THE HISTORY OF THE OLD SOUTH

MISSION AND PROGRAM GOALS: The mission of the Department of History at Winthrop University is to promote in students historical skills and knowledge. Our students develop the habit of critical thinking and the capacity for “historical thinking.” Historical thinking means developing a firm grasp of the multiplicity and intricacy of historical causes and effects, an understanding of how knowledge is a human construct, an ability to think from a global perspective, and an appreciation for the variety and approaches of historical interpretation. Students also advance their fluency in written and oral expression and argumentation. Students develop the skills to conduct independent research.

University-Level Competencies (ULCs)

Winthrop’s University-Level Competencies (ULCs) identify learning outcomes that apply across all undergraduate programs and that all Winthrop graduates attain. These capacities are essential preparation for working productively and living meaningfully in the contemporary and emerging world. The ULCs were approved by Faculty Conference in October 2010.

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is
inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

**Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

**COURSE GOALS:** This course will survey the history of the American South from its founding in the seventeenth-century to the Civil War. In the process we will attempt to answer, at least in part, one of the long-standing enigmas to historians, “What is it that makes, or has always made, the South distinctive?” Yet, southern history properly studied will also illuminate various aspects of American history. Whether one studies the section of the nation, either will serve as valuable reference points. American nationality and southern consciousness become mutually complementary, for without the former the latter would never have emerged. And, without a self-conscious South, the nation and its history would be radically different. Still, it is in the elements of contrast that the two histories best illuminate each other. As one historian has written, “The fundamental justification for the study of southern history is that the South’s history often diverges from and therefore illuminates the history of the United States.” It is these things that distinguish the southern experience from the nation’s--the plantation system, an ethnocentric literature, culture, ideology, an obsessive concern with racial matters—that we shall concentrate upon during the semester. Through the experiences of the southerners—whether white, “poor white,” black, or Indian—we shall see that those who simply regard Americans as “a people of plenty, an affluent society, or heirs to a liberal tradition; or who describe Americans as pragmatists without ideology or a people to whom westward expansion brought democracy, equality, and opportunity” must qualify and temper their interpretations.

**TOUCHSTONE REQUIREMENTS:** This course relates to Goal One (To communicate clearly and effectively in standard English) by requiring students to articulate their ideas both in writing and speech. Goals Three (To use critical thinking, problem-solving skills, and a variety of research methods) and Four (To recognize and appreciate human diversity --- both past and present – as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles) are covered in the student’s requirement of critical analysis and studying the multi-cultural tapestry that comprises American history. Goal Seven (To examine values, attitudes, beliefs, and habits which define the nature and quality of life) is accomplished by imparting to the students an appreciation of their history and heritage.

**DISABILITIES:** If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities.
REQUIRED READING: The following paperback books are all required for this course and are available at the Winthrop Bookworm, or from online sources.

   Alan Gallay, ed., *Voices of The Old South: Eyewitness Accounts, 1528-1861*

   Grady McWhiney, *Cracker Culture: Celtic Ways in The Old South*

   Mark. M. Smith, *Mastered By The Clock: Time, Slavery, and Freedom in the American South*


ATTENDANCE: New material will be presented at each lecture and you will be responsible for this material on exams. The Winthrop attendance policy will be used for this course. I will take attendance at each class primarily for the purpose of learning names but attendance records will factor in the assigning of final grades. Ultimately, of course, the decision to come to class is yours. But if you choose to come to class you are expected to arrive on time and remain for the entire class period. AND DO NOT BRING CELL PHONES OR BEEPERS TO CLASS.

COURSE REQUIREMENTS: There will be three exams all essay in format and each counting approximately one-third of the final grade. Each will cover only their respective sections of the course as well as the appropriate readings. Before the exam you will be given a list of prospective questions from which the exam will be drawn. With this opportunity, it will be up to you to prepare comprehensive, coherent answers to the questions that will appear on the exam. Final grades for this course will not be assigned solely on the basis of a mathematical formula. I do not use the plus/minus grade policy. Elements such as improvement, interest, and attendance, will be taken into consideration when final grades are assigned and will be particularly helpful in instances when grades are “borderline.” AND YOU MUST DO THE ASSIGNED READINGS.

STUDENT LEARNING OUTCOMES:
(1) Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form.

(2) Students will demonstrate an ability to comprehend and explain major issues in historiography.

(3) Students will demonstrate the ability to conduct independent research, applying basic research methods in history such as using search tools, finding primary and secondary sources, and assessing critically those sources.
(4) Students will be able to discuss critically important developments of global history, especially issues and events significant to areas outside the United States.

(5) Students will be able to discuss critically significant issues and themes of United States history.

IMPORTANT INFORMATION: Please read the following points and commit them to memory!

(1) Familiarize yourself with the definition of “plagiarism” so you will never be tempted to or accused of committing it. This includes copying practice answers from your friends. Studying together is fine and encouraged. But remember that in the end your work must be your own and it must be done in class. Cheating will be dealt with severely.

(2) “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook.

(3) I DO NOT GIVE MAKE-UP EXAMS. PLEASE DO NOT ASK FOR ONE.

(4) Get to class on time. If you persist in arriving to class late, you will not be given credit for attendance if I have already taken the class roll.

(5) Please do not use tape recorders during the lecturer. Note taking is part of the learning process and I will build into my lectures opportunities for you to “catch-up.” At other times, you need only to ask me to slow-down or even stop if you need a few seconds.

(6) I pride myself on being accessible to my students to help or advise them on matters that are both within and without the course content. I am willing to assist in whatever manner I may be helpful. My office phone number is 323-4677 and my office is 358 Bancroft. Please leave a message and I will try to return your call as soon as possible. My email is silvermanj@winthrop.edu.

(7) You should use the library in drafting your answers to both the major essays and short answers, (which you should consider more like mini-essays instead of short answers, identifications, or definitions on your exams). The sources in the library for the study of Southern history are endless but the following are some recommended general reference books which should assist you this semester: These sources would include, but are not limited to such volumes as historical encyclopedias and dictionaries, as well as dictionaries of biography. In particular you may wish to consult at various times during the semester: David Roller and Robert Twyman, The Encyclopedia of Southern History; Charles R. Wilson and William Ferris, Encyclopedia of Southern Culture; Randall Miller and John David Smith, Dictionary of Afro-American Slavery; or Samuel Hill, Encyclopedia of
Religion in the South; Robert O’Brien, The Encyclopedia of the South; Sam Hillard, Atlas of Southern Agriculture; or Richard N. Current, ed., Encyclopedia of The Confederacy (4 vols.); all of which are available at the library.

(8) Questions you should never ask me:

(a) “How many classes have I, (or can I, ) miss?
(b) “I came in late, have you got me?”
(c) “Can we go outside?”
(d) “Do we have to know this?” or “Is this going to be on the test?”
(e) “Have you graded the papers yet?”
(f) “When is the make-up exam?”
(g) “Can we postpone the exam?”
(h) “What do we need to have read for the exam? Or, When is our exam? Or, When is our final exam?” (They are all on the syllabus!)

SEMESTER SCHEDULE, LECTURE TOPICS, AND ASSIGNED READINGS:

Jan 12 Introduction, Problems of Studying the South, The Southern Identify

SECTION I: THE DEVELOPING SOUTH

Jan 14, 21 Roots of Southern Distinctiveness, The Plantation System, Social Structure
Jan 26 Origins of Racial Patterns: Red, White, and Black
Jan 28, Feb 2 American Revolution and Southern Consciousness, Slavery and the Jeffersonian South
Feb 4, 9 The Crystallizing of Racial Fear, Change and Sectionalism
Feb 11 FIRST EXAM

Assigned Reading for this Section: Gallay, Voices of the Old South, chapters 1-6; Cooper and Terrill, The American South, chapters 1-5. McWhiney, Cracker Culture, chapters 1-5; Smith, Mastered by the Clock, intro-chapter 2.
**SECTION II: THE EMERGING SOUTH**

Feb 16, 18  The Missouri Compromise and Evolving Sectionalism
Feb 23, 25  States’ Rights, John C. Calhoun and the Concurrent Majority
Mar 2, 4    The Plantation Economy, the Profitability of Slavery
Mar 9, 11, 23 The Peculiar Institution
Mar 25    SECOND EXAM

Assigned Reading for This Section: McWhiney, *Cracker Culture*, chapters 6-9; Gallay, *Voices of The Old South*, chapters 7-9; Cooper and Terrill, *The American South*, chapters 6-10; Smith, *Mastered by the Clock*, chapters 3-4.

**SECTION III: THE FIGHTING SOUTH**

Mar 30    The Mind of The South and the Proslavery Argument
Apr 1, 6   Manifest Destiny and Sectionalism
Apr 8, 13  The Loosening of the Bonds of Union
Apr 15, 20 Secession and The Creation of The Confederacy
Apr 22, 27 The War and the Last Full Measure

**FINAL EXAM: TBA**

Assigned Reading for This Section: Cooper and Terrill, *The American South*, chapters 11-15; Gallay, *Voices of The Old South*, chapter 10; McWhiney, *Cracker Culture*, chapters 10-11; Smith, *Mastered by the Clock*, chapter 5-Epilogue.