Course Goals: The course is designed as a comprehensive survey of the American South from the Pre-Columbian era through the end of the Civil War. In the narrative of the course, we will examine topics such as the social development of the South as a British colonial possession, the growth of southern nationalism, the construction of a bi-racial society, and the reasons why the South seceded from the Union. Given its importance in the region, the course will have particular emphasis on the dynamics of race relations and slavery in the South. We will also focus on the social, economic, and political trends that continued to differentiate the South as a specific region within the nation as a whole and helped construct a definable southern “identity.” The emphasized themes will be the ones the instructor feels most essential in gaining an understanding of the American South in a historical perspective. Because this is an upper level history course, a key element of this course will be a growth of critical thinking among the students concerning the examination of historical themes and paradigms. In order to effectively achieve such a goal, students should be prepared to do extensive reading outside of class as well as complete writing assignments that will measure the depth of their understanding of the subject.

Course Requirements: All students are required to complete all readings and assignments of the course. The readings are designed to serve as a foundation as well as additional source material to the course lectures and are essential for understanding the elements of the class. The texts also have the intention of providing greater background and knowledge on topics that may or may not be presented in class, as well as serving as your source for required class assignments. Students who fail to complete or take seriously the reading requirements of the course will greatly hinder their grade.

Attendance is also a vital element in understanding the course material. Lecture material is the portal through which critical topics are discussed and disseminated; a missed lecture is a missed opportunity. But, because this is an upper level course and I assume that all students now understand the importance of class attendance, you will be responsible for your attendance. If you choose to miss class you will be solely responsible for your poor grade. I cannot stress enough how vital it is that you attend class; it is one of the primary factors in dividing students who do well and those that fail.

Grading Criteria: There will be two (2) 120-point take home exams in the course. You will be given one week to ten days to complete your take-home exams; you will be penalized one letter grade for each day that a take-home exam is late, including weekends. On these exams, you will be expected to compose three, double-spaced (with proper margins and font), word-processed essays. Length requirements will vary, and margin and format instructions will be included with the examination. You will be able to choose from among at least four essay questions for each exam; I will require everyone to answer at least one of the questions; you will have a choice among the others. The student will be expected to write interpretative essays in which they assess
and critique sources from lecture material, supplemental texts, as well as works from the bibliographic list. All sources must be appropriately cited, using the Chicago Manual of Style method. Because the exams will be completed outside of class, it is expected that they will be skillfully constructed, well-organized, free of errors, and grammatically correct. **It is also a requirement that they include outside source materials. That is why you will be given an extensive bibliography—use it!**

In addition to the examinations, each student will be required to write formal book reviews over 3 of the books contained in your class bibliography, which will be distributed in class on **January 23**. The books should be available in the Steen Library. You will be required to inform the professor of your choices **no later than two weeks before the review is due**. Failure to do so will result in a one-letter grade penalty. The reviews will be worth 50 points each.

The course will also have a substantial participation and discussion component. We will discuss reading selections, lecture points, and other pertinent material at various times. Students will be graded on their preparation and participation in such discussions. Attendance will be a consideration in assessing this grade.

The scheduled due dates for the exams and reviews are contained within the schedule portion of the syllabus. Because the examinations and book reviews are take-home and are to be completed away from class, there will be no make-up for those exams. **If you miss class on the day that the exams are distributed, it is your responsibility to see me and receive your materials.**

The grading parameters of the course are as follows:

- **Examinations:** (2) @ 120 points.........................240 points
- **Book Reviews:** (3) @ 50 points .........................150 points
- **Class Participation......................................60 points**
- **Total Points............................................450 points**

Your grade will be calculated as a percentage of total points possible.

**Some Final Thoughts:** Many students make the grave error of putting away their syllabus after the first day of class and never consult it again. Do not make such a mistake. The syllabus is your instruction manual for the course. Contained within are the requirements and guidelines that will allow you to chart your path through this class, and most administrative questions that you may have can be answered through a careful reading of this document.

The standards for this course are, admittedly, high. But I also strongly believe that every student is capable of achieving and even surpassing those expectations. It will take work and will, at times, seem frustrating, but by the end of the semester I think that all of you will be pleased with the progress of your increased capacity to think and the intellectual curiosity that you will possess. All of you bring to the class a desire to participate and the intellectual acumen to do well; if you did not, you would not be in an institution of higher learning. What I hope the course will do is tap that desire and make it blossom. An education is more than “making a grade;” it is a life-long journey that allows people to fully realize their intellectual potential. My desire is that this course can help you find tools that will allow you to advance on that journey. But, with all
that said, what you do in the course, ultimately, depends on the effort and the desire to learn that you bring into the classroom and to your studies. I can help give you some tools but you have to use them.

**PLAGIARISM**

Plagiarism and cheating will not be tolerated. Any student caught in such unethical activity will receive a zero for the assignment. Serious violations, such as stealing an exam or downloading a paper from the Internet, will result in automatic failure of the course. I will also report cheating to your dean as described in university policy A-9.1. Under this policy, students charged with more than one violation during their academic careers will be summoned before the University Committee on Academic Integrity. If the Committee validates the charges, it may place students on probation or suspend them. You may read the policy, including your right to appeal charges of dishonesty, at: http://www.sfasu.edu/upp/pap/academic_affairs/CHEATING_AND_PLAGIARISM.html

**Special Arrangements:** Any student who, because of a disabling condition, may require some special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should present appropriate verification from Disabled Students Services. Any arrangements made are strictly confidential.

**Student Absence for Observation of Religious Holy Days:** A student who is absent from classes for the observation of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth (15) day after the first day of the semester, the student had notified the instructor of each scheduled class that the student would be absent for a religious holy day.

**Lecture, Reading, and Exam Schedule:**

**Week One:**
Jan. 16: Intro to course
Jan. 18: Southern Beginnings

**Week Two:**
Jan. 23: The Colonial South
Jan. 25: Colonial South (cont.)

**Week Three:**
Jan. 30: Slavery in the New World
Feb. 1: The Shaping Power of Religion

**Week Four:**
Feb. 6: The South and the American Revolution
Feb. 8: The South and the New Nation

**Week Five:**
Feb. 13: The South in the New Nation (cont.): **Book Review 1 due**
Feb. 15: The Jeffersonian Period

**Week Six:**
Feb. 20: The South and the War of 1812
Feb. 22: The Old Southwest Becomes Ascendant; **Exam #1 distributed**

**Week Seven:**
Feb. 27: Missouri and Dissent
Mar. 1: **No class, Library Day**

**Week Eight:**
Mar. 6: Jacksonianism and the South
Mar. 8: Jackson, Whigs, and New Realities **Exam #1 Due**

**Mar 12-16: Spring Break**

**Week Nine:**
Mar. 20: Plantations and Farms: The Reality of the Southern Economy

**Week Ten:**
Mar. 27: The Institution and World of Slavery **Book Review 2 due**
Mar. 29: **No Class: Easter Holiday**

**Week Eleven:**
Apr. 3: The Politics of Slavery.
Apr. 5: The Politics of Slavery, cont.

**Week Twelve:**
Apr. 10: Intellectual and Religious Old South
Apr. 12: The Southern Social Order

**Week Thirteen:**
Apr. 17: Manifest Destiny, Political Parties, and the Territorial Issue
Apr. 19: **No Class, Library Day**

**Week Fourteen:**
Apr. 24: “Fireaters,” Secession, and the Election of 1860 **Exam #2 Distributed**
Apr. 26: Secession, cont. **Book Review 3 due**

**Week Fifteen:**
May 2: The Confederate Experience
May 4: The War Ends and A New South Begins—Maybe

**May 8: Exam due at noon in ETHA Office, Ferg, 293**