HISTORY 446: HISTORY OF THE AMERICAN SOUTH

Dr. Robert Tinkler     Class Meets: Wed., 6:00-8:50 pm
218 Trinity Hall     Holt 350
898-6054; rtinkler@csuchico.edu
Office Hours: Mondays & Tuesdays, 3:30-5:00 pm; & by appointment

Themes What is the South, and why do we care? In what sense is it a distinct region? What makes it so? How did slavery and democracy grow up together in the South? Does race “trump” class and gender in the South? How has the South changed over time? What influence did the South have on the United States in the 20th century?

Required Texts Doing the reading is essential to this course. You’ll learn and understand the course material a lot better if you read the assigned books and articles. All of the following required books are paperback and are available at Lyon Books (121 West Fifth Street, on the downtown Chico Plaza; phone: 891-3338).

- Edmund Morgan, American Slavery, American Freedom
- Paul Finkelman, Defending Slavery: Proslavery Thought in the Old South
- Gavin James Campbell, Music and the Making of a New South
- Anne Moody, Coming of Age in Mississippi

Note: All other course readings listed in this syllabus will be available as PDF files on Blackboard Learn unless you are told otherwise.

Requirements In addition to reading and participating in class, there will also be some short writings and midterm and final papers. Here’s a breakdown of the weight of course elements in your grade:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Brief Essays 2 @ 10%</td>
<td>20%</td>
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<tr>
<td>Midterm Paper</td>
<td>25%</td>
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<td>Final Paper or Final Exam</td>
<td>25%</td>
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<td>Class work</td>
<td>30%</td>
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<td>- Morgan questions</td>
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<td>- Sept 27 article summary/commentary</td>
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<td>- Moody questions</td>
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<td>- Occasional quizzes</td>
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<td>- Discussion contributions</td>
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Note: Graduate students need to consult with me to determine their additional workload.

Proper citation of sources In your writing in this course, proper citation is expected. For a good guide to the citation style used by historians, see the PDF entitled “Chicago-Turabian Style Guide” on Blackboard; this document is also available at:


Academic Integrity Be sure you understand that plagiarism and cheating are dishonest, harm your education, and won’t be tolerated. Violations will be reported to Student Judicial Affairs and will result in failure for the course. What’s plagiarism? Here’s a good definition: “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (From “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices,” Council of Writing Program Administrators, http://www.wpacouncil.org.) Cheating can take a variety of forms, including unauthorized assistance from another student. For more information about these matters, please ask me.
Disabilities  If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. You should also contact me privately as soon as possible. The ARC office is located in 170 Student Services Center. The ARC phone number is 898-5959; the V/TDD or Fax is 898-4411. Visit the ARC Web site at http://www.csuchico.edu/arc/.

COURSE SCHEDULE
Class topics may change without notice.
Any changes in readings, exams, or assignments will be announced in advance.

INTRODUCTION AND ORIGINS
Aug 29 Welcome to the South
Reading: Larry Griffin, “Southern Distinctiveness”
          John Boles, “The Difficulty of Consensus on the South”

Sept 5 Making Slavery and Race
Reading: Edmund Morgan, American Freedom, American Slavery
          See “Questions for Edmund Morgan, American Slavery, American
          Freedom” on Blackboard Learn. You will turn in brief, written responses to
          these questions in class.

THE OLD SOUTH AND ITS END, 1800-1877
Sept 12 Antebellum Slavery
Reading: Drew Faust, “In Search of Despotic Sway”
          Harriet Jacobs, Incidents in the Life of a Slave Girl, selection
          Thomas Jefferson, Notes on the State of Virginia, selection
          Frederick Douglass, Narrative of the Life of Frederick Douglass, selection
          “The Beating of Jim”

Sept 19 The Evangelical Impulse
Reading: Donald Mathews, Religion in the Old South, selections
          Nat Turner, Confessions of Nat Turner, selections

Sept 26 No Class Meeting…but here’s an assignment due by 4:30 pm on Thursday, Sept. 27, in
          the History Department Office (223 Trinity):
          Read one of the following articles on Blackboard Learn, and, in 500-750 words,
          summarize its key points. Briefly comment on what most interested you and/or what
          questions it raised for you.
          Charles Bolton, Poor Whites of the Antebellum South, selection
          Stephanie McCurry, “The Two Faces of Republicanism: Gender and Proslavery
          Politics in South Carolina”
          Harry Watson, “Conflict and Collaboration: Yeomen, Slaveholders, and Politics
          in the Antebellum South”

Oct 3 The Proslavery Argument
Reading: Paul Finkelman, Defending Slavery
This class will be divided into groups, each taking a section of the book.
Everyone reads pp. 1-40.
Group 1: 96-128; Group 2: 47-88; Group 3: 129-156; Group 4: 157-173 & 187-211

Oct 10 The War
Reading: TBA
Oct 17  Reconstruction
Reading: “Black Freedom & the Ku Klux Klan”

Friday, Oct. 19  FIRST ESSAY DUE in History Department Office (223 Trinity) by 4:30 pm

THE NEW SOUTH OF THE LATE 19th AND EARLY 20th CENTURIES

Oct 24  Segregation, Disfranchisement and Racial Violence
Reading: Glenda Gilmore, Gender & Jim Crow, selection

Oct 31  Into a New Century
Reading: Gavin Campbell, Music and the Making of a New South

Nov 7  The New Deal Era
Reading: “From Farm to Mill”
Jacquelyn Hall, James Leloudis, et al., Like A Family, selection

THE CIVIL RIGHTS STRUGGLE AND A SECOND RECONSTRUCTION

Nov 14  Grassroots Efforts and Social Change
Reading: Anne Moody, Coming of Age in Mississippi
Bring to class brief, written answers to “Questions about Moody” (Blackboard)

Nov 21  No Class Meeting: Thanksgiving Break

Nov 28  Reactions
Reading: Jason Sokol, There Goes My Everything, selection
Dan Carter, From George Wallace to Newt Gingrich, selection

Dec 5  Is there a South?
Reading: The Myth of Southern Exceptionalism, selections

Dec 12  Where are we?

Dec 19  Final Paper Due by 4:30 pm in Trinity 223 OR take final exam @ 8:00-9:50 pm

INSTRUCTIONS FOR BRIEF ESSAYS
You’ll write short essays (3-5 pages for each) about two of the four books assigned for the course; you choose which books you wish to write about. An essay is due in the History Department office (223 Trinity Hall) by 4:30 pm on Friday of the week the reading is discussed. The exception is the Morgan book. That essay will be due in class on September 12.

1. Questions to Consider in Your Essays
For the books by (1) Morgan and (2) Campbell, your essay must consider at least three of the following questions—but don’t simply make your essay a series of answers to these questions:

- What was the author’s main argument or point—or one of his or her major arguments or points?
- What evidence does the author use in support of the argument or point you’ve identified—letters, diaries, public documents, newspapers, etc.?
- What is effective or ineffective (persuasive or unpersuasive) about the evidence the author uses and the argument he or she makes?
- What did you find especially praiseworthy or problematic about the book?

For the Finkelman book, discuss the key points of the pro-slavery argument based on your reading of at least four of the primary documents in Paul Finkelman’s Defending Slavery. Why might these arguments
have been persuasive to so many white southerners (and northerners)? (Four documents is the bare minimum; considering more is even better.)

For the Moody book: Would you say that Anne Moody’s Coming of Age in Mississippi is essentially optimistic or pessimistic? Support your answer with well-chosen, specific examples from the book and your thoughtful analysis.

2. Rubric for Brief Essays

*Five Criteria by which your essays will be evaluated:*

- Focus & Scope (Deals with issue/question in all its important aspects?)
- Evidence (Supported by well-chosen examples? Considers counterevidence?)
- Coherence (Clear thesis, logically developed? Lucid writing?)
- Citation (Correctly uses proper citation style?)
- Originality (Evidence of your own angle?)

A=excellent performance on all five criteria
B=above average on four or excellent on some but flawed on others
C=average across the board or above average in part but with significant flaws
D=below average across the board
F=well below average across the board

3. Some Essay Tips

- Be sure to include a strong thesis statement and to support it with specific examples from the reading.
- Please staple the pages in the upper left corner. Duplexed (two-sided) printing is encouraged. Save paper!
- Be sure to use proper grammar, style, and spelling. Please “spell check” AND proofread your work before turning it in.
- If you use direct quotations, please cite them properly. Ideas that you borrow from another author, whether quoted directly or not, must be cited as well. If you’re uncertain whether to cite something – cite it. By the way, it’s best to keep direct quotations at a minimum; whenever possible put information in your own words (citing appropriately, of course). But sometimes a quotation, especially from a primary source, is just the right thing.
- So that I can read your paper as objectively as possible, DO NOT put your name on the first page or anywhere in the body. Instead, simply write your name in pencil ON THE BACK of the last page or on the back of a scratch sheet of paper appended to your work.
- DO NOT COMMIT ACADEMIC FRAUD by plagiarizing. See “Academic Integrity” at the beginning of the syllabus for more information.

- Citing Sources

Part of being a historian is correctly using and citing sources in persuasive essays. It’s a skill emphasized in all upper-level History courses at CSU, Chico.

In this paper, you will use footnotes, which most word processing programs automatically place at the bottom of the page. If your program doesn’t do this, you may use endnotes (that is, put the citations at the end of the essay).

For fuller information about citations, see “Proper citation of sources” on page 1 of this syllabus. But here’s the key information you’ll need for these writing assignments.

*Footnoting Books:* Here’s the basic format for a book footnote:

For subsequent references to a book, simply give the author’s last name and the page number in the footnote: Morgan, 35.

Here’s how to cite the Finkelman book, where it’s important to note the author of a particular selection:


   For subsequent references to an article previously cited from Finkelman, simply follow this example in a footnote: Hammond in Finkelman, 87.

   If you go on to cite another source in Finkelman, give name of author and selection title, like so: Alexander Stephens, “The Cornerstone Speech, 1861” in Finkelman, 93.