SYLLABUS-HISTORY 4353-THE OLD SOUTH

Dr. Moneyhon                                      Office: SH606F
Fall, 2016                                          Hours: TuTh 10:45-11:30
                                                                 Telephone: 501 569 3235
                                                                 E-Mail: chmoneyhon@ualr.edu

COURSE CONTENT, TEXTS, AND EVALUATION

The Course. History 4353 examines the emergence of Southern society in the period between 1800 and 1860. The course looks at basic institutions within this society and the path taken towards the development of a Southern culture and Southern nationalism. The class meetings will primarily be lectures, focusing on particular aspects of the overall problem.

Texts. There is one textbook for this course—William J. Cooper and Thomas E. Terrill, The American South: A History. Vol. I. 4th ed. (Lanham, MD: Rowman & Littlefield, 2009). It may be purchased at the UALR bookstore. The text should be read in conjunction with lectures to provide fuller information on topics covered in class. Specific assigned chapters are listed on the daily assignments. There will be additional readings from historical journals. These journal articles are available on BlackBoard or online through Ottenheimer Library.

Evaluation. Your grade will be based on two examinations, four written analytical reports on journal articles, and classroom participation. Your mid-term examination will be worth 30 percent of your final grade; the final examination worth 35 percent. Each of the writing assignments and classroom participation will be worth 7 percent of the course grade for a total of 28 percent. Since the purpose of the written reports is to promote discussion of the topic in class, there will be no credit for late reports unless accompanied by a doctor’s excuse. A final 7 percent of your grade will be based on classroom participation. The base score in this area will derive from the percentage of classes you attend—90-100 percent attendance equal 90 points; 80-89 equals 80; 70-79 equals 70; 60-69 equals 60; 0-59 equals 50. You may receive an additional 10 points for classroom participation by active and positive contributions in class discussion.

Examinations. The examinations in this class will be essays. Each class will cover a question that may appear on the examinations. We will have covered approximately fifteen questions by mid-term, another fifteen by the end of the semester. Three of these questions will be chosen for each examination. You will have to write on two of them. (See p. 6 for a fuller discussion of a good essay.)

Article Reports. The written reports are designed to increase your skills in reading, analyzing, writing history. Your report should include a discussion of the historical dialogue surrounding the topic of the article, then a clear statement of the author's thesis or interpretation. In some cases the author will have stated a thesis explicitly, at other times you will need to work it out from the presentation. This should be followed with a summary of the author's argument, discussing the major points made to support the author's thesis. (See p. 6 for specifics about the article reports.)

TENTATIVE CLASS SCHEDULE

Week 1
8/18  Class Organization. Discussion of course content and assignments.

Week 2
8/23  The South as a Historical Problem: The question of what is “Southern” and how did the "South" come into being.
8/25  Roots of the South. The colonies established in the 17th century that ultimately occupied the geographic area we refer to as the South had many different origins. Are there any common factors in these settlements that might serve as a basis for a common experience? Read American South, Chapters 2,3.
Week 3
8/30 Emerging Colonial Economies. Early on the Southern colonies developed viable and profitable economies, especially when compared to the northern English colonies. Describe these economies and explain the particular direction that they took. AS, Chapter 2.
9/1 The Plantation. A unique characteristic of the Southern agricultural economy was the plantation. This farming system emerged early in colonial history. Describe and explain its spread. AS, Chapter 2.

Week 4
9/8 Slave Culture. Slavery in the English Americas changed rapidly beginning at the end of the 17th century. What happened and why? What were the implications of these changes for the lives of the slaves in the English colonies? AS, Chapters 1, 2.

Week 5
9/13 Economic Expansion. By the mid-17th century, English colonies in the Chesapeake region had established a somewhat viable market economy. Describe the economic growth of these colonies in the century that followed and explain the forces underlying that growth. AS, Chapter 2. [For additional reading you might find Allan Kulikoff, "The Colonial Chesapeake: Seedbed of Antebellum Southern Culture?" Journal of Southern History, 45 (1979): 513-40, interesting.]
9/15 White Society. The demands of life in a plantation world helped define the society that came into existence within the South. Describe white society as it emerged in the 17th and 18th centuries, explaining how it came to take the shape that it did. Does this community appear different from those elsewhere in the English colonies? AS, Chapter 2.

Week 6
9/20 Colonial Women. A thriving economy, a new society, and slavery all came into existence in the southern American colonies. Did this have implications for cultural institutions? Historians have been interested particularly in whether or not this "new world" produced new roles for women. Examining the lives of women of the South in the 17th and 18th century, what is your conclusion? AS, Chapter 2.
9/22 Development of the Back Country. While we often speak of "the" South, in fact no such homogeneous entity ever existed. By the mid-18th century across the South settlers had developed what came to be called the "Back Country" an area whose residents often proved troublesome to coastal elites. Some historians have seen religious conflict in the area as reflecting these regional tensions. Is that accurate or not? AS, Chapter 2.

Week 7
9/27 Liberty and Slavery—The Southern Dilemma. Revolution against England, justified by an appeal to the concept of the human right to freedom, presented the South with one of the first major challenges to its "peculiar institution." Describe and explain the South's confrontation with the apparent paradox between the existence of inherent human rights and the possession of human property. What legacy did this contribute to the South's basic identity? AS, Chapters 3, 4.
9/29 Emergence of Self-Consciousness—The First South. The historian John Alden has said that debates in the Continental Congress and the subsequent Constitutional Convention of 1789 produced the first sense within the South of its own unique character. Examining the issues that emerged within these bodies and the debates that surrounded the issues, to what extent would you agree or disagree with Alden? AS, Chapter 4.
**Week 8**

10/4  **A Political Philosophy for the South.** The process of Southern self-realization continued through the early years of the Republic and crystallized particularly in the debates over the policies of Alexander Hamilton. The principal spokesmen for the South came to be Thomas Jefferson and James Madison. What was their basic argument?

10/6  **The Emergence of King Cotton.** In many respects economic conditions may have limited Southern culture and institutions to the Atlantic seaboard. The development of the cotton economy changed all of that and made possible the South's westward expansion. Explain how cotton came to become a critical part of Southern history. *AS, Chapters 5, 8.*

**Week 9**

10/11  **MIDTERM EXAMINATION**

10/13  **Plantation Profits.** An enduring question concerning the South's history was raised on the eve of the Civil War when anti-slavery advocates charged that the plantation and its peculiar labor system was an inefficient economic institution and stood in the way of Southern economic development. Examining particularly the issue of the profitability of the plantation, do you agree or disagree? *AS, Chapters 8, 9.* [You may find John D. Faust and Dale E. Swan, "Productivity and Profitability of Antebellum Slave Labor," *Agricultural History,* 40 (1970): 39-62 useful additional reading].

**Week 10**

10/18  **The Other South—City and Industry.** Another way of examining the impact of the South's plantation economy is to determine whether or not it interfered with other economic development. Examining the industrial and urban development of the antebellum South, further assess the claim that the plantation economy blocked broader economic development.

10/20  **Emerging Political Conflict.** As you have seen, the idea that southern colonies and then states had different interests from other parts of the new nation emerged during the Revolution and subsequent new national era. That idea continued to develop in sectional clashes over Missouri and then the issue of a protective tariff. Why? *AS, Chapter 6*

**Week 11**

10/25  **Society in the Cotton South.** Another common criticism of the plantation system of the South was that it ultimately stood in the way of progress because it created a polarized white society marked by a world of extremes. Rich planters dominated a world that offered little opportunity for the region's poor. Describe white society as it developed after 1800. Do you agree or disagree with the criticism. *AS, Chapter 12.*

10/27  **Southern Patriarchy.** Another component of Southern culture was the emergence of a set of ideas about family and society that were part of a system usually called a patriarchy. What were these ideas and how do they seem related to the realities of life in the South? *AS, Chapter 12.*

**Week 12**

11/1  **Shifting Views of Race.** It has been argued that white views of race remained ill-defined through much of the early national period, then hardened by the 1820s and 1830s. Examine racial ideas during these periods and determine your answer to this question. *AS, Chapter 12.*


11/3  **Southern Religion.** As the South continued its economic and social development, its culture evolved as well. Examining Southern religion from the time of the Second Great Awakening, describe the elements of what might be called a uniquely Southern theology. What do you think contributed to its emergence? *AS, Chapter 11.*

**Week 13**

11/8  **Maturation of Plantation Slavery.** As the South expanded westward the slave system changed to some extent. What happened? Describe and explain the evolution of Southern slavery in
the early 19th century. AS, Chapter 9.

11/11 NO CLASS

Week 14
11/15 Slave Personality. We know much about the slave system and what whites thought about slavery but we know very little about what the slaves thought. One effort at getting in to the minds of the slaves has been an exploration of the character and personality of slaves. What is your conclusion on this question? AS, Chapter 10.


11/17 A Positive Defense of the South. Beginning with the Missouri crisis in 1819 and continuing with the emergence of the abolitionist movement, Southerners found themselves and their peculiar labor system under increasing attack. Not surprisingly, these years would see not only the emergence of defensive political ideas but also an effort at defining the values of the southern economy and society. Examining these sets of ideas, what purpose do they appear to have served? AS, Chapter 11.

Week 15
11/21 Growing Conflict. The 1850s not only saw growing self-awareness in the South and an emerging sense national identity, but witnessed the emergence of an increasing aggressiveness on the part of many Southern politicians. These politicians ultimately worked to establish a framework of government that they believed was essential for the maintenance of the Union. Show how events pushed this effort forward and describe the demands ultimately agreed upon by many in the South. AS, Chapters 13, 14.

11/24 THANKSGIVING VACATION

Week 15
11/29 Secession. There has been considerable discussion of the causes of the Civil War, with no general agreement among lay historians in particular. Examine the South's response to the election of Abraham Lincoln and subsequent secession to address the question of causation. Why, in the end, did the South secede? What does this say about Southern identity? AS, Chapter 14.

12/1 Failure of Southern Nationalism. Ultimately the South received an opportunity to test its nationalism in a war to establish its independence from the rest of the Union. Examining the wartime experience of the South, how strongly do you think its people believed that they were unique? What does their wartime experience tell us about the identity of the South? AS, Chapter 15.

12/6 CONSULTATION DAY—ALL MAKEUP EXAMINATIONS WILL BE GIVEN AT THE REGULAR CLASS TIME.

12/13 FINAL EXAMINATION—8-10 A.M

CLASSROOM RULES

Academic Integrity:
All of your work must reflect your own thoughts, words, opinions, and efforts. Cheating and plagiarism are serious offenses and reflect on your personal character and professionalism. All sources, including information gathered on the Internet, must be correctly cited in weekly assignments, papers, and essays. You should include footnotes and a bibliography in Chicago Manual of Style Humanities format in all History Department papers unless instructed otherwise. It is your responsibility to ensure that you understand the definition of plagiarism, and that you avoid it. Not knowing the definition of plagiarism is not an acceptable excuse for plagiarizing. Academic dishonesty of any kind will not be tolerated in this class, and you will receive a zero for a plagiarized assignment. If you are unclear about what constitutes
academic dishonesty, please ask me, and look at section VI of the UALR student handbook.

**Attendance Policy:**
Because of the amount of state and federal funding received by the university and our students, the university is required to document student attendance. Attendance will be taken at each class and excessive absences will factor into your final grade. If you experience an illness or other crisis that prevents you from coming to class you **must** notify me within 48 hours of the first missed class. Attendance in class is essential to doing well in the course. Arrive at class on time, turn cell phones to silent and place them out of sight so that our class time is not distracted by personal matters.

**Classroom Civility:**
The classroom is a place for the free interchange of ideas. Keep this in mind in your interactions with fellow students and faculty. You should turn off cell phones or electronic devices when in class. You may use a computer to take notes, but not to coast the Internet while in class. The use of any such devices is considered a disruption of class. Any disruptive behavior will result in a warning. Subsequent disruptions will lead to being dropped from the class.

**Written Work:**
Keep all graded written assignments until the end of the semester and you have received your grade to ensure that you have the grade that is warranted.

**Critical Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>First Article Report</td>
<td>7 percent</td>
</tr>
<tr>
<td>September 22</td>
<td>Second Article Report</td>
<td>7 percent</td>
</tr>
<tr>
<td>October 11</td>
<td>Midterm Examination</td>
<td>30 percent</td>
</tr>
<tr>
<td>November 1</td>
<td>Third Article Report</td>
<td>7 percent</td>
</tr>
<tr>
<td>November 15</td>
<td>Fourth Article Report</td>
<td>7 percent</td>
</tr>
<tr>
<td>December 13</td>
<td>Final Examination</td>
<td>35 percent</td>
</tr>
<tr>
<td>Course</td>
<td>Class Participation</td>
<td>7 percent</td>
</tr>
</tbody>
</table>

**WRITTEN WORK**

**Style**

All written assignments must be submitted in hard copy. They should be typed using 12 point font. They are to be double spaced using a standard 1” margin on all sides. Never submit a paper that you have not submitted to spell-check and grammar-check. You should proofread all papers before their submission.

You are working on a professional degree and a sign of that professionalism is clean, well-written papers. When citing books, articles, or other works you should conform to the style known as the Chicago Style.

**Article**

Your written reports should demonstrate your ability to read analytically. They should not be more than 3-4 pages in length. In doing an historical analysis, rather than simply summarizing the contents of the article, you should provide a **critical** commentary on the article. To that end, please consider the following questions to be answered as essential parts of any review.

1. What is the topic? This does not mean simply the specific historical subject, but also the literature that has been written about it before. Remember, there are few topics that have not been considered before. Why does this author think something else needs to be written?
2. What is the thesis? It is important to distinguish the topic from the thesis. The topic is the subject matter, which may include the historical discussion of an item. The thesis is the author's distinctive argument about the topic, in other words his interpretation.

3. How does the author argue his thesis or try to convince you it is valid? In dealing with this issue you may desire to discuss the author's organization of the article and the author's use of evidence (what type of evidence is used).

4. Finally, are there any reasons to believe that the author has a hidden bias or possesses some other point of view that may influence the conclusions? To draw conclusions on this you should try to find something out about the author. Information on when an article was written, where the author attended school, and with whom the author studied are all important aspects of discovering an author's agenda. Sometimes clues may be found in the first several footnotes to an article. This information may in some cases be acquired through an internet search. You might also wish to take a look at Contemporary Authors or other such materials in the library reference area.

5. Reports should be at least 500 words in length, but no more than 1,500. You should provide a full citation of the article being analyzed at the top of your report.

**Essays**

1. An introductory paragraph that contains your thesis statement. The thesis statement is the point you will argue in your essay. The thesis statement might simply reword the essay question into a statement. Your introductory paragraph MUST state the people, places, and historical era (usually through a reference to specific dates or centuries) that your essay will discuss.

2. A series of paragraphs that develop and explain your ideas. Each paragraph should be organized around one major idea you will argue. Each paragraph should advance your thesis. Each paragraph should have a topic sentence that moves your argument forward. The body of each paragraph should be composed of sentences that have rich historical detail.

3. A concluding paragraph will summarize your findings based on the historical evidence you have used to support your ideas. This paragraph should in some way refer to your introduction.

4. A good history essay is ALWAYS supported with relevant historical evidence collected from class lectures and readings. By historical evidence, historians mean the specific names, dates, places, events, terms, and concepts that are pertinent to the historical problem investigated (i.e., the essay question). The content of your essay will consist of this historical evidence. This information should be accurate. You must explain all specific terms you use.

   The information should always be relevant to the question. The point is not to write down every piece of historical information you have learned, but to select only the evidence that clearly supports your thesis. Irrelevant information will not count. You are responsible for explaining in your essay how each piece of information relates to the question. Your essay should be persuasive through your mastery of the historical evidence.

5. Use the past tense active voice when writing.

**DISABILITY SUPPORT SERVICES**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and
coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.