HIST 4477: The New South
T/Th 5:30-8:00
Pafford 206

Instructor: Dr. Julia Brock
Email: jbrock@westga.edu

*note: I do not check email after 6 p.m.
Phone: 678-839-6037 (TLC 3210); 678-839-6141 (Center for Public History)
Office hours:  Center for Public History (ground floor of Ingram Library), Mon. 8-11 a.m; Tues. 8-11 a.m.; TLC 3210, Thurs. 2-4:30 p.m.

*I highly recommend that you make an appointment as well, so I know to expect you!

Course Description
The UWG course catalog describes this course as, “A study of the American South since 1865, including the interaction of economic, political, social, and cultural factors.” While we will adhere to this description and explore major events, time periods, and actors from the New South to the modern South, we will use southern foodways as our primary thematic emphasis in the course. Foodways studies examine the cultural, political, social, technological, and economic dimensions of food—using food as our prism, we will look closely at themes of race, class, gender, and sexuality; technological change and its effect on food production and consumption; abundance and scarcity past and present; and food as a core component of southern identity.

Learning Outcomes
Through the assignments in this course, students will demonstrate critical thinking skills and the ability to analyze diverse perspectives, as well as the ability to evaluate changes in the social, cultural, political, and economic of the South within their historical context. The assignments in this course will also require students to demonstrate their writing, research, and communication skills.

Required Readings
James C. Cobb, The South and America Since World War II (2012)
Angela Jill Cooley, To Live and Dine in Dixie: The Evolution of Urban Food Culture in the Jim Crow South
Rebecca Sharpless, Cooking in Other Women’s Kitchens: Domestic Workers in the South, 1986-1960 (2010)
Jennifer Jensen Wallach, ed. Dethroning the Deceitful Porkchop: Rethinking African American Foodways from Slavery to Obama
Course Assignments and Requirements

Course Participation (30%)

due weekly

You are expected to attend class having completed assigned readings and ready to engage in course discussion. Participation will be assessed in two ways:

- **In-class participation**: You will share your informed opinions during in-class discussion. This means that each class you will be expected to contribute commentary and discussion about readings or issues on the table for discussion. Each of your voices is essential to critical engagement with the material!

- **CourseDen discussion threads**: By each Wednesday, midnight, (unless otherwise noted--check syllabus) you will post a reading summary of the week’s texts on CourseDen. Each summary should consist of at least two paragraphs that briefly summarize the book, highlight an idea that you found particularly interesting or provocative, present an observation that will lead to further discussion, and suggest at least one intriguing question for the class to discuss. I will not assign these CourseDen posts a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class.

After posting your summaries of the book, you should comment on the ideas presented in at least two other student posts.

Midterm and Final Exam (20% each)

February 23 and May 4, respectively

You will have a midterm and final exam this semester that will assess how well you are processing major themes from the course. These exam will include both short answer identification questions as well as essay questions. I will post study guides on CourseDen well before each exam.

Recipe Project and Research Paper (30%)

Select interviewee and recipe by January 26rd

Ten sources for paper due February 9

First draft due March 31

Final project and paper due April 27

This semester you will interview someone of your choosing about a specific recipe, and cook that recipe along with them. We will compile the recipes into a course cookbook, to be distributed digitally at the end of the semester.

You will also complete a 8-10 pp. research paper on the recipe, focusing on an ingredient or ingredients and tracing the history of their production or consumption in the post-Civil War South. I will give specific instructions in due course.
Course Policies

Course communication
I will use your UWG email to communicate course news, so please check your email regularly. I will also post any changes to CourseDen content on the CourseDen news feed function. Because the university requires all communication between faculty and students to take place via UWG email, please communicate with me using your UWG--not personal--account. Please do not use CourseDen to email me.

University policies and academic support
Please carefully review the following Common Language for all university course syllabi at this link: UWG’s Common Language for Course Syllabi
It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic honesty
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Full definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: http://www.westga.edu/handbook/

The University defines plagiarism as: “Includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials such as term papers or other academic materials prepared by a person other than the submitting student.” All of your work should be your own with appropriate citations when you draw from the work of others (including textbooks, website, or another student’s work).

Disability Act/accessibility for the course
I am very happy to accommodate all students with documented disabilities. Students with ADA-defined disabilities needing academic accommodation should: (1) register with and provide documentation to the UWG Office of Accessibility Services; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. You can contact to the Office of Accessibility Services at 678-839-6428

Student Conduct
Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:
1. No arriving late or leaving early for class meetings (unless you have checked with me in advance). Arriving late or leaving early will count as against your participation grade. Arriving late is defined as arriving after I have begun the course plan for the day. Leaving early is defined as leaving once class has started and is in process. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of your behavior), as well as possible action.

2. Cell phones, headphones, iPods, and all other electronic devices other than those you use to take notes must be turned off during lectures and individual/group activities. Continued use of these devices during inappropriate times will result in you being tossed from the class. Use of laptops is permissible, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. Also, you may not record any portion of the class. If you have any documentation needs, please let me know.

Important note: I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.

Course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>TH, 1/12</td>
<td>Introductions</td>
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<tr>
<td>TH, 1/19</td>
<td>Methods</td>
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</tbody>
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Read: Edge, et. al., *The Larder*, Introduction, chps. 4 (Prewitt), 12 (Cohen Ferris)  
Rebecca Sharpless, “Cookbooks as Resources for Rural Research,” *Agricultural History* 90, 2 (Spring 2016), 195-208;  
Wallach, et. al., *Dethroning the Deceitful Porkchop*, chps. 3 (Chatelain), 5 (Hoffman)  
http://deepsouthmag.com/2012/12/03/the-real-roots-of-southern-cuisine/
TH, 1/26

Aftermath of War/Reconstruction

Read: Cohen Ferris, *The Edible South*, chps. 4, 5, 6
Teresa Crisp Williams and David Williams, “The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women,” *Georgia Historical Quarterly* 86.1 (Spring 2002), 49-83. (CourseDen)

Select interviewee and recipe by today

TH, 2/2

Origins of the New South

Read: Ayers, *Promise of a New South*, chps. 1-4, 8
Cooley and Edge, *To Live and Dine in Dixie*, chp. 1
Cohen Ferris, *The Edible South*, chp. 7

TH, 2/9

The Lost Cause and Memory

Ayers, *Promise of a New South*, chp. 12
Cohen Ferris, *The Edible South*, chps. 13, 14
Wallach, et al., *Dethroning*, chp. 9 (Nettles-Barcelon)

Ten sources for recipe paper due

TH, 2/16

Research Instruction / Populism

Meet in Library classroom (TBD) for research instruction from Jessica Critten

Read: Ayers, *Promise of a New South*, chp. 10

TH, 2/23

Midterm
TH, 3/2 (3/2 LAST DAY TO WITHDRAW WITH ‘W’)  Rise of Jim Crow

Read: Ayers, Promise of a New South, chp. 6
       Edge, et. al., The Larder, chp. 11 (Cooley)
       Cooley et. al., To Live and Dine in Dixie, chp. 2
       Anthony Stanonis, “Just Like Mammy Used to Make: Foodways in the Jim Crow South,”
       in Dixie Emporium: Tourism, Foodways, and Consumer Culture in the American
       South, ed. Anthony J. Stanonis (Athens: University of Georgia Press, 2008),
       208-233 (CourseDen)

TH, 3/9  Domestic Work and Jim Crow

Read: Sharpless, Cooking in Other Women’s Kitchens (entire)

TH, 3/16  Progressivism through the
          Depression and New Deal

Read: William A. Link, “The Paradox of Southern Progressivism,” in Major Problems in the
       Hayes Turner, Paul D. Escott, and David R. Goldfield (Boston: Cengage
       Learning, 2012), 290-300 (CourseDen)
       Anthony J. Badger and James C. Cobb, New Deal/New South, chps. 2-3 (you can find
       this text as an e-reader via Ingram Library)
       Cohen Ferris, The Edible South, chps. 8-10
       Wallach, et. al., Dethroning the Deceitful Porkchop, chp. 12 (Wallach)
       Cohen Ferris, The Edible South, chps. 11-12

TH, 3/23  SPRING BREAK

TH, 3/30  World War II and Aftermath

Read: Cobb, The South and America Since World War II, Introduction to chp. 3
       Cooley, To Live and Dine in Dixie, chps. 3-4
       Edge, et. al, The Larder, chp. 13 (Williams-Forson)
       Wallach, et. al., Dethroning the Deceitful Porkchop, chp. 4 (Vester);

First draft of recipe paper due March 31st (Friday)
The Civil Rights Movement

Read: Cobb, *The South and America Since World War II*, chps. 4-5
Cooley, *To Live and Dine in Dixie*, entire Part 3
Cohen Ferris, *The Edible South*, chps. 15-16
Wallach, et. al., *Dethroning the Deceitful Porkchop*, chp. 13 (Russek), chp. 14 (Cooley)

Sunbelt South

Read: Cobb, *The South and America Since World War II*, chps. 6-10
Edge, et. al., *The Larder*, chp. 9 (de la Pena)
Cohen Ferris, chps. 17-18

The Global South

Read: Wallach, et. al., *Dethroning the Deceitful Porkchop*, chp. 15 (Halloran), chp. 10 (Swindall)
John Edge, et. al., *The Larder*, chp. 9 (Hanchett), chp. 10 (Rawson)
Cohen Ferris, *The Edible South*, chp. 19

TH, 4/27 (last day of class) Presentations

TH, 5/4, 5-7 p.m. Final Exam