

**The Old South- History 5476
Fall 2006**

“Tell about the South. What’s it like there. What do they do there. Why do they live there. Why do they live at all.” Canadian Shreve McCannon to his Mississippi-born Harvard roommate, Quentin Compson (from William Faulkner, Absalom, Absalom)

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Note: All email correspondence, including assignments submitted as email attachments, must take place through student’s campus email address (My UWG)

Office Hours: Monday and Wednesday, 10-11, 1:30-2:30; Tuesday, 9:30-10:30; Friday, 10-11 and by appointment

Course Meetings: This class meets on Monday, Wednesday, and Friday from 9:05 to 10 a.m. in Pafford, Room 206

Learning Outcomes: History 5476 will examine the South as a region from the early seventeenth century to the Civil War. The principal goal of the course is to acquaint students with the political, economic, social and intellectual history of the South. We will also ponder the creation of a Southern identity and whether the South was a truly distinctive region of the United States. What is the South? Historian Michael O’Brien rightfully claims that “no man’s South is the same as another’s.”

In addition to learning the subject matter, students will develop their writing, analytical, and verbal skills through a variety of assignments, including essay exams, frequent classroom discussions, and in-class response papers based on assigned readings. Graduate students will also gain experience leading classroom discussions over assigned texts.

The research paper will acquaint graduate students with the principal primary and secondary sources on a significant topic and reveal the different approaches and interpretations that historians often take on a particular subject.

Grading/Course Requirements

Mid-term- 15% of final grade

Final exam- 15% of final grade

Response papers (in class)- 20% of final grade

Book reviews- 25% of final grade

Research Paper- 20%

Participation/Discussion- 5%

No extra credit is offered in this course.

Mid-term and final exam- These will be in-class essay tests based on material from the lectures, assigned books, and assigned readings placed on electronic reserve.

Class participation- Classroom discussions will be a regular and integral part of this course. The instructor will keep a record of your participation in class during discussions.

Response papers- There will be a number of papers written in class throughout the semester in response to assigned readings. These assigned readings will include the books listed below and articles placed on electronic reserve by the UWG Library. (Instructions on how to access online reserve readings will be given to you in a separate handout.) Your cumulative grade on the response papers will count for a quarter of your final grade, so it is important to come to class having read the material.

Book Reviews- Students will be required to write four critical book reviews in this class, three of them on Heyrman, Southern Cross, Johnson, Soul by Soul and Dew, Apostles of Disunion. The fourth review will be over a book of your choice that the professor finds acceptable. The reviews must be no less than four and no more than five pages in length, typed, and double-spaced. Kate Turabian's Manual for Writers is the preferred style manual for these papers. Papers that earn an "A" will not only summarize the content of the books, but also offer a thoughtful critique. If you quote or paraphrase from the books or utilize any source in your paper besides the assigned text, you must identify them using either footnotes or endnotes.

Research Paper- Graduate students will be required to write an eighteen-to-twenty page typed, double-spaced paper that examines secondary and primary resources on a particular topic. The paper must include endnotes or footnotes and a separate works cited page. Notes and works cited pages count toward the total of twenty. Errors in fact, logic, and composition will lower your grade. The deadlines for choosing a topic, handing in an annotated bibliography, and submitting a draft appear in the weekly assignments section of the syllabus.

Class Discussion- Each graduate student must lead one discussion of weekly assigned readings at some point during the semester. You will need to let me know by the end of the second week of class which week you want to lead discussion. The student must compose a list of questions that he/she intends to ask the class and submit them to the instructor no later than forty-eight hours before the discussion. Graduate students will be graded on the content of their questions and their ability to lead a classroom discussion.

Makeup exams and late assignments- Makeup exams are given only under emergency circumstances. Students needing to make up an assignment must have a written excuse from a doctor, coach, etc. explaining their absence. Students with valid excuses will have one week to make up assignments, after which time they will be given a zero on the assignment. One letter grade will be deducted per day for all assignments turned in late without an excuse. (Papers are considered late if they are turned in **after class** on the day that they are due.)

Attendance- Regular classroom attendance is critical to earning a passing grade in this course. Attendance sheets will be passed around on a daily basis and taken into account at the end of the semester in assigning course grades. If a student misses class, it is his/her responsibility to find out what was missed.

Students who need to leave during class must provide an excuse to the instructor before the class begins. Anyone who leaves during class without providing an excuse will be marked absent and will receive a zero on any assignment given that day, even if the student has completed the assignment.

Cheating- Cheating and plagiarism will not be tolerated in this course. Plagiarism consists of the failure to acknowledge properly anyone quoted, paraphrased, cited, or consulted in the preparation of a written work. It also includes passing off another's work as your own. Students should be aware that computer software makes it easy for an instructor to track down online sources used by students. Anyone caught cheating or plagiarizing will receive an F on the assignment and possibly an F in the course.

Reading Assignments- Note: The readings also include a number of articles placed on electronic reserve. These reserve readings are listed in the "Schedule of Lectures and Assignments" section of this syllabus. The assignments must be read prior to the discussion dates given in the schedule.

Dew, Charles B. Apostles of Disunion

Escott and Goldfield, Major Problems in the History of the American South Volume I: The Old South, Second Edition

Heyrman, Christine, Southern Cross: The Beginnings of the Bible Belt

Johnson, Walter, Soul by Soul: Life Inside the Antebellum Slave Market

White, Deborah Gray, Arn't I A Woman? Female Slaves in the Plantation South

Wyatt-Brown, Bertram, Honor and Violence in the Old South

Weekly Assignments

Week 1- August 14-18 **What is the South? Note: No class on Friday, August 18**
Escott, Chapter 1 due Wednesday, Aug. 16

Week 2- August 21-25 **Early Settlement Clash of Cultures**
Escott, Chapter 2; Chapters 6 and 7 of Alan Taylor, American Colonies (on electronic reserve)

Week 3- August 28-September 1 **The Colonial South: Economy & Society**
Escott, Chapter 3; Chapter 11 of Taylor, American Colonies (on reserve)

Week 4- September 4-8 **The Colonial South: Politics and Religion**
“Popular Upsurge, The Challenge of the Baptists,” from Rhys Isaac, The Transformation of Virginia, on electronic reserve
Note: No class on Monday, Sept. 4 (Labor Day)

Week 5- September 11-15 **The Revolution**
Escott, Chapter 4
Deadline for selecting a topic for the research paper is Friday, September 15

Week 6- September 18-22 **The South in the New Republic**
Wyatt-Brown, Honor and Violence in the Old South due Friday, Sept. 22 (Response Paper over Wyatt-Brown)

Week 7- September 25-29 **The Emergence of Southern Nationalism**
Escott, Chapter 5

Week 8- October 2-6 **A New Party System: Democrats vs. Whigs**
Annotated bibliography for research paper due on Wednesday, October 4
Midterm on Friday, October 6

Note: No class on Monday, October 9 (Fall break)
Midterm on Friday, October 13

Week 9- October 9-13 **Planters and Yeoman**
Escott, Chapters 6 & 8
Note: No class on Monday, October 9 (Fall Break)
Book review (title of your choice) due on Friday, October 13

Week 10- October 16-20 **Intellectual and Religious Life in the Old South**
Book review and discussion on Heyrman, Southern Cross, due on October 20

Week 11- October 23-27 **The World the Slaves Made**
Paul Finkelman, “The Emergence of Proslavery Thought,” Calhoun, “Speech in the U.S. Senate,” Thomas R.R. Cobb, “Effects of Abolition in the United States,” and Rev. A.T. Holmes, “The Duties of Christian Masters,” in Finkelman, Defending Slavery on electronic reserve

Week 12- October 30-November 3 **The World the Slaves Made**
Escott, Chapter 7; Book review of Johnson, Soul by Soul, due on Friday, November 3

Week 13- November 6-10 **Women’s society and culture in the Old South**
Escott, Chapter 9; White, Arn’t I A Woman (Response Paper over White & Escott, Ch. 9)

Week 14- November 13-17 **The Crisis of the 1850s**

Escott, Chapter 10 due Wednesday, Nov. 15

Note: No class on Friday, November 17

Week 15 November 20-24 **Secession and the Southern Confederacy**

Book review of Dew, Apostles of Disunion, due on Wednesday, Nov. 22

Draft of research paper due on Wednesday, Nov. 22

Note: No class on Friday November 24 (Thanksgiving break)

Week 16, November 27-December 1 **The Southern Confederacy**

Note: Last day of class is Wednesday, November 29

Escott, Ch. 11 and Gallagher, "Popular Will," from The Confederate War on electronic reserve, due Wednesday, November 29

Final exam is on Wednesday, Dec. 6, 8-10 a.m. in Pafford 206