HIST 4499: Senior Seminar
“The South Since the Civil War”
Spring 2015
M, 2:00-4:45
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 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 “The South Since the Civil War.” You will research and write on some aspect of the South from any chronological period after the War. The course will be split roughly into two halves. The first half of the course will be both chronological and topical. 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 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 prospectus by the midpoint of the semester. Needless to say, we will be busy.

During the second half of the semester you will research and write your paper in earnest. At this point we will only meet occasionally as a class, but you must meet often with me individually to discuss your progress and tackle any specific problems you are having with your research and writing. See the schedule for meeting requirements.

I assume that you have retained most of the basic skills you learned in HIST 2270: 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.

Course Objectives
Students will:

- Demonstrate content knowledge of the major topics and themes of the post-Civil War South
- Evaluate the major debates of New South historiography
• Demonstrate skills in research using primary and secondary historical documents
• Demonstrate skills in historical writing
• Produce an article length 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. 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:**


**Course Requirements**

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Paper Prospectus</td>
<td>15%</td>
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<tr>
<td>Peer Review</td>
<td>10%</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>Research Paper</td>
<td>50%</td>
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**Class Participation:** (15%)
Class participation is critical to the 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.

**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 research 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 bibliography format found in Chapters 16 and 17 of Turabian.

- Your prospectus is due on February 23th. You should be prepared to present to the class and answer any questions (10 Minutes).

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 March 30. You will return copies of the mark-up and the review to your colleague and me by April 13.

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: (50%) The final paper is due on May 4. 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 (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

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.

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:

M, 1/12: Course Introduction, Reconstruction, Postwar Economy
Read:
(The Foner and Hahn articles are posted in D2L, but after today you will be responsible for finding articles yourselves. Most of them are available via Jstor.)

- Cobb, Introduction, chapters 1-2
M, 1/19: **MLK Day – No Class**

M, 1/26: Research Strategies, Progressivism, and Jim Crow

*Adam Olsen from the Library will be on hand to discuss library resources*

Read:
- Stephen Tuck, “Democratization and the Disfranchisement of African Americans in the US South during the Late 19th Century,” *Democratization*
- Cobb, Chapters 3-5
- Turabian, Chapters 1-3

M, 2/2: Depression, New Deal, and Research Strategies

- Add another for New Deal
- Cobb, Chapters 6-8
- Turabian, Chapters 4-7
- Locate and bring to class information on **THREE** manuscript collections from at least **TWO** different archival repositories in metro Atlanta that you might use for your essay. Make sure you find collections that have finding aids easily available—I want you to be able to specifically describe what box/folder might have information of interest to you. Be prepared to discuss your findings in class.

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

M, 2/9: Civil Rights

Read:
- Cobb, Chapters 8-10
- Turabian, Chapters 8-10

M, 2/16: The Sunbelt South

Read:
- Couvares and Saxton, “The New Right: Rise...and Fall?”
- Mathew D. Lassiter, excerpt from *The Silent Majority: Suburban Politics in the Sunbelt South*
- Cobb, Chapters 11-12
- Turabian, Chapters 11-14
M, 2/23: Prospectus Due – Be ready to present to the class

M, 3/2: NO CLASS – Work on your own
   • March 3rd 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, 3/9: NO CLASS – Work on your own

M, 3/16: NO CLASS – Work on your own

M, 3/23: NO CLASS – Work on your own

M, 3/30: Group Meets to discuss progress
   *Draft due for Peer Review

Week 13
M, 4/6: SPRING BREAK

M, 4/13: Group Meets to discuss progress
   *Peer Reviews Due

M, 4/20: Presentations

M, 4/27: Presentations

May 4: Papers Due by 3:30 pm