

**HIST 4499: Senior Seminar**  
**“Southern History in Shades of Green”**

Fall 2012

MW, 2:00-2:15

English Building, Room 250

Dr. Albert Way

Office: Social Sciences Building, 4096

Office Hours: TTH, 11:00-12:00, and by appointment

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**Course Description**

This class is designed as a capstone seminar, a course for you to use all the tools and knowledge you have accumulated as a history major at KSU. It is reading, research, and writing intensive, so please schedule accordingly. Your primary objective is to write an article-length essay based on original primary research.

Your theme this semester is “Southern History in Shades of Green.” You will research and write on some aspect of the environmental history of the South. In short, environmental history is the study of the interaction between humans and nonhuman nature over time. Environmental historians assume that in order to understand the past we must also understand how people have interacted with the natural world – how they have shaped the nature around them and how they have been shaped by it. We are also interested in ideas about nature, in how our understandings of the natural world have affected our relationships with it, and with each other. Environmental history takes as a central premise that nature, too, has a history, one profoundly shaped by human beings, and that the record of the human past is incomplete without some account of the role the physical world has played in human events. We will take a particular interest in the idea of landscape as a hybrid of nature and culture, the place in which human beings interact with nature to shape their physical surroundings.

Historian David Potter wrote in 1961, “the relation between the land and the people remained more direct and more primal in the South than in other parts of the country.” Despite such recognition (questionable as it is), very few historians of the South have taken the environment seriously as an historical actor. Nor have many environmental historians turned their interest towards the South. With such a dearth of scholarship from both ends, we have a unique opportunity in this class to do some original work. The South has an incredibly rich cultural and environmental history, and I hope you will find new stories to tell us all.

I assume that you have retained most of the basic skills you learned in HIST 2270/2275: working with databases, proper citation, critical reading of historical material, good writing – i.e., how to “do” history. We will have a refresher here and there, but we will not go into great detail on these matters.

## Readings

You will read a variety of books, articles, and websites during the first half of the semester. Your books are listed here and articles/websites are on the course schedule.

### Required Texts:

Paul S. Sutter and Christopher J. Manganiello, *Environmental History and the American South* (Athens: University of Georgia Press, 2009).

Jack Temple Kirby, *Mockingbird Song: Ecological Landscapes of the South* (Chapel Hill: University of North Carolina Press, 2008).

Mart Stewart, *What Nature Suffers to Groe: Life, Labor, and Landscape on the Georgia Coast, 1620-1920* (Athens: University of Georgia Press, 1995).

### Recommended:

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7<sup>th</sup> ed. Bedford/St. Martin's, 2012.
  
- *Chicago Manual of Style*. 16<sup>th</sup> ed. Chicago: University of Chicago Press, 2010.
  - You could purchase one of your own, or you could check out this website, which will answer many of your citation questions:  
<http://owl.english.purdue.edu/owl/resource/717/1/>.
  - Or, you could purchase this a little cheaper than the Chicago Manual: Kate Turabian, et al., *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

## Course Requirements

Class Participation/Reaction Papers:	15%
Paper Prospectus:	15%
Peer Review:	10%
Oral Presentation:	10%
Research Paper:	50%

### Class Participation/Reaction Papers: (15%)

Class participation is critical to success of this course, especially the first half. You should come to class each day prepared to engage the readings with thoughtful comments and questions. Be ready to present, articulate, and defend your ideas, as well as listen to and comment on the ideas of others.

Part of your participation grade will include **reaction papers** on our two monographs. These will be **1-2 pages** in length, and will assess the book's overall argument, methodology, and use of source material. How well does the author do what s/he set out to do? What sources did s/he use? Is the argument convincing?

Paper Prospectus: (15%) The purpose of a prospectus is to clearly define your topic, to establish its importance, and to explain how you are going to carry out the project.

- Your prospectus should include a descriptive **title** that clearly identifies your topic.
- It should clearly define and describe your **topic** in a couple of succinct paragraphs. This opening description of the project should begin to establish its importance and to convince a reader that it is worth reading.
- Next, your prospectus should present your **argument**. An argument is an original, incisive interpretation of your topic – it is not a restatement of your topic. It is something that any potential reader can disagree with. In this section, you should also include a discussion of any special methodological approach you will be taking, and you should situate your project within the historical literature. Think of this section as a short literature review: what have other historians said about your topic? How is your approach and argument going to be different? Are there any models that have influenced your approach to the topic?
- Your prospectus should also include a **research plan**. This is a way to pace yourself and measure your progress throughout the course of researching and writing your paper. Your plan should include dates for when you will complete your secondary reading and your primary research, and set clear dates for when you will draft various sections of your essay. The plan can be in a bullet point format.
- Finally, your prospectus should include a **bibliography** with the primary and secondary sources that you plan to consult. You should closely follow the *Chicago Manual of Style* bibliography format.
- Your prospectus is due on **October 8<sup>th</sup>**.

Peer Review: (10%) Reading and critiquing the work of others is an essential part of doing history, so you will conduct a peer review of a colleague's paper. This assignment has two deliverables: a **marked-up copy of the paper**, looking for issues of grammar, style, and clarity; and a **1-2 page review**, commenting on the paper's organization, argument, and overall effectiveness. You can either mark up a printed copy or use the track changes function in Word. You will turn in a first draft of your paper to your peer reviewer and to me by **November 14**. You will return copies of the mark-up and the review to your colleague and me by **November 19**.

Oral Presentation: (10%) You will present your findings in a 15-minute presentation to the class. We will schedule these presentations as the time nears.

Research Paper: (50%) The final paper is due on **December 10**. I will not grant extensions, barring catastrophe. Also, I will not accept electronic submissions. Your paper must be submitted in hard copy. Sections of the essay should appear in the following order:

- **Cover page** with the paper's title, your name, date, and course title.
- A 1-page **abstract** of the essay, summarizing its subject matter and key findings.
- At least **20-25 pages of text**. This length does not include the title page, abstract, or bibliography (your title page and abstract should not be paginated, but your bibliography should). The paper should be double-spaced in a common font (Times

New Roman is safest), and should have 1” margins. And please use footnotes, not endnotes.

- A **bibliography** listing all sources consulted (not only those cited) for your paper. This should be divided into primary and secondary source sections, with primary sources coming first.

## **Academic Integrity**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of your academic careers. If you have not already read KSU’s Student Code of Conduct, you should do so immediately. You can find it here:

[http://www.kennesaw.edu/scai/code\\_of\\_conduct.shtml](http://www.kennesaw.edu/scai/code_of_conduct.shtml).

You should pay particular attention to Section II.A., which I have copied here:

### **A. Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

## **Attendance**

Attendance is mandatory on scheduled class days. Your physical and mental presence in the classroom is essential to your ability to do well in this course. Your grade will likely suffer if you’re not in the classroom.

## **Contacting Me**

I will hold regular office hours on Tuesdays and Thursdays, 11:00-12:00. These hours are for unscheduled drop-ins. You will need to schedule an appointment for the mandatory individual meetings. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

## **Course Schedule:**

### Week 1:

M, 8/20: Course Introduction

W, 8/22: What is Environmental History?

Read: (available on JSTOR)

- Donald Worster, “Transformations of the Earth: Toward an Agroecological Perspective in History,” *Journal of American History*, Vol. 76, No. 4 (March 1990), pp. 1087-1106.
  - This article was part of a Roundtable on EH, so be sure to also read the responses from William Cronon, Carolyn Merchant, Steven Pyne, Richard White, and Alfred Crosby (and Worster’s rebuttal) in the same volume.
- Ted Steinberg, “Down to Earth: Nature, Agency, and Power in History,” *American Historical Review*, Vol. 107, No. 3 (June 2002).

### Week 2

M, 8/27: Southern EH Historiography

Read:

- Paul S. Sutter, “No More the Backward Region: Southern Environmental History Comes of Age,” in Sutter and Manganiello, pgs. 1-24.
- Mart A. Stewart, “If John Muir Had Been an Agrarian: American Environmental History West and South,” in Sutter and Manganiello, pgs. 196-219.
- David Potter, “The Enigma of the South,” *The Yale Review* 51 (1961): 141-152. (VISTA)

W, 8/29: Talking Topics, Databases, Archives, etc.

Read:

<http://www.williamcronon.net/researching/index.htm>

### Week 3

M, 9/03: LABOR DAY

W, 9/05: Models

(Over the next four class days, I expect you to read each assigned article. However, you will divide into three groups, with each group being responsible for reading one article very closely and leading our discussion on it. We will divvy them up a couple of weeks prior.)

Read: From Sutter and Manganiello:

- Virginia DeJohn Anderson, “Animals into the Wilderness: The Development of Livestock Husbandry in the Seventeenth-Century Chesapeake.”
- James Taylor Carson, “Horse and the Economy and Culture of the Choctaw Indians, 1690-1840.”
- Judith Carney, “Landscapes of Technology Transfer: Rice Cultivation and African Continuities.”

### Week 4

M, 9/10: More Models

Read: From Sutter and Manganiello:

- Edelson, “Clearing Swamps, Harvesting Forests”
- Watson, “The Common Rights of Mankind”
- Brady, “The Wilderness of War”

W, 9/12: Still More Models

Read: From Sutter and Manganiello

- Strom, “Texas Fever and the Dispossession of the Southern Yeoman Farmer”
- Lutts, “Like Manna From God”
- Way, “Burned to Be Wild”

Week 5

M, 9/17: No Shortage of Models

Read: From Sutter and Manganiello

- Boyd, “Making Meat: Science, Technology, and American Poultry Production”
- Buhs, “The Fire Ant Wars”
- McGurty, “From NIMBY to Civil Rights”

W, 9/19: No Class – **Mandatory Meetings with Instructor**

Week 6

M, 9/24: Stewart, *What Nature Suffers to Groe*, pgs. 1-150

W, 9/26: Stewart, *What Nature Suffers to Groe*, pgs. 151-end

**\*Reaction Paper Due**

Week 7

M, 10/01: Kirby, *Mockingbird Song*, pgs. 1-155

W, 10/03: Kirby, *Mockingbird Song*, pgs. 156-end

**\*Reaction Paper Due**

Week 8

M, 10/08: **Prospectus Due – Be ready to present to the class**

W, 10/10: NO CLASS – *Work on your own*

\*OCT 12 is the last day to withdraw without academic penalty

Week 9

**\* You Must Schedule a Time to Meet with the Instructor at least once over the next two weeks.**

M, 10/15: NO CLASS – *Work on your own*

W, 10/17: NO CLASS – *Work on your own*

Week 10

M, 10/22: NO CLASS – *Work on your own*

W, 10/24: NO CLASS – *Work on your own*

Week 11

M, 10/29: **Group meets to discuss progress**

W, 10/31: NO CLASS – *Work on your own*

Week 12

M, 11/05: NO CLASS – *Work on your own*

***\*Must Schedule a Time to Meet Individually with Instructor This Week***

W, 11/07: NO CLASS – *Work on your own*

Week 13

M, 11/12: NO CLASS – *Work on your own*

W, 11/14: **Drafts due for Peer Review**

Week 14

M, 11/19: **Peer Reviews Due**

W, 11/21: FALL BREAK

Week 15

M, 11/26: **Presentations**

W, 11/28: **Presentations**

Week 16:

M, 12/03: **Presentations**

Monday, December 10: **Papers Due**