HIST 4495: Research Seminar in US History
The US South Since the Civil War

Fall 2016
MW, 9:30-10:45
Social Sciences Building, Room 3032

Dr. Albert Way
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Office Hours: TTH, 11:00-12:00, and by appointment
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Course Description

This class is one of two research seminars designed as courses 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 theme this semester is “The South Since the Civil War.” You will research and write a 15-18 page paper about some aspect of the South from any chronological period after the War. Leading up to your final project, we will cover the major topics and themes of the postwar South, including Reconstruction, Populism, Progressivism, Great Depression, New Deal, Civil Rights, the Sunbelt, and the rise of modern Southern politics. We will read a book and several articles on each of these topics to understand the major historiographical debates that have occupied southern historians; and we will sample a number of different approaches to writing history that will inform how you develop your own paper. In addition, you will develop a paper topic, identify sources, begin researching, and complete a paper proposal by the midpoint of the semester. Needless to say, we will be busy.

I assume that you have retained most of the basic skills you learned in HIST 2270/3100: working with databases, proper citation, critical reading of historical material, good writing – i.e., how to “do” history. We will have several refresher s along the way, but you will need to recall much of your previous research experience.

Course Objectives

• To gain content knowledge of the major topics and themes of the post-Civil War South
• To gain an understanding of the major debates of New South historiography
• To develop skills in research using primary and secondary historical documents
• To develop skills in historical writing
• To produce a historical research paper

Readings
You have two books this semester, one that you will read completely and one that will serve as a reference work. In addition, you will read a variety of articles each week,
which are listed on the course schedule. **You must print out the articles.** I expect you to read thoroughly, take good notes, and come to class prepared to discuss all of the readings. Here are a number of general questions to ask as you read:

- What is the author’s central argument? Is it convincing?
- How does the author support her/his argument?
- What kinds of sources does s/he use? Where are they located? How does the author use them?
- What is the internal conversation? Who is the audience? Who is the author speaking to? Is there a debate?

**Required Texts:**


Other readings available via D2L or Jstor

**Course Requirements**

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<th>Component</th>
<th>Percentage</th>
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<td>Class Participation:</td>
<td>10%</td>
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<tr>
<td>Primary Source Share:</td>
<td>10%</td>
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<td>Paper Proposal:</td>
<td>10%</td>
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<tr>
<td>Editing Project:</td>
<td>15%</td>
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<td>Rough Draft:</td>
<td>10%</td>
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<td>Oral Presentation:</td>
<td>10%</td>
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<td>Research Paper:</td>
<td>35%</td>
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**Class Participation: (10%)**

Class participation is critical to the success of this course. 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.

**Primary Source Share: (10%)**

You will identify and briefly analyze a primary source associated with your topic. Write a one-page summary to turn in, and tell us about it in class.

**Paper Proposal: (10%)**

Students will turn in a 1-2 page description of a research paper topic. In the proposal, students will identify a group of primary sources for research, identify at least three appropriate secondary sources, and briefly explain the goals and strategy of the paper.

**Editing: (15%)**
To learn about the work of professional historians, each student will help to prepare a manuscript that has been accepted for publication in *Agricultural History*. This will mean engaging in the full editing process of checking all the citations for accuracy and appropriateness, editing for basic formatting and style issues, double-checking any tables and graphs, and reading the article aloud for accuracy. More information about this process will be supplied during the semester. All students will receive written credit in the appropriate issue of the journal.

**Rough Draft: (10%)**
Your rough draft should include the following:
- a brief introduction defining your topic, placing it briefly in appropriate historical context, and detailing the thesis of your paper. (@ 1 page)
- an outline of the major points to be covered. (@ 1 page)
- a sample of the main body of the paper in which you utilize at least one primary source, using it to illustrate a major point, analyze it as an exemplar of a trend or phenomenon, etc. (@ 1-2 pages); footnoted appropriately.
- a brief conclusion in which you wrap up your analysis, offering an overall conclusion, epilogue, etc. (@ 1 page).

**Oral Presentation: (10%)**
You will formally present your findings in a 15-minute presentation to the class and invited guests. You should prepare a slide presentation (using powerpoint, keynote, prezi, etc.) and have a very clear idea of what you plan to say. I prefer that you do not read from a script, but don’t just wing it either. Refer to Chapter 13 in Turabian for guidance. We will schedule these presentations as the time nears.

**Research Paper: (35%)**
The final paper is due on **December 5th**. I will not grant extensions, barring catastrophe. Your paper must be submitted in both hard copy and electronically. It should be stapled; do not use special binders/folders/etc. 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 **15-18 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 (not Courier), 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**
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the
Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. For a detailed description of plagiarism and how to avoid it, see here: http://plagiarism.org/

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.

Electronic Communications. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

ADA Compliance:
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the
Electronic Devices Policy
I aim to create a congenial classroom experience guided by the imperative of mutual respect among participants. The ring of the cell phone, the lowered head and hidden hands of the texter, and the disinterested gaze of the web surfer all amount to a breach of that respect. So, turn off all of your electronic devices before entering the classroom; it’s just that simple. I will allow the use of laptops to take notes, but if I see that you are using it for other means, you will not be allowed to use it for the remainder of the semester.

Course Schedule:
*This schedule is a general outline for the semester. If I need to change anything, I will give you plenty of notice.
*You should complete the readings for the day on which they are listed.

M, 8/15: Course Introduction

W, 8/17: US Historiography and Reconstruction
(These two articles are posted in D2L, but after today you will be responsible for finding articles yourselves. Most of them are available via Jstor.)
  • Francis G. Couvares and Martha Saxton, “Introduction to U.S. Historiography,” in *Interpretations of American History*, vol. II.

M, 8/22: Introducing the South
  • Cobb, Introduction, chapters 1-2

W, 8/24: New South, Research Strategies
  • Cobb, Chapters 3-5
  • Turabian, Chapters 1-3

M, 8/29: Library Resources
* We will meet on the bottom floor of the library today

W, 8/31: Editing Project In Class

M, 9/5: LABOR DAY
W, 9/7: The Southern Mind?, Research Strategies
  • Cobb, Chapters 6-8
  • Turabian, Chapters 4-7
M, 9/12: Finishing Cobb and Turabian
  • Cobb, Chapters 9-12
  • Turabian, Chapters 8-14

W, 9/14: Dissecting Articles: The Progressive Era
  • Stephen Tuck, “Democratization and the Disfranchisement of African Americans in the US South during the Late 19th Century,” *Democratization*

M, 9/19: Dissecting Articles: New Deal and Depression

W, 9/21: Dissecting Articles: Civil Rights

M, 9/26: Dissecting Articles: The Sunbelt South
  • Couvares and Saxton, “The New Right: Rise...and Fall?”
  • Mathew D. Lassiter, excerpt from *The Silent Majority: Suburban Politics in the Sunbelt South*

W, 9/28: **Primary Source Share**

M, 10/3: NO CLASS – *Work on your own*

W, 10/5: **Proposal Due – Be ready to present to the class**
  *October 5th is the last day to withdraw without academic penalty*

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

M, 10/10: Editing Project in Class
W, 10/12: NO CLASS – *Work on your own*

M, 10/17: NO CLASS – *Work on your own*
W, 10/19: **Editing Project Due in Class**

M, 10/24: NO CLASS – *Work on your own*
W, 10/26: NO CLASS – *Work on your own*

M, 10/31: NO CLASS – *Work on your own*
W, 11/2: NO CLASS – Southern Historical Association
M, 11/7: Group Meets to discuss progress  
*Rough Draft due

W, 11/9: NO CLASS – Work on your own

M, 11/14: Group Meets to discuss progress  
W, 11/16: NO CLASS – Work on your own

11/21-11/27: FALL BREAK

M, 11/28: Presentations  
W, 11/30: Presentations

M, 12/5: Presentations  
*Final Papers Due