HIST 3332/AMST 3750
U.S. SOCIAL & CULTURAL HISTORY: SOUTHERN AUTOBIOGRAPHY AS SOUTHERN HISTORY
Tu/Th, 2:00-3:15
Social Sciences Building, 3029

Dr. Albert Way
Office: Social Sciences Building, 4096
Office Hours: TTH, 11:00-12:00, and by appointment
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Email: away5@kennesaw.edu

Course Description
This course will examine the history of the American South through the lens of autobiography, a literary genre that is in many ways an ideal way to understand "the mind of the South," as W.J. Cash once called it. We will explore themes such as race, class, gender, politics, poverty, kinship, the environment, and the ways in which people in the South have created various southern identities. We will focus primarily on the twentieth century.

Course Objectives
Students will:
- Evaluate the value of autobiography in history
- Read and evaluate critical texts in southern history
- Demonstrate critical writing skills via analytical book essays
- Demonstrate knowledge of content about southern history via essays and exams

Readings

Required Texts:

Course Requirements
Exams:
You will have two exams this semester (a midterm and a final). They will consist of identification and essay questions, which will be taken from the lectures and assigned readings. The final exam will take place on the designated day for the final in this course,
but it will not be comprehensive—it will only cover material since the midterm. We will discuss some strategies for studying for these exams, as well as how to write an effective exam essay in class. You will need to bring a **large blue book** to class for each exam.

**Book Essays:**
You will write **two comparative essays** this semester. One will compare and contrast Richard Wright’s *Black Boy* with Harry Crews’ *A Childhood*, and one will compare and contrast Anne Moody’s *Coming of Age in Mississippi* with Janisse Ray’s *Ecology of a Cracker Childhood*. These essays should be **5-6 pages** long. We will discuss possible topics as the time nears. You must consult the writing guides posted to D2L.

I encourage you to make an appointment with the KSU Writing Center if you need further assistance on any writing project. Experienced writing assistants work with you on any aspect of your writing – topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit [www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

**Music Review**
We will spend several weeks examining southern music as a form of autobiography and will assess its value as historical documentation. For your music review, you must identify and research three songs that address one of our class themes. These songs can be from any genre, and you must be able to make an argument that they are “southern” in some way. You will write a **2-3 page** critical analysis of your chosen songs.

**Quizzes:**
We will have periodic in-class quizzes and writing assignments on all reading material. You will not have an opportunity to make up quizzes, but I will drop your lowest grade.

**Grading**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Essay #1</td>
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<tr>
<td>Essay #2</td>
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<tr>
<td>Music Review</td>
<td>15%</td>
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<tr>
<td>Quizzes/In-class writing</td>
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**Late Work**
All assignments are due at the beginning of class on the due dates listed below. Late work will lose one letter grade (10 points) for each day the work is late. If an emergency results in a missed exam, you should contact me as soon as possible. Under ordinary circumstances, no make-ups will be permitted if you do not contact me within 24 hours.

**Class Participation**
In addition to the above, you are expected to fully participate in classroom discussion. 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. The success of this class depends, in large part, on your willingness to participate in discussion. **Your grade for the course will be adjusted downward by up to 10% if you do not participate.**

**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, and I will take role every day. If you are more than fifteen minutes late for class, or if you leave early, it will count as a ½ day. Each absence over **four** will result in **five points** subtracted from your final grade. Your physical and mental presence in the classroom is essential to your ability to do well in this course.

**Contacting Me**
I will hold regular office hours on Tuesdays and Thursdays, 11:00-12:00. If these hours do not work for you, feel free to knock on the door to see if I’m in, or we can make an appointment for a convenient time. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

**Students with Disabilities**
If you have a disability that requires accommodation, please notify me as soon as possible and provide the necessary documentation from Student Disability Services. You can find their website here: [http://www.kennesaw.edu/stu_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html).

**Classroom Rules**
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**

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*This schedule is a general outline for the semester. If I need to change anything, I will give you plenty of notice._

Week 1:
Th, 1/8: Course Introduction

Week 2:
Tu, 1/13: Overview of Southern History
Read: David Goldfield, “Whose Southern History is it Anyway?” (D2L)

Th, 1/15: History and Autobiography
Read: *Inscoe, Writing the South, Introduction and Chapter 1

Week 3
Tu, 1/20: Jim Crow/Discussion
Read: * Richard Wright, Black Boy, pgs. 1-144
    * Inscoe, Writing the South, Chapter 4

Th, 1/22: White and Black Identities/Discussion
Read: * Wright, Black Boy, pgs. 145-260
    *William Alexander Percy, “The Delta” and “Delta Folks” (D2L)

Week 4
Tu, 1/27: Discussion
Read: * Wright, Black Boy, pgs. 261-384

Th, 1/29: The 1906 Atlanta Race Riot/Discussion
Read: * Inscoe, Writing the South, Chapter 2
    *Walter White, “I Learn What I Am” (D2L)

Week 5
Tu, 2/3: The South’s Long Depression
Read: *Inscoe, Writing the South, Chapter 3
    *Crews, A Childhood, pgs. 1-47

Th, 2/5: Discussion
Read: * Crews, A Childhood, pgs. 51-115

Week 6
Tu, 2/10: Discussion
Read: *Crews, *A Childhood*, pgs. 116-182

Th, 2/12: Film: *Searching for the Wrong-Eyed Jesus*

**Week 7**  
Tu, 2/17: **Essay #1 Due**  
Read: * Inscoe, *Writing the South*, Chapter 5

Th, 2/19: The Moderate White South  
Read: * Lillian Smith, “When I Was a Child”  
* Katharine Du Pre Lumpkin, “A Child Inherits a Lost Cause”

**Week 8**  
Tu, 2/24: **Midterm Exam**

Th, 2/26: Music as Autobiography  
Read: * Pete Daniel, “Rhythm of the Land”

**Week 9**  
Tu, 3/3: Music as Autobiography  
Read: * James Cobb, “From Muskogee to Luckenbach”  
* **Last Day to Withdraw Without Academic Penalty**

Th, 3/5: Music as Autobiography: Dylan, the Hawks, and an Anthology  
Read: * Greil Marcus, “Into a Laboratory,” and “The Old, Weird America”

**Week 10**  
Tu, 3/10: Film, *Muscle Shoals*

Th, 3/12: Discuss/Listen to your music  
* **Music Review Due**

**Week 11**  
Tu, 3/17: Civil Rights Movement

Th, 3/19: **No Class – American Society for Environmental History**

**Week 12**  
Tu, 3/24: Civil Rights Movement  
Read: * Anne Moody, *Coming of Age*, pgs. 1-123

Th, 3/26: Massive Resistance  
Read: * Anne Moody, *Coming of Age*, pgs. 125-233

**Week 13**
Tu, 3/31: Discussion  
Read:  * Anne Moody, *Coming of Age*, pgs. 235-282

Th, 4/2: Discussion  
Read:  * Anne Moody, *Coming of Age*, pgs. 283-424

**Week 14**

**Spring Break**

**Week 15**  
Tu, 4/14: Close to the Land  
Read:  * Janisse Ray, *Cracker Childhood*, pgs. 3-69  
* Film: *Atchafalaya Houseboat* (either today, the 16th, or 21st)

Th, 4/16: Discussion  
Read:  * Ray, *Cracker Childhood*, pgs. 71-165  
* David Potter, “The Enigma of the South”

**Week 15**  
Tu, 4/21: Discussion  

Th, 4/23: The Multicultural South  
Read:  * Inscoe, *Writing the South*, Afterword

**Week 16**  
Tu, 4/28: Catch Up/Review

**Thursday, April 30: FINAL EXAM, 1:00-3:00**