History 3344: American South

M. Scott Sosebee, PhD.                                             LAN 312 or Ferg. 293 (ETHA office)
Office Hours:  T-Th 9:00-9:30; 11-1 (Ferg 293)                   468-2407
Or by appointment                                                  sosebeem@sfasu.edu
(I will also available via ZOOM by request)

Text: There are no required or assigned texts in the course.

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, in the form of book reviews and take-home exams, that will
measure the depth of their understanding of the subject.

Course Requirements: All students are required to complete all exams, readings, and
assignments of the course. More than anything, students should attend class. The most glaring
difference between those who do well in the course and those who do not, semester after
semester, is class attendance and completing assignments. I am not saying class attendance will
ensure an above average course grade, but I can almost guarantee that those who miss classes
will not be able to achieve that level. Attendance is the 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.

Grading Criteria: There will be two (2) 125-point take home exams in the course. You will be
given approximately ten (10) 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 of at least 750 words each. The exam will consist of two sections.
Section one will be one mandatory question that each student must answer. Section two will
consist of three to four questions and the student will choose one to answer. The student will be
expected to write interpretative essays in which they assess and critique sources from lecture
material, journal articles, as well as works from the bibliographic list. Individual research on
each question, utilizing secondary sources, is required. 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.

In addition to the examinations, students will be required to write three book reviews (following a standard format to be discussed in class) over assigned books that you may check out from the library. Each of the book reviews will be worth **fifty** points.

The scheduled dates for the exams and all due dates for any assignments are contained within the schedule portion of the syllabus. Because the examinations are take-home and are to be completed away from class, there will be no make-up for those exams. **The exams will be posted for you to access on the course D2L site and will be open for access on a specific date, which is in the syllabus and that I will also announce in class.**

The grading parameters of the course are as follows:

Examinations: (2) @ 125 points..........................250 points
Book Reviews: (3) @ 50 points............................150 points
Total Points...............................................400 points

Your grade will be based on a percentage of total points earned.

**Program Learning Outcomes:**
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Engage in historical inquiry, research, and analysis.
3. Craft historical narrative and argument.
4. Practice historical thinking as central to engaged citizenship.

**Student Learning Outcomes:**
History 3344 will support the following Student Learning Outcomes: All students who complete the course will:
Be able to interpret the components of the American South discussed in the course in the context of the time studied as well as the development and formation of the region as part of the United States.

Be able to understand the way the South developed as a region, how historians have interpreted that development, and an approach in how to analyze how those developments have affected the current nature of Southern society.

Be able to craft a general historical narrative of the construction of the South as a region in the United States.
Be able to understand how and why the South has a central and, perhaps, unique narrative, with the effect of being informed about the historical legacy of the society in which he/she lives.

Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (Student Academic Dishonesty, Policy 4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf
In addition, you may include your own guidelines for academic integrity as appropriate.

**Withheld Grades (Course Grades, Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Class Schedule:**

**Week One:**
- Aug 25: Introduction to Course
- Aug. 27: Exams in this course, book reviews, expectations

**Week Two:**
- Sept. 1: The Colonial South: The Dawn of Difference
- Sept. 3: The Shaping Power of Religion and Politics in a British South

**Week Three:**
- Sept. 8: The South and the American Revolution
- Sept. 10: The South in the New Nation

**Week Four:**
- Sept. 15: The Jeffersonian Period: The South Flexes its Muscles
- Sept. 17: Jeffersonian (Cont.):

**Week Five:**
- Sept. 22: The “Old Southwest” Becomes Ascendant
- Sept. 24: Southwest (Cont.) **Book Review 1 due**
Week Six:
Sept. 29: Missouri, Dissent, and the Growing Importance of Slavery
Oct. 1: New Politics, New Alignments

Week Seven:
Oct. 6: Jacksonianism and Whigs
Oct 8: The Politics of Slavery

Week Eight:
Oct. 13: Plantations and Farms: The Dominance of an Elite Element in the South
Oct. 15: The Institution of Slavery Exam One Due

Week Nine:
Oct. 20: The Intellectual And Religious South in the Antebellum World

Week Ten:
Oct. 27: Manifest Destiny, Political Parties, and the Territorial Issue
Oct. 29: The Crisis of Union: The Nation Begins to Unravel

Week Eleven:
Nov. 3: Crisis of Union (Cont.)
Nov. 5: Fireaters, Secession, and the Election of 1860

Week Twelve:
Nov. 10: The Confederate Experience
Nov. 12: Confederate Experience (cont)

Week Thirteen:
Nov. 17: The South At the End of the War
Nov. 19: Wrap and Concluding Discussion Book Review 3 due on November 30

Nov. 23-Dec. 4: Final Exam Prep
Tues. December 8: Final Exam Due