research paper.

Learning Objectives:
My expectation is that you will gain a mastery of the following:
1. Analyze historical texts for argument and evidence [discussion of readings; research project]
2. Without notes or reference materials, write short answer questions and essays in your own words with sufficient detail and interpretation [midterm and final exam]
3. Peruse and analyze primary sources [research project]
4. Research and write a research paper based primarily on primary sources but grounded in the appropriate secondary sources. Preliminary assignments will enable you to master essential elements of the research paper:
   a. Research Report One: Identify your research focus and provide the titles of the specific primary and secondary sources you expect to use;
   b. Research Report Two: Peruse and analyze the primary sources you are going to use in your research paper;
   c. Research Report Three: Read and analyze the secondary sources appropriate to your focus;
   d. Preliminary Draft: Drawing from your primary and secondary sources and using the analytical skills you have developed, write a preliminary version of your research paper;
   e. Final Paper: Engage in essential revision of your research paper [“essential” may be substantive or minimal]

Required Readings:
Books:
Steve Hahn, A Nation Under our Feet
Jeannie Whayne, Delta Empire
Michael Honey, Sharecropper's Trubadour

Articles:
(available through library course reserves)
Paul Escott, “The Failure of Confederate Nationalism”
Jeannie Whayne, “The Incidental Environmentalists: Dale Bumpers, George Templeton, and the Origins of the Rosen Alternative Pest Control Center at the University of Arkansas”
James T. Patterson, “The Civil Rights Movement: Major Events and Legacies”

Course Requirements:
Research reports/Preliminary Draft 20%
Research Paper 20%
<table>
<thead>
<tr>
<th>Objective</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes on readings</td>
<td>10%</td>
</tr>
<tr>
<td>Research Hours/Special Collections</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Quizzes on Readings:
Quizzes will precede discussion on the readings assigned for the week.

Discussion on Readings:
Students are expected to participate actively in class discussions, particularly of the readings.

Research Project:
Students in this class will engage in a comprehensive research project on some aspect of race relations and/or of the Civil Rights Movement utilizing the Orval Faubus Collection held at University of Arkansas’s Special Collections Division AND consulting two online sources: the Freedom Summer Collection and the SNCC Voices Project. You might define your specific focus by posing a question you would like to answer, a problem you would like to probe, etc.

For the Freedom Summer Project:  


You will be required to submit three research reports and a preliminary draft of your paper in preparation for your final research paper. The research reports are due on the dates specified in the time table. They should be uploaded to Blackboard by midnight of the day due. The preliminary research paper will be due on November 9 and should be submitted by Blackboard by 11:59 a.m. that day.

You should plan to spend at least an hour a week in Special Collections working in the Orval Faubus Collection and a sign-in and sign-out sheet will be available to you there. You will not receive points for research if you do not sign in.

You should expect to spend thirty hours doing primary research (consisting of research in the Faubus Collection and the online sources) over the course of the semester. [Definition of primary research: examining letters, diaries, journals, historical newspaper articles, business records, court documents, etc.] Aside from the Faubus Collection, you will find many of these documents in the two online sources identified above. In addition to the primary sources, you will need to draw from the relevant secondary literature on your topic. [Definition of Secondary literature: footnoted or endnoted books and essays written by historians.]

Midterm and Final Format:
The Midterm and Final will be organized similarly. They will consist of at least one essay questions and short answer questions (two short answers for the midterm; four short answers for the final).

Blackboard:
This course will be managed by the Blackboard system. You can login to Blackboard at [learn.uark.edu](http://learn.uark.edu). Through Blackboard we will post announcements, links to outside readings, and your grades (individual students will only be able to see his/her own grades).
A current version of the syllabus will remain uploaded on Blackboard all semester

**Academic Honesty:**
Failure to abide by the policies of academic honesty set forth by the University of Arkansas will result in a **ZERO** on the assignment in question. Students who break these rules will be turned in immediately to the College’s Academic Integrity Monitor and face additional consequences as determined by the Academic Integrity Board. Students are required to read and familiarize themselves with the University’s Academic Integrity Policy:
[http://provost.uark.edu/245.php](http://provost.uark.edu/245.php)

**Attendance:**
“Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies)

This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion points. Furthermore, more than one unexcused absence will result in a 10-point penalty on the final class grade. You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. *Active participation in the course is essential and expected.* Repeated tardiness could result in loss of participation points.

**Makeup Policies:**
Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination.

**Inclement Weather**
In case of inclement weather, classes will be held as long as the university is open; please notify the instructor of record if you commute from out of the area and have trouble coming to campus. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

**Classroom Decorum:**
No food is allowed in the classroom, but students may bring drinks with a lid or a cap. Cell phones must be silenced upon entering the classroom, and students are not allowed to use them until the session is over. Laptops are for note-taking only. Emails to instructors should be worded professionally. Please allow reasonable time for responses.

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require
accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Discrimination and Sexual Harassment:** Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Quality Writing Center (Kimpel 315):**
As you draft your research paper, we encourage you to use the Quality Writing Center. Make appointments online at [http://qwc.uark.edu/](http://qwc.uark.edu/)

**Emergency Procedures:**
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

**Severe Weather (Tornado Warning):**
- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**
- **CALL**- 9-1-1
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Additional Rules:**
If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

- You are **NOT ALLOWED** to tape lectures.
- You are **NOT ALLOWED** to post your notes from my lectures on note-sharing websites.

Class Schedule
Week One:
Readings: Whayne, Chapter 1
August 24: What is the South? [Lecture One]
Library Orientation
Discussion; practice quiz

Week Two
Readings: Hahn, Part I, pp. 1 to 162; Escott, “The Failure of Confederate Nationalism”
August 31: Civil War on the Home Front and the Meaning of Emancipation
[Lecture Two]
Quiz on Hahn, Part I and Escott’s essay (Quiz 1) followed by discussion

Week Three
Readings: Continue reading Hahn
September 7: Labor Day (no class)

Week Four
Readings: Hahn, Part II, pp. 163-265
September 14: Reconstruction or Restoration? [Lecture Three]
Quiz on Hahn readings for the day (Quiz 2) followed by discussion
First Research Report Due. Identify your research Topic (one paragraph explaining the topic and naming the specific primary sources you expect to consult) This is a graded assignment!

Week Five
Readings: Hahn, Part III, pages 266-363
September 21: Transformation of the Plantation and the Backcountry [Lecture Four]
Quiz on Hahn readings for the day (Quiz 3) followed by discussion

Week Six
Readings: Hahn, Part III, pages 364-475
September 28: Agrarian Radicalism and the Emergence of the Solid South [Lecture Five]
Quiz on Hahn readings for the day (Quiz 4) followed by discussion
Second Research Report Due. Submit a two-page (double-spaced) description and analysis of at least three specific primary sources that you have consulted. How do these sources enlighten you about the topic you have chosen? This is a graded assignment!

Week Seven
Readings: Study for the Midterm Exam
October 5: Midterm Exam [first hour]
The New South and the Progressive Era [Lecture Six]

Week Eight
Readings: Whayne, Chapters 2-4
October 12: The New South [Lectures Seven and Eight]
Quiz on Whayne readings for the day (Quiz 5) followed by discussion
Third Research Report Due. Submit a four-page (double-spaced) analysis of at least two secondary sources (books or essays written by
historians) on your topic. Be sure to incorporate reference to the primary documents you've consulted. How do the secondary sources enlighten you about your primary documents? This is a graded assignment!

**Week Nine**
October 19: **FALL BREAK**

**Week Ten**
Readings: Whayne, Chapter 5  
October 26: World War I and the South [Lecture Nine]  
Quiz on Whayne readings for the day (Quiz 6) followed by discussion

**Week Eleven**
Readings: Whayne, Chapter 6-7; Honey, *Sharecroppers Trubadour*; Chapter 1  
November 2: The Benighted South [Lecture Ten]  
Quiz on Whayne and Honey (Quiz 7) followed by discussion

**Week Twelve**
Readings: Whayne, chapter 8; Honey, *Sharecroppers Trubadour*, Chapter 2  
November 9: The South in the “Speakeasy” Era [Lecture Eleven]  
Quiz on Whayne and Honey (Quiz 8) followed by discussion  
**Fourth Research Report Due.** Preliminary Draft of Final Research Paper. This is a graded assignment! [Note: If you turn in an “A” preliminary draft (in other words, a final draft in place of the preliminary draft) and your overall average at this point in the semester is an “A”, you will be exempt from the final exam (though you must continue to attend class and take the readings quizzes – failure to do so will endanger your “A”)]

**Week Thirteen**
Readings: Finish *Sharecropper’s Trubadour*, Chapter 3-6  
November 16: New Deal, Old Deal, Raw Deal [Lecture Twelve]  
Quiz on Honey (Quiz 9) followed by discussion

**Week Fourteen**
Readings: Begin reading Patterson, “The Civil Rights Movement”  
November 23: World War II and the Roots of the Civil Rights Movement [Lecture thirteen]  
Quiz on Patterson essay (Quiz 10) followed by discussion

**Week Fifteen**
Readings: Read Whayne, “Incidental Environmentalists”  
November 30: The Civil Rights Movement Matures [Lecture Fourteen]  
Quiz on Whayne essay (Quiz 11) followed by discussion

**Week Sixteen**
Readings: Review notes taken since Midterm Exam  
December 7: The South in the Age of Scientific Agriculture [Lecture Fifteen]  
Review for Final Exam  
**Final Research Papers due**