

University of South Florida
Department of History

Southern History, 1607-1865

History 3402, TuTh 2:00-3:15, SOC 132
Spring 2015

Instructor: Dr. K. Stephen Prince

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Office: SOC 218

Office hours: Tuesday and Thursday 1 – 2 PM

Course Description:

The antebellum South was a land of contradictions. A society that turned the defense of "home" into a battle cry was, in fact, deeply enmeshed in the global movement of ideas, goods, and people. A political culture rooted in conservatism and a worship of the status quo required ever-expanding borders in order to protect its most "peculiar institution." The region that produced a generation of Founding Fathers and four of the first five Presidents witnessed scenes of almost inconceivable cruelty and inhumanity on a daily basis. The Old South produced John C. Calhoun and Robert Barnwell Rhett; it also produced Frederick Douglass and Harriet Tubman. It inspired *Gone With the Wind*, but also *Uncle Tom's Cabin*. In 1861, white southerners went to war to protect their freedom – a freedom that was, in large part, defined by their right to enslave. At the heart of this course is an attempt to understand these apparent contradictions (and innumerable others like them) as part of an organic whole: the living, breathing, and fascinating – if deeply flawed – society of the Old South.

We will move chronologically, starting with the arrival of the first Europeans on southern shores and concluding with the Civil War. Central topics to be discussed include: the nature and timing of the turn to African and African-American slavery; race making in the American South; the nature of slave community and resistance; the construction of gender roles; patriarchy and paternalism; the meaning of mastery and enslavement; the development of the white South's unique "honor" culture; class struggles and cross-class alliances between white elites and non-elites; the character of the proslavery and antislavery arguments; the coming of the Civil War; and the popular memory of the Old South.

Objectives:

By the end of the semester, students will:

1. Be able to enumerate and explain central themes in the history of the U.S. South up to the Civil War
2. Understand the nature of historical interpretation and argumentation

3. Be able to critically examine primary and secondary sources
4. Improve their reading, writing, and discussion skills

Course Requirements:

Attendance and Participation:

If you do not come to class, you will not do well in this course. First of all, I will regularly take attendance, which will count towards your overall grade. More important, lectures will cover material not found in your reading. If you do not attend lectures – as well as paying attention and taking notes – you cannot do well on the exams. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

On the days when we are scheduled to discuss the assigned books, you must come to class prepared. This means that you've done the reading, but it means more than this. I expect you to give some thought to the course material ahead of time, and to be prepared to take an active part in our classroom discussions. Comments, questions, guesses – even expressions of confusion and frustration – are always welcome. If you know that speaking up in class is going to be a problem, please come see me to discuss alternative modes of participation. The classroom should be an open and supportive place. Simple courtesy and willingness to listen to the ideas of others will go a long way.

Attendance and class participation counts for 20% of your final grade.

Reading:

The reading assignments are a central part of this course. The readings are designed to support and supplement lecture materials. Attending lecture is not a substitute for doing the reading; doing the reading is not a substitute for attending lecture. In order to understand the course material *both* reading and lectures are vital.

The following books are available for purchase at the USF bookstore:

- Sue Peabody and Keila Grinberg, ed. *Slavery, Freedom, and the Law in the Atlantic World. A Brief History with Documents.*
- Theda Perdue and Michael D. Green, ed. *The Cherokee Removal. A Brief History with Documents. SECOND EDITION.*
- David W. Blight, ed. *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself, with Related Documents. SECOND EDITION.*
- John C. Inscoe, *Selections from the Cotton Kingdom by Frederick Law Olmsted.*

Though I have not assigned a textbook for this course, students may wish to consult William J. Cooper and Thomas E. Terrill, *The American South: A History, Vol. 1*. This text is available as an e-book through the USF library website.

Writing and Examination:

Students will complete four analytical essays over the course of the semester. Each essay will address one of the four books assigned for the course. Students will be expected to supplement

their analysis of the assigned reading with material drawn from course lectures. Prompts will be provided for each essay prior to the due date. Complete essays must be uploaded to Canvas by the following dates/times:

- Essays on Peabody and Grinberg, ed. *Slavery, Freedom, and the Law in the Atlantic World*, must be submitted by 11:59 PM on Sunday, February 1.
- Essays on Perdue and Green, ed. *The Cherokee Removal*, must be submitted by 11:59 PM on Sunday, February 22.
- Essays on Blight, ed. *Narrative of the Life of Frederick Douglass*, must be submitted by 11:59 PM on Sunday, March 22.
- Essays on Inscoe, ed. *The Cotton Kingdom*, must be submitted by 11:59 PM on Sunday, April 19.

Late papers and exams will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

There is no final exam for this course.

A Note on Plagiarism:

Plagiarism will be taken very seriously. The University of South Florida has an account with TurnItIn, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. *As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF (academic dishonesty) for the course.*

The following is from the USF undergraduate catalog. Please note the reference to "intentionally or carelessly." Intent does not matter – if you copy someone's work without attribution, you have plagiarized. It is YOUR RESPONSIBILITY to ensure that you properly credit and cite all of your work. See: <http://www.ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf>

(b) Plagiarism

Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.

2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

Grades:

Your grades will be calculated as follows:

- Analytical Essays (four): 20% each
- Attendance and Participation: 20%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

Other stuff:

The taping of lectures or the selling of lecture notes is forbidden.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Please turn off all cell phones.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Schedule of Classes:

A note on the assigned reading: for most of our class meetings, no reading is required. Please note, however, that you will be expected to finish the four required books *in their entirety* by the class meetings set aside for discussion. I would strongly suggest that you spread this reading out, rather than attempting to read the entire book the night before our discussion.

Class 1 – Tuesday, January 6

Introduction

Class 2 – Thursday, January 8

The American South in the Atlantic World

Class 3 – Tuesday, January 13
Indians, Africans, and Europeans in Virginia

Class 4 – Thursday, January 15
The Labor Question

Class 5 – Tuesday, January 20
Beyond Virginia: Florida, Maryland, Carolina, and Georgia

Class 6 – Thursday, January 22
The 18th Century Plantation system

Class 7 – Tuesday, January 27
Discussion of Peabody and Grinberg, ed. *Slavery, Freedom, and the Law in the Atlantic World*

- Students are responsible for having read this volume IN ITS ENTIRETY by today's class meeting. Analytical essays must be submitted by 11:59 PM on Sunday, February 1.

Class 8 – Thursday, January 29
Freedom and Slavery in the Age of Revolution

Class 9 – Tuesday, February 3
The Native South

Class 10 – Thursday, February 5
The National South

Class 11 – Tuesday, February 10
The Expanding South

Class 12 – Thursday, February 12
Andrew Jackson, Southerner

Class 13 – Tuesday, February 17
Discussion of Perdue and Green, ed. *The Cherokee Removal*

- Students are responsible for having read this volume IN ITS ENTIRETY by today's class meeting. Analytical essays must be submitted by 11:59 PM on Sunday, February 22.

Class 14 – Thursday, February 19
Life and Work on the Antebellum Plantation

Class 15 – Tuesday, February 24
From the Big House: The Worldview of Elite Slaveholders, I

Class 16 – Thursday, February 26
From the Big House: The Worldview of Elite Slaveholders, II

****SPRING BREAK, MARCH 2-6****

Class 17 – Tuesday, March 10

Slave Resistance and Community, I

Class 18 – Thursday, March 12

Slave Resistance and Community, II

Class 19 – Tuesday, March 17

Discussion of Blight, ed. *Narrative of the Life of Frederick Douglass*

- Students are responsible for having read this volume IN ITS ENTIRETY by today's class meeting. Analytical essays must be submitted by 11:59 PM on Sunday, March 22.

Class 20 – Thursday, March 19

Yeoman Farmers and Small Slaveholders

Class 21 – Tuesday, March 24

The Southern Lady: White Womanhood, Myth and Reality

Class 22 – Thursday, March 26

The Birth of Two Civilizations

Class 23 – Tuesday, March 31

The Territorial Question from Missouri to Mexico

Class 24 – Thursday, April 2

The Political Crisis of the 1850s

Class 25 – Tuesday, April 7

The Election of 1860 and Secession

Class 26 – Thursday, April 9

A Southern Nation

Class 27 – Tuesday, April 14

Discussion of Inscoc, ed. *The Cotton Kingdom*

- Students are responsible for having read this volume IN ITS ENTIRETY by today's class meeting. Analytical essays must be submitted by 11:59 PM on Sunday, April 19.

Class 28 – Thursday, April 16

Film viewing: *CSA*

Class 29 – Tuesday, April 21

The Emancipation Revolution

Class 30 – Thursday, April 23
The Cause Lost