

Huntingdon College Adult Degree Completion Program

COURSE NUMBER: HIST315
COURSE NAME: Alabama History
Spring 2009, Session II, Enterprise

INSTRUCTOR'S NAME: Tom Dreilinger

CONTACT INFORMATION: tom.dreilinger@huntingdon.edu

COURSE DESCRIPTION: This course will explore the political, social, and economic development of Alabama, with concern, as well, for the interaction between Alabama and the remainder of the United States.

PREREQUISITE: none

TEXT REQUIRED: Rogers, Alabama-The History of a Deep South State; (**see Huntingdon College booklist for edition and ISBN**)

COURSE LEARNING OUTCOMES:

The objectives of this course are to help the student:

- To identify the persons who have played leading roles in the history of Alabama.
- To understand the events and issues that shaped the political, economic, and social development of Alabama.
- To see the currents of both change and continuity in the unfolding of this history of Alabama.
- To correctly relate Alabama, her history, and her people to the other peoples and states in the region and the nation.

COURSE ASSIGNMENTS & GRADING CRITERIA:

Weekly Module Question Sheets: attached to this syllabus are five Module Question Sheets, one of which is due at each of the five class meetings. Students are to carefully read the assigned pages in the text for each module and are to clearly and completely, in writing, answer all questions on the corresponding Question Sheet. Students are required to provide a copy of their completed weekly Module Question Sheets to the instructor at the beginning of each class. I will use these copies for grading and comments, and will return them the following week. This work will serve not only to easily demonstrate that a student has read and comprehended the text material for each week, but also to focus the student's attention on that which is most closely related to the objectives and outcomes already outlined for the course. The questions may also serve as the basis for class review and discussion of weekly material, augmented by the instructor's lectures, and they may, as well, be used as review guides and possible questions for the final exam. Each Question Sheet will be 10% of the total course grade, making the five sheets worth 50% of the final score. This assures that students who consistently and regularly complete their course work will be rewarded for their diligence.

Class Project: Each student will prepare either a written research paper of 8 to 12 pages, or a 20-minute oral presentation for the class as a whole on a course-related subject of particular interest to them. Possible topics include, but are not limited to biographical explorations of key

political, military, religious, social, economic, and literary figures of Alabama history or discussion and analysis of political, social, and military events and subjects with great bearing on the history of Alabama. Students are required to get instructor approval for their class project topics by the second week of class.

Other possible topics include the examination of some local (city, county, or family) historical personality or event of particular interest to the student, provided the event or personality played a significant role in the development of Alabama's history on some level. Should the student choose to write a research paper on a topic that is "close to home" and utilize as primary materials such persons and records not often used in typical research papers, he or she should get instructor approval for their topic by the second week of class.

Students choosing to do an oral presentation should work with the instructor to schedule their presentations at the most appropriate point in the course. At the time of their presentation, they should also give to the instructor a comprehensive bibliography of the resources used in the report.

Students are required to follow the Chicago Style in the construction of their papers and comprehensive bibliographies. The instructor will provide a basic style sheet for footnotes and bibliographies for papers and additional guidance for class presentations on the first night of class.

Final exam: There will be one in-class exam given the last class period. Questions may come from class lectures, discussion, and the Module Question Sheets. The Exam counts 25% of the class grade. **A comprehensive final exam of 25 multiple-choice, fill-in the blank, and discussion questions will be given during the last night of the class.**

Grading Elements	Percentage:
Module Question Sheets	50%
Class Project	25%
Final Exam	25%
Total Points	100%

GRADE POINT EQUIVALENTS -

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation –Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – Explain whether late assignments will be accepted and what penalty might be imposed if the assignment is late. Also specify what assignments can be turned in late. This will allow the student to make informed decisions.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee's decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4432 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty –Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

First Night Assignment -

CLASS SCHEDULE:

Week 1: Chapters 1-8; pp. 3-135

1. Who were the four Native American tribes living in what is today the state of Alabama at the time of European contact? Where were each of them located? What were the outstanding traits of each group?
2. Compare and contrast the experiences of the de Luna colony with those of the settlement headed by the d'Iberville brothers.
3. What were the problems and successes of the English in "British West Florida" after 1763.
4. What did the Revolutionary War era mean for Alabama? Who was Alexander McGillivray, and what role did he play in Alabama history during this time? What was the Treaty of New York, 1790, and what did it accomplish?

5. What part did Tecumseh play in Alabama history in the early 1800's? What and where was Fort Mims? What took place there, and what did it cause? What part did Tecumseh and Fort Mims play in the "Creek Wars" of the early 1800's? Who were the leaders on each side? What was the outcome of the conflict, and what results did it have?
6. Who were some of the early leaders, and what were some of the early issues in Alabama as a territory?
7. What were the basic provisions of the Constitution of 1819? Where was it drawn up? Who were the early leaders, and what were the early issues of Alabama as a state? Where was the first capital city? When and to where was it moved?
8. Discuss the basic issues and actions relating to Indian removal in the 1820's and 1830's.
9. Name two early Alabama writers and their works. Briefly, what opportunities for education were provided? What was the religious scene like?

Week 2: Chapters 9-16; pp. 136-276

1. What issues determined the structure of Alabama's political parties in the 1830's and 1840's? What were these parties and their ideas?
2. Who was William L. Yancey? What was his life like, and what part did he play in Alabama politics, especially in the late 1840's and 1850's? What was the "Alabama Platform" and what was its significance?
3. What contribution to Alabama's development was made by Noah B. Cloud and Daniel Pratt? How did the state come to have the railroad system that existed at the outbreak of the Civil War?
4. How did the Democratic Party come to be the political party of most Alabamians? What were its major divisions as the elections of 1860 approached? How did Alabama vote in the 1860 election, and what did it signify?
5. In terms of both leaders and material resources, what were Alabama's great contributions to the Confederate cause? How and when did Montgomery come to be center stage in the development of the Confederacy? How did that work out?
6. What were the major military operations of the Civil War in Alabama?
7. What were the physical affects on Alabama of the Civil War?
8. What, according to your textbook, was the clearest indication in late 1865 and early 1866, that the Civil War itself "had not changed anything" in Alabama? Who was General Wager Swayne, and what role did he play in the situation? What organization did he work for, and what was its purpose?
9. Who were the Radical Republicans, and what did they believe? How did their ideas translate into basic changes in Alabama? What were some of the notable successes of this period of Alabama history?

10. What was the importance of the Alabama governor's race of 1874? Who won, and what circumstances led to this victory? How did the Alabama Constitution of 1875 illustrate the changes taking place at that time?

Week 3: Chapters 17-24; pp. 277-408

1. Why was the idea of an "agricultural alternative" so appealing to Alabamians in the late 1880's? Why was mining such an easy addition to the state's economy? What was the convict lease system, and how did it work?
2. What were the major issues giving birth to the "new winds" of the Alabama Greenback Party, the Grange, the Agricultural Wheel, and the Farmers' Alliance? What successes, if any, did these organizations have?
3. Who was Reuben Kolb? How does his colorful political career in the 1880's and 1890's illustrate the rise and fall of the Populist Party in the state? What were the Populists' ideas? What obstacles could they not overcome in Alabama?
4. In general, what was the state of public education in Alabama in the turn-of-the-century period? What were the general features of "higher education" in the state?
5. What did the outbreak of the Spanish American War reveal about Alabama's shortcomings as a provider of troops for this national conflict?
6. Briefly discuss what you think are the two most significant features of the Alabama Constitution of 1901. What notions do you think motivated those who drafted this document?
7. Who was Braxton Bragg Comer? What had he done before his election as governor of Alabama in 1907? What were his ideas and successes in that position? Where was he a "reluctant reformer?"
8. How did "Progressivism" in Alabama mirror that in other states? How was Alabama "Progressivism" different?
9. What part did women play in Alabama Progressivism and related movements? Briefly discuss Julia Tutwiler and Helen Keller as notable Alabama women of the era.
10. What effects did World War II have on Alabama?

Week 4: Chapters 25-31; pp. 411-565

1. What did the Sage Report of 1918 say about conditions in Alabama? What was Governor Kilby able to accomplish with the report and reaction to it? What two areas did Kilby leave untouched? What further reforms were accomplished under Governor Graves?
2. How did the U.S. Presidential campaign of 1928 help to reorganize Alabama politics and politicians? What changes did it foster in the state?
3. What were some of the new and developing industries and areas in Alabama in the 1920's? What about the great percentage of Alabamians still employed in farming?

4. Name some Alabamians who went on to national prominence in various areas in the 1920's.
5. What efforts were made by Alabama business organizations and the state government to deal with the effects of the Great Depression? How successful were they? How far did "radicalism" go in the state? What does your textbook say stopped even more radical developments?
6. What "new issue" did the new Deal of Franklin d. Roosevelt add to the landscape of Alabama politics? Who were some of the state leaders on each side? Did the "New Deal" succeed in making any lasting changes in the state?
7. What economic effect did the outbreak of World Wear II have on Alabama? List some specifics.
8. Assess the strengths and weaknesses of Jim Folsom as governor of Alabama. What were his successes? His failures?
9. What part did Alabama play in the "Dixiecrat" revolt of 1948? How did the failure of the national campaign in 1948 then translate into a statewide "fratricidal struggle" in politics? Who won? Why does your textbook say the Brown decision of 1956 changed everything in Alabama politics? How?
10. Briefly review the events connected with the Civil Rights Movement in Montgomery in 1955, in Birmingham in 1963, and in Selma in 1965. What part did Martin Luther King, Jr. play? How did Governor Wallace react?

Week 5: Chapters 32-34; pp. 566-622

1. Briefly review the career of George Wallace as the major personality in Alabama politics after 1962. Why does your textbook argue that the reality of Wallace differed from the public stereotype? What do you think?
2. Discuss two of the changes in the Alabama landscape that your textbook uses to illustrate racial healing and the creation of a new union between 1970 and 1990.
3. What trends in education and cultural development in 1980's does your textbook highlight?

Final Exam