Course Description

Place is an important geographical concept; it is different than location, which refers to the longitude and latitude coordinates on a map. A far broader concept, place, includes a consideration of the history, politics, economics, and culture of a location in forming an assessment of a community’s identity. This seminar focuses on the place called Greenville, South Carolina. Seminar participants will investigate what place means in the case of Greenville.

The seminar takes a conventional approach to understanding place: Reading authors who focus on a place’s history and politics. With regard to history, we will read Judith Bainbridge’s Greenville’s Heritage. This book is a compilation of Dr. Bainbridge’s (Professor Emeritus of English at Furman) columns on Greenville’s history that were published in The Greenville News. Through reading these meticulously researched columns, you’ll gain insights into the many people and events that have molded this place. The historical record Bainbridge reveals shows that understanding Greenville’s identity cannot be done in isolation from South Carolina history and the history of the Southern region. Noted historian A.V. Huff argues for the importance of the business community and economic interests in defining the Greenville community throughout its history. We will investigate Huff’s interpretation throughout the seminar and see how it converges and diverges from that of Bainbridge’s. We also will consider cultural factors. How has religion, particularly conservative Christianity, played a role in defining Greenville? How has the arts community shaped contemporary Greenville?

We also will spend time on local politics (both at the city and county level) and the role of Greenville politicos in the state and national scene. Students will read The Greenville News on a daily basis to assist us in reaching that goal. To understand Greenville, one must note that it is a New South city, and it is a place that has worked hard to shed the shackles of its Jim Crow era and invite economic investment from around the nation and world. The city’s downtown is among the finest in the nation and much ballyhooed in the local and national media; to learn more, we will read John Boyanoski’s excellent account of the revitalization of downtown Greenville. Like much of the nation, the city and county are changing demographically, and we will want to investigate the racial and ethnic changes taking place. In sum, the consideration of Greenville as a place is a question that offers many opportunities to whet an intellectual appetite—the #1 goal of a first-year seminar.

In making an assessment of Greenville as a place, students will critically examine the scholarship in the field as well as evaluate their own preconceptions and assumptions about Greenville. Students also will learn about resources that are available for scholarly research and ensure that they understand and abide by the University’s standards on academic integrity, particularly as they relate to plagiarism. Too, seminar participants will become fluent in the use of the information technologies. Finally, this is a writing seminar, so students will pen multiple essays to improve their proficiency in several kinds of writing.

Required Readings
Seven-day subscription (in paper), The Greenville News
Course Requirements

Informative Essay (15%). Write an essay that would inform other members of the Class of 2019 about a person, event, institution, organization, or place in Greenville that you believe is emblematic of the community. Pay special attention to TH’s section (pp. 141-148) on informative essays. You will choose your topic in consultation with your professor. This paper will be four-to-five pages, double-spaced, typewritten in 12-point Times Roman font, with one-inch margins.

Cause or Effect Essay (15%). Write an essay that makes an argument concerning the cause of a situation or its resultant effect. For example, you could write an essay on the factors that led voters to support a particular city council candidate OR the effects on future city council decisions that will result from the election. Pay special attention to TH’s section (pp. 156-162) on cause or effect essays. You will choose your topic in consultation with your professor. This paper will be four-to-five pages, double-spaced, typewritten in 12-point Times Roman font, with one-inch margins.

Solution Essay (20%). Write an essay that proposes multiple solutions to a problem in Greenville and defend one solution as superior to the others. This essay will require that you attend a public meeting or conduct an interview in constructing your argument. Pay special attention to TH’s discussion of solution essays found on pp. 186-194 of their handbook. You will choose your topic in consultation with your professor. This paper will be four-to-five pages, double-spaced, typewritten in 12-point Times Roman font, with one-inch margins.

Research Paper (25%). Write a short research paper on a subject germane to Welcome to Greenville. This paper must employ at least five sources (including two that are primary sources). Pay special attention to TH’s section on research papers (pp. 254-308). You will choose your topic in consultation with your professor. This paper will be four-to-five pages, double-spaced, typewritten in 12-point Times Roman font, with one-inch margins.

Daily Work/Class Participation (15%). It is your responsibility to complete the assigned readings prior to class and to engage in a discussion of those materials during class. On occasion, there will be in-class writing assignments that cover the assigned material, and there may be a pop quizzes on the reading.

Greenville Notes (10%). You are responsible for reading The Greenville News on a regular basis and for writing one summary each week of an interesting article, op-ed, or letter to the editor. These notes are due each Friday evening by 11:59 PM.

Grading

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Rules of the Game

1. Failure to complete papers and daily work on the established due dates will result in a zero (0) for that paper/assignment.
2. No extra credit is available.
3. Students must complete all work to receive course credit.
4. You are responsible for knowing and following the University’s policy on Academic Integrity.
5. Any student wishing to receive an accommodation under the Americans with Disabilities Act (ADA) needs to provide documentation from the University’s ADA officer to Professor Halva-Neubauer.
(6) No more than one unexcused absence is allowed; excused absences are those that are granted by Dean Gabbert’s office or are for documented, extenuating circumstances that prevent you from attending class.
(7) Cell phones will be turned off and put in a basket during our class session.
(8) No computers are allowed in class. Take notes in the old-fashioned manner—by handwriting them!
(9) It is RUDE to arrive to class late, leave the session early, or to leave class during the session and then return. Be forewarned that this is your professor’s pet peeve.

COURSE OUTLINE

August 25—Introduction to the course and its goals—generating intellectual curiosity and enthusiasm, acquiring and polishing effective writing skills; becoming fluent in information technologies; understanding academic integrity, particularly as it applies to plagiarism.

August 27—Considering local history, Vardry McBee, Courthouse Town; Tips for College Writers

READ: BA, pp. 1-27; TH, pp. 2-9

September 1—Christ Church, Joel Poinsett, Victorian Ladies; Troublesome Mistakes in College Writing

READ: BA, pp. 28-56; TH, pp. 10-16

September 3—Sales Day, Stage Coaches, Spas, Benjamin Perry/Informative Essay

READ: BA, pp. 57-78; TH, pp. 141-148

TOPIC for Informative Essay due in class

September 8—Writing Processes

READ: TH, pp. 60-84

September 10—Peer Response Workshop

READ: TH, pp. 125-130

First Draft of Informative Essay due; bring three copies to class

September 15—Peer Response Workshop

Second draft of Informative Essay due; bring three copies to class

September 17—Crafting Paragraphs

READ: TH, pp. 84-106

September 22—Library Resources, Steve Richardson

Final draft of Informative Essay due at class time

September 24—James Boyce, Furman University, Civil War in Greenville

READ: BA, pp. 79-105

September 29—Reconstruction; Scandalous Rector, Black Churches, Klan; Cause or Effect Essay

READ: BA, pp. 106-131; TH, pp. 156-162
October 1—Street Railway, Wilson Cooke; Thinking and Reading Critically

**READ:** BA, pp. 132-144; TH, pp. 16-39

*Topic for Cause or Effect Paper due in class*

October 6—Wilkins Mansion, “Captain” Smyth; Quoting, Paraphrasing, and Plagiarism

**READ:** BA, 145-161; TH, pp. 204-231

October 8—Citations, APA Style; Peer Response Workshop

**READ:** TH, pp. 363-407

*First Draft of Cause or Effect Essay Due; bring three copies to class*

October 13—**Fall Break, No Class**

October 15—Peer Response Workshop

*Second Draft of Cause or Effect Essay Due; bring three copies to class*

October 20—Chicora College, Prohibition, Wetherhill Centennial, The “Grand”

**READ:** BA, pp. 162-196

October 22—Library Day, Steve Richardson

*Final Draft of Cause or Effect Essay due*

October 27—Ladies of the Club, Shoeless Joe Jackson, Cigar Factory, Textile Crescent

**READ:** BA, pp. 197-230

October 29—Greenville 1914, Main Street, August Street, Coffee Street./Solution Essays

*Topic for Solution Essay due in class*

**READ:** BA, pp. 231-265; TH, pp. 186-194

November 3—East Park, Viola Street, Westward Ho!, Old Hickory’s Reunion

**READ:** BA, pp. 266-298

November 5—Peer Response Workshop

*First Draft of Solution Essay due; bring three copies of essay to class*

November 10—Peer Response Workshop

*Second Draft of Solution Essay due; bring three copies of essay to class*

November 12—Textile Hall, American Bank Building, Phillis Wheatley Center, Sterling High School

**READ:** BA, pp. 299-329

November 17—Greenville’s Library, July 1937, Paris Mountain State Park, J.E. Sirrine

*Final Draft of Solution Essay due*

**READ:** BA, pp. 330-359
November 19—Old Memorial, Tale of Two Cities, Falling for Greenville/Argument Essays

**READ:** BA, pp. 360-376; TH, pp. 173-185

November 24—The Making of Downtown Greenville; Research Essays

*Topic for Research Paper due*

**READ:** BO, pp. pp. 9-47; TH, Part IV, pp. 252-308

November 26—**Thanksgiving Holiday, NO CLASS**

December 1—The Making of Downtown Greenville

**READ:** BO, pp. 49-80

December 3—The Making of Downtown Greenville/Peer Response Workshop

*First Draft of Research Paper due, bring three copies to class*

**READ:** BO, pp. 81-101

December 8—The Making of Downtown Greenville/Peer Response Workshop

*Second Draft of Research Paper due, bring three copies to class*

**READ:** BO, pp. 103-152

December 15—**Final Draft of Research Paper due by 5 PM**