



Take on the South is a series of eight, one-hour, live-to-tape debates produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. The Foundation's mission is, "to improve education in the American South by funding its schools and students, preserving its history, encouraging responsible scholarship, and promoting the memory and values of our spiritual founders."

"What is the South in the 21st Century?"

**Dr. Walter Edgar
Moderator**

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Teacher's Guide by Dianne L. Gregory

Take on the South

“What is the South in the 21st Century?”

Description of Program

The final program in the series of eight, one-hour, live to tape debates produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. is “What is the South in the 21st Century?” Dr. Walter Edgar, Director of the Institute for Southern Studies at the University of South Carolina, is the moderator for the debate. The program will provide thought provoking positions to encourage inquiry and truth as it restores the time-honored tradition of debating. Two distinguished scholars will present somewhat different positions on the topic of the South in the 21st century. Defining the South is the key focus of the debate.

Dr. Jim Cobb, B. Phinizy Spalding Distinguished Professor in the History of the American South, is among the first to write about the South in a global context and is recognized as one of the foremost scholars of Southern history and culture. Having written over 40 articles and 12 books predominantly about the impact of changing economic conditions in the South, Dr. Cobb enjoys teaching incoming freshmen as well as graduate students. Infusing humor into his courses is a trait well-received by his students. The author of *Away Down South: A History of Southern Identity* and *The Most Southern Place on Earth* are considered classics in the field. His latest book, *The South and America Since World War II* details the journey of the South from World War II to the present.

Dr. John Shelton Reed, a graduate of the Massachusetts Institute of Technology with a strong statistical focus, is our additional debate scholar. Earning his Ph.D. from Columbia University, Dr. Reed taught at the University of North Carolina at Chapel Hill from 1969 until his retirement in 2000 as William Rand Kenan Jr. Professor of Sociology and director of the Howard Odum Institute for Research in Social Science. He assisted in founding the Center for the Study of the American South and was a founding co-editor of the quarterly *Southern Cultures*. A Guggenheim Fellow, a Fellow of the National Humanities Center and twice a Fellow of the Center for the Advanced Study in the Behavioral Sciences, Dr. Reed holds honorary doctorates from the University of South Carolina and the University of North Carolina at Wilmington. The author and editor of numerous books dealing with the contemporary South, he is a regular contributor to *The Wall Street Journal*, *National Review* and the *Oxford Press*. He was president of the Southern Sociological Society and the Southern Association for Public Opinion research as well as chancellor of the Fellowship of Southern writers. After retiring from UNC Chapel Hill, Dr. Reed continued to lecture on many college campuses both abroad and in the United States including Fulbright lectureships in Israel and India. While at The Citadel in Charleston, Dr. Reed became a Lieutenant Colonel in the South Carolina Unorganized Militia. He is the author of the popular Southern book, *1001 Things Everyone Should Know About The South*.

What could be better than concluding the series *Take on the South* with these Southern experts Dr. Walter Edgar, Dr. Jim Cobb, and Dr. John Shelton Reed. Dr. Cobb begins with the notation that the South was racially transformed in the 1970's. Change actually sustained Southerners in “Southernness”. Used to defending itself against other regions, the differences between the North and the South were incrementally vanishing. “Southernness” as the South knew it was disappearing thanks to urbanization and industrialization. In the late 1960's, magazines such as *Southern Living* began marketing Southern Culture. Universities increased their population of Southern students along with the addition of

Southern regional studies institutes and centers. A worldwide fascination with ethnic and cultural distinctions became popular which promoted an emphasis on group distinctions and divisiveness. Dr. Cobb concluded with the supposition that our world would be better served by spending less time on what makes us different and more focus on what makes us ourselves.

Dr. Reed calls attention to the fact that the old questions about the South have run out of steam as the differences between the South and other regions have disappeared. He proposes two premises: 1) that people will still be talking about the South a hundred years from now and 2) the South people will be discussing will likely be very different from the South as we know it today.

The Nation is becoming more Southern. The South is now the leader in many economic and educational ventures. Another noted change is the fluidity of the geography of the South. The South, once defined by plantation agriculture, is pushing North spreading the components of “small town” South. Southern cooking is also evolving. Clearly the South is not disappearing but advancing. The South is now studied for what’s more universal and global.

By provoking thought and discussion, Dr. Cobb and Dr. Reed with Dr. Edgar successfully accomplished the purpose of *Take on the South* by providing a thoughtful dialogue on the topic of the South in the 21st Century.

Guide Components:

- **Description of Program**
- **Vocabulary**
- **Classroom Activities**
- **Discussion Topics**
- **National Social Studies Standards**
- **Selected Internet Resources**
- **Selected Literature**

Grade Level:

The program is recommended to support the National Social Studies Standards for High School. The program is also suitable for viewing in middle grades.

Vocabulary:

Encarta Dictionary

Cohorts – a united group of people; a supporter, accomplice, or associate of a leader; group with statistical similarities

Distinction – a difference between two or more people or things, or the recognition of such a difference

Divisiveness – causing disagreement or hostility within a group so that it is likely to split

Exaggerate – overstate something; make more noticeable

Global – relating to or happening throughout the whole world

Impediments – obstacle

Industrialization – to adapt a country or group to industrial methods or production and manufacturing, with all the accompanying social changes, or to be adapted in this way

Morphing – transform quickly; to cause something to change its outward appearance completely

Preservation – the guarding of something from danger, harm, or injury; the maintenance of something, especially something of historic value, in an unchanged condition

Propositions – proposal, an idea, offer, or plan put forward for consideration or discussion

Stigmata – marks resembling crucifixion wounds

Urbanization – to make an area of countryside or a village into a town or part of one

Classroom Activities: Activities should be simplified or enriched based on the level of the student.

1. Reflection: Individual
Prior to viewing “What is the South in the 21st Century?” have students write down their perceptions of the South in the 21st century. After the program is viewed, have students compare their findings with the suppositions of the program scholars. Were there similarities in their reflections? What were the areas of contrast? Explain.
2. Geographic Survey: Individual, Small Group or Class
Use research materials, textbooks and Internet sites to determine the Southern states in the following time periods: 1865, 1950, and today. What states were found to be “Southern” in all time periods? What states were added or removed from the Southern region? Explain the historical and geographic differences.
3. Travel: Individual, Small Group or Class
Students research travel magazines, Internet travel sites, and travel agencies to determine the most popular travel locations in the United States. What percentage of popular travel locations are in the South? What are the distinguishing features? Share information with class.
4. Political Survey: Individual, Small Group or Class
Select a sampling of elected officials from different regions of the country and from different political parties. Based on documented voting records, what are their political beliefs? List and compare. What conclusions can be drawn from the information obtained? Are there distinct regional differences or are the differences based on party affiliation? How does that compare to political bodies of the late 1800’s?
5. Chart/Table: Small Group and Class
By using the data from documented census information, determine the population percentages by race/country of your community or state. Small groups can investigate different data periods. Statistical information can be compared over a period of several census periods and shared with the class.
6. Traditions: Individual and Class
What are the important family traditions surrounding your celebrations and holidays? What customs and practices are rooted in the Southern convention? Share information with the class.
7. Economics Research: Individual, Small Group or Class
Using statistical information from government agencies, compare regional economic information for a variety of topics such as the following: unemployment, housing, cost of living, salary information, gender information, etc. An example of a research site is the National Bureau of Economic Research, <http://www.nber.org/links/gov.html>, as well as others. Compare and contrast information.
8. Cartoon: Individual, Small Group or Class
Design regional editorial cartoons. Compare the differences and similarities of regional perceptions. Use responsible judgment in this activity.

9. **Cultural Fair: Individual, Small Group and Class**
Divide the class into small groups to research specific Southern examples of music, food, crafts, art, entertainment/sports, etc. Using a variety of media, foods, and crafts, have students provide samples of items in their category. Invite another class, school or community to participate in the fair of Southern Culture.
10. **Debate: Individual, Small Group or Class**
Identify a critical global issue to debate. Use debate strategies and techniques approved by your school administration. Is the issue of Southern or global concern? How does it impact both the South and the world?

Discussion Topics:

- What major Southern influences do you see in America today?
- What are some of the impediments or obstacles to the spread of Southern influences?
- What are some Southern stereotypes noted in social media?
- What global Southern influences have you observed as a student possibly through the Internet or television?

National Curriculum Standards for Social Studies
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High School

1. **CULTURE:** Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

Knowledge: Learners will understand:

- “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
- Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;
- How culture develops and changes in ways that allow human societies to address their needs and concerns;
- That individuals learn the elements of their culture through interpersonal and collective experience;
- How people from different cultures develop diverse cultural perspectives and frames of reference;
- That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;
- That awareness and knowledge of other cultures is important in a connected society and an interdependent world;
- That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.

Processes: Learners will be able to:

- Give examples of the value of cultural unity and cultural diversity, within and across groups;
- Compare and analyze behaviors for preserving and transmitting culture even while adapting to environmental or social change;
- Evaluate how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- Analyze data from various cultural perspectives and evaluate the consequences of interpretations associated with the world views of different cultures;
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- Analyze historic and current issues to determine the role that culture has played.
- Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.

2. TIME, CONTINUITY, AND CHANGE: Social Studies programs should include experiences that provide for the study of the past and its legacy.

Knowledge: Learners will understand:

- Different interpretations of the history of societies, cultures, and humankind;
- That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian;
- Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations and the world;
- The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;
- The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.

Processes: Learners will be able to:

- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments;
- Compare historiographical interpretations of a period or event by explaining differences among historians in their purpose, perspective, and use of evidence.

3. PEOPLE, PLACES, AND ENVIRONMENTS: Social Studies programs should include experiences that provide for the study of people, places, and environments.

Knowledge: Learners will understand:

- The cultural diffusion of customs and ideas;
- Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.

Processes: Learners will be able to:

- Analyze different interpretations of the causes and effects of migrations of people in various times and places on the globe;
- Evaluate the consequences of human actions in environmental terms.

- 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Knowledge: Learners will understand:

- This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions;
- Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender;
- The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;
- How the various forms of groups and institutions change over time;
- The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;
- How the beliefs of dominant groups tend to become norms in a society;

Processes: Learners will be able to:

- Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time;
- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings;
- Understand examples of tensions between belief systems and governmental actions and policies;

- 9. GLOBAL CONNECTIONS:** Social Studies programs should include experiences that provide for the study of global connections and interdependence.

Knowledge: Learners will understand:

- Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;
- The causes and consequences of various types of global connections;
- Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.

Processes: Learners will be able to:

- Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;
- Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

Selected Internet Resources:

Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication. Viewing should be done with caution.

- Grand Ole Opry - Wikipedia
http://en.wikipedia.org/wiki/Grand_Ole_Opry
- The Historical Society Blog
<http://histsociety.blogspot.com/2010/09/james-cobb-on-necessary-south-in.html>
- Know Southern History: Southern Food
<http://www.knowsouthernhistory.net/Culture/Food/>
- Project MUSC – “The Necessary South”
http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/historically_speaking/v011/11.4.cobb.html
- SCETV *Take on the South: The Necessary South*
www.scetv.org/index.php/take_on_the_south/show/the_necessary_south/
- SCETV *Take on the South: What is the South in the 21st Century?*
[www.scetv.org/index.php/take_on_the_south/show/what_is_the_south_in_the_21st century/](http://www.scetv.org/index.php/take_on_the_south/show/what_is_the_south_in_the_21st_century/)
- SCETV Radio Broadcast: *Walter Edgar’s Journal*
http://www.scetv.org/radio/programs/walter_edgars_journal/
- Southern Barbecue Trail
<http://www.southernbbqtrail.com/southern-bbq-primer.shtml>
- Southern Foodways Alliance
<http://southernfoodways.org>
- University of Mississippi Center for the Study of Southern Culture
<http://southernstudies.olemiss.edu/>
- University of North Carolina Center for the Study of the American South
<http://www.uncsouth.org/content>
- University of South Carolina Institute of Southern Studies
<http://artsandsciences.sc.edu/iss/>
- Wikipedia – Culture of the Southern United States
http://en.wikipedia.org/wiki/Culture_of_the_Southern_United_States

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About South Carolina ETV

South Carolina ETV is the state's public educational broadcasting network with 11 television and eight radio transmitters, and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.

Additional programming available through South Carolina Educational Television:

www.scetv.org Descriptions and information found on the SCETV website.

Carolina Stories weekly series highlights the rich cultural and historical landscape that is South Carolina. From the Upstate to the Lowcountry, the stories are as geographically diverse as their subject matter and they are all produced by ETV's production teams.

Connections is SCETV's weekly public affairs program and online discussion about issues that affect the South Carolina minority population. The host is P. A. Bennett.

ETV Shorts is a weekly web series of stories gathered from around the state. From the mountains to the sea, South Carolina has so much to offer residents and visitors alike. **ETV Shorts** will spotlight our beautiful state and highlight our amazing people!

NatureNotes Webisodes – Naturalist Rudy Mancke shares his knowledge, as well as his fascination, with the amazing variety of plants and animals found all around us on NatureNotes.

Riverbanks Roundup – ITV is working with the outstanding Riverbanks Zoo and Garden to feature educational aspects of the many zoo animals and their habitats. Each themed-program, which is designed to support elementary science standards, is produced on site at Riverbanks, allowing viewers to go behind-the-scenes with host Katie Mixon to meet the amazing animals and the zoo experts who take care of them.

The ***SC Hall of Fame*** was founded in Myrtle Beach, South Carolina in 1973 to recognize and honor contemporary and past citizens who have made outstanding contributions to South Carolina's heritage, history and progress.

Southern Lens is a showcase for independent film from and about the South, culled from film festivals and presented by South Carolina ETV. By turns warm, humorous, compelling, and heart-breaking, each film presents a place and time in Southern culture as seen through the eyes of one filmmaker. Watch films on **Thursdays at 9:00 pm**. Southern Lens follows ETV's **Carolina Stories** series.

The Big Picture is a weekly program designed to inform, entertain and enlighten viewers by providing an in-depth look at the issues and topics of interest to South Carolinians.