Huntingdon College
W. James Samford, Jr. School of Business
and Professional Studies

COURSE NUMBER: HIST405
COURSE NAME: The American South
Fall 2015, Session I – Montgomery
Wednesday, 9/2, 9, 16, 23, 30 from 5:30 p.m. - 9:30 p.m.

INSTRUCTOR’S NAME: Mr. Steven Wheat

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COURSE DESCRIPTION: This course will survey the social, economic, and political
development of the American South and pre-colonial times to the modern day. In our
study, we will focus special attention on the plantation society of the antebellum period,
its political and social consequences for the history of the region, and to the “New South”
changes in the area, which continue into today. We will also set the developments in the
South against the background of national events and trends at many points in our study.

PREREQUISITE: none


COURSE OBJECTIVES:

1. to master a factual outline of Southern history from earliest days until the present,
and to use this outline as a background for understanding the American South as
it exists today

2. to identify the persons, ideas, and events that have played key roles in the
history of the American South

3. to discover how the peoples of the South and their ideas, economy, society, and
experiences were distinct from those of other Americans

4. to define and assess Southern contributions to the American nation and her
history and development as a whole

COURSE LEARNING OUTCOMES: Upon completion of this course, the student will:

1. have a good foundation of knowledge and understanding of the American South

2. realize how the events, people, ideas, and issues of the past still color life and
thought in and about the American South

3. understand something about “Southern distinctiveness” and the ways in which
and the reasons why her experience has been unique in American history
4. see the South in greater context of American history, and identify Southern contributions to the history of the nation as a whole

Assessment of success in meeting these goals and objectives will be made through a weekly review of the Module Question Sheets and student participation by the instructor, as well as through the class project and final exam.

COURSE ASSIGNMENTS & GRADING CRITERIA:
The following are required for satisfactory completion of this course:

*Weekly Module Question Sheets & Class Participation: Attached to this syllabus are five Modules 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. This work will serve not only to 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 in the course. The questions may also serve as the basis for class review and discussions of weekly material, augmented by the instructor’s lectures. They may also serve as review guides and possible questions for the final exam. Active participation in class discussions and the five module question sheets are worth 50% of the final grade. This assures that students who consistently and regularly complete their course work and participate 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 certainly not limited to, biographical explorations of key leaders in Southern history, discussion of and analysis of political, social, and economic events of great importance in the history of the South, and analytical review of the South’s place in the national scene. Those students who choose to prepare a written paper should get instructor approval for their topic by the second week of class, and should carefully follow a standard writer’s manual or style sheet in the construction of their paper. Students choosing to do an oral presentation are likewise required to get instructor approval of their topic by the second week of class, and should work with their instructor to schedule their presentations at the most appropriate point in the course. All students are reminded that the Huntingdon College Honor Code applies to all course work, and are warned that any violation of the Honor Code will result in a grade of “F” for the class, and will be reported to the Huntingdon College Judicial Board for possible action. Students are therefore encouraged to seek guidance from the instructor with respect to any questions or uncertainty, especially regarding the issue of plagiarism. The Class Project will count for 25% of the final grade.

*Final Exam: There will be one in-class exam given during the last class period. Questions may come from class lectures, discussions, and the Module Question Sheets. The Final Exam will include matching identifications and short answer questions and counts for 25% of the final grade.
Grading Elements | Percentage:
-----------------|---------
Participation & Module Question Sheets | 50%
Class Project | 25%
Final Exam | 25%
Total | 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. Students who do not attend the first session will be automatically dropped from 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 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 – All assignments are to be submitted on the day they are due. There will be a deduction of one letter grade for each day that an assignment is late. The instructor must approve any exceptions in advance.

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) 833-4577 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 that 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 that is 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.

CLASS SCHEDULE:

**Week 1:**
The Colonial South-Chapters 1-6; pp.1-118

**Week 2:**
The South in the New Nation-Chapters 7-13; pp. 119-254

**Week 3:**
The Civil War Era-Chapters 14-19; pp.255-354

**Week 4:**
Reconstruction and a New Century- Chapters 20-27; pp. 371-500

**Week 5:**
The Modern South- Chapters 28-32; pp. 501-609
Class Project Due
Final Exam
MODULE QUESTION SHEET ONE
Chapters 1-6; pp. 1-118

1. Briefly note the following information for each of the English colonies in the American South:
   * the reason/group that make the settlement
   * the economic system that developed
   * the political structure that developed

2. Who were indentured servants and where did they come from? Why were they needed? How did the system work?

3. Who was Nathaniel Bacon and what part did he play in the unfolding of Virginia history? What did the incident reveal about colonial society?

4. According to your text, where and why did colonial Southerners begin to move toward slavery rather than indentured servant hood? How were blacks regarded before the 1660’s in the colonial South? After the 1660’s?

5. What type of settlement efforts did the French and the Spanish make in the South during the 1600’s and 1700’s? Did they achieve any permanent success? How did ties with their mother states in Europe influence these activities? Did the mother country’s goals vary substantially here?

6. According to your text, what were the four main regions of the South in the mid-18th century? What were the major characteristics of each? What does your text say about the British attitude toward these Southern colonies, and how did that differ from London’s attitude about New England at the time?

7. What was the Southern gentry, and how did it slowly develop in the late 1600’s and early 1700’s? How did this gentry rule politically, and what was the nature of their rule?

8. What were some major characteristics of the slave culture that also developed in the late 1600’s and early 1700’s?

9. How was the culture developing in the “backcountry” at this time different from that closer to the coast? How was it similar?

10. How did the French and Indian War come about? What new stresses did it create between the British and their American colonists? What post-war measures of George Grenville “opened the proverbial Pandora’s box” of troubles between the two?

11. What part did the Stamp Act and the Tea Act of 1773 play in the coming of the Revolution? What was the heart of the colonial argument against these
measures that was never understood by the British? What did the Second Continental Congress do?

MODULE QUESTION SHEET TWO
Chapters 7-13; pp. 119-254

1. Briefly outline the main events of the Revolution in the South.

2. What effect did the Revolution have on Southern slaves and the institution of slavery? On Native Americans in the South?

3. What kind of prototype for state constitution-making was produced by Virginia? What were some of the main features of that state’s new government?

4. What were some of the particular strengths and weaknesses of the Articles and Confederation? What important role did the South play in the drafting of the Constitution?

5. What did the new Constitution finally say about the power of larger and smaller states, slavery, and the power to regulate commerce?

6. How did Federalists and Republicans differ on the issue of the future of the United States? On the issue of the location of control in the new state?

7. What part did the Louisiana Purchase, the invention of the cotton gin, and the development of a process that crystallized sugar from immature sugar cane all play in the development of the post-Revolutionary South?

8. What was the Great Revival, and what were its religious and social consequences for the South?

9. Give three examples to illustrate your text’s assessment that Thomas Jefferson was “an enormously complex man.” How did the South feel about him during and after his Presidency?

10. What was the major impact on the South of the War of 1812?

11. What three things brought the South’s “era of ebullient” Western expansion to a sudden halt in 1819/1820? What was Jefferson’s assessment of the Missouri Compromise?

12. What does it mean to say that “Cotton was King” in the pre-Civil War South? How did other crops and economic ventures assume a role in Cotton’s kingdom?

13. How did the mature Southern Plantation system work? What was the average size for a plantation? What were the various ways that slaves and their labor were managed? How were they punished?

14. What was the status of free blacks in the South? What was it in the North?
15. Briefly discuss the contributions of white and black women to the construction of the South.

MODULE QUESTION SHEET THREE
Chapters 14-19; pp. 255-354

1. According to your textbook, what was “republicanism” and how did it shape thought and idea in the ante-bellum South?

2. What kinds of ideas did Southerners use to defend the institution of slavery?

3. What event of the Presidency of Andrew Jackson helped to foster the birth of Southern sectionalism and the idea of secession, according to your textbook?

4. How and why did the Texas Question and the war with Mexico serve to continue the move toward sectionalism and secession in the South?

5. What was the Compromise of 1850, and what part did its passage and subsequent failure play in the coming of the Civil War?

6. How did the continuing situation in Kansas, the Dred Scott case, and the activities of John Brown lead to an almost certain “failure of politics” as the election of 1860 drew closer?

7. How did the election of 1860 and its results complete this process?

8. What were the strengths and weaknesses of both the Union and the Confederacy as the Civil War began?

9. What were the major campaigns, battles, and their results in:
   - 1861?
   - 1862?
   - 1863?
   - 1864?
MODULE QUESTION SHEET FOUR  
Chapters 20-27; pp. 371-500  

1. What is meant by the term “Reconstruction”? Did it mean the same thing to everybody? What plans for this process had already been made by Presidents Lincoln and Johnson? By Congress? How did Southern leaders and Congressional leaders act on these plans between the end of the war and the Congressional elections of 1866? What happened in the election, and what did it mean?  

2. What did Congressional Reconstruction look like? How does the “myth” of Radical Reconstruction differ from the apparent facts of Radical Reconstruction in the Southern states? What Constitutional reforms came from this era? What political events eventually brought it to a close?  

3. In what ways did the first “New South” resemble the pre-war Old South? How was it fundamentally different?  

4. What responses to the problems of Southern farmers were offered to organizations like the Alliance and the Grange? How were these concerns reflected politically in the movement known as “Populism”? Who were some of the leaders and what were some of its ideas? What was its legacy?  

5. What was the position of the Populist Party with respect to black participation in politics? How important to Populist successes was participation by blacks and poorer whites? What was the reaction of Southern Democrats to this? What were the results?  

6. What were the major accomplishments of “Progressivism Southern Style”? Who were some of its leaders? What were some of its shortcomings?  

7. What types of industrial development had begun to further change the South by the time of World War I?  

8. What was the economic condition of Southern farmers on the eve of the Great Depression? What effect did New Deal Programs have on their situation? In what ways did various New Deal programs eventually stimulate some economic improvement in the South and in the lives of her people?  

9. Why did your text call the early 1900’s the “nadir of race relations” in the South? Who were some of the early black leaders?  

10. What characteristics of the South were reflected in the works of:  
   - Joel Chandler Harris  
   - Walter Hines Page
1. According to your textbook, what insights and understanding did Southern state leaders and the leaders of the New Deal have about circumstances in the South? How did they begin to deal with this?

2. What impact did World War II have on the South and on Southerners, according to your text? Be sure to discuss at least two areas here. What continued to fuel some of these changes even after World War II was over?

3. Discuss at least two “technological” improvements that your text credits with improving greatly the ease and comfort of life for Southerners after the war.

4. According to your text, how has Southern agriculture changed dramatically since World War II? What has replaced cotton as “King”, and why?

5. What is meant by the term “Sun Belt”? What have been some notable characteristics of its development?

6. Briefly discuss the following with respect to the part they played in the unfolding of the civil rights movement:
   - Brown vs. Board of Education, 1954
   - The Montgomery Bus Boycott
   - The sit-ins, “freedom rides”, and boycotts of the 1950’s and 1960’s
   - The March on Washington, 1963
   - The Civil Rights Act of 1964 and the Voting Rights Act of 1965

7. What does your text say about the effects of events of the 1960’s on the Democratic Party in the South? On the Republican Party in the South? What does your text mean by the phrase “new Southern Democrats”?