

HISTORY 343-01

☞☞☞ THE OLD SOUTH ☞☞☞

University of North Carolina at Greensboro ♦ Fall 2014
MWF: 10 – 10:50 Bryan 111

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COURSE DESCRIPTION

This class will delve into the central questions of the old south in American history. It will explore the colonial origins of southern identity and how racial slavery developed. It will examine in detail the foundations of southern social life, economy, politics, and racial and gendered assumptions about the world. And finally, this class will follow the sequence of events that lead eleven slaveholding states out of the Union in 1860. All along, students will develop historical thinking and interpretive skills through engagement with primary documents and secondary material and be able to understand and explain the old south.

CENTRAL QUESTIONS AND STUDENT LEARNING GOALS ♦ This class addresses three central questions that concern the old south in American history, and will be organized around developing interpretive answers to these questions:

- How did racial slavery develop in the colonial United States and flourish in the American south?
- How did slavery influence the particular social, religious, gendered, racial, political, and economic outlook of what we call the Old South?
- Why did white southerners decide to secede from the Union, precipitating the American Civil War?

Upon completion of this class, students will be able to offer deep interpretive answers to these questions based on the development of historical thinking skills, including,

1. *Working like a historian.* Evaluate and analyze primary documents, wrestle with historiography, develop strong interpretive positions.

2. *Thinking like a historian.* Students will achieve the intellectual framework for the development of good interpretive history, including objectivity and empathy.

WHAT THIS CLASS WILL BE LIKE ♦ *This is a reading-heavy class.* I will offer the occasional lecture, but classes will be devoted primarily to discussions of the reading material for the week. This means *you* will do most of the work when we meet. It is imperative that you come having read and be prepared to talk. Your reading will consist of chapters from the *Major Problems* textbook, additional secondary readings, and primary sources.

COURSE MATERIALS ♦

McMillen, et. al., *Major Problems in Southern History*, third edition (available in bookstore)

Articles and book chapters in Blackboard

ASSIGNMENTS AND EVALUATION ♦ This course evaluates students on engagement in class discussions, progress in developing historical thinking skills, and synthesizing skills in three different five page essays. The categories are weighted in the following manner:

♦PARTICIPATION: This consists of reading *all* assigned material, submission of daily writing exercises, and active and regular participation in classroom discussions. **%50**

♦ESSAYS: You will produce three different five page essays that offer an interpretive answer to a prompt question regarding the major themes of this class. **%50**

COURSE POLICIES ♦

ATTENDANCE ♦ Attendance is mandatory and will be taken daily. It is essential to your class participation grade. There will be a 3% reduction of the student's final grade for each absence after the first two. Regular absences will result in failure of this course. Excuses may be granted on a case-by-case basis, but documentation for illness, family emergency, and other school activity must be provided.

LATE ASSIGNMENTS ♦ Late assignments will not be accepted.

INCOMPLETE GRADES ♦ Incomplete grade requests must be made through the Dean of Students.

LAPTOP COMPUTERS ♦Laptop computers are permitted for use in the class to take notes, check references, or look up a class-related item. However, any non-class related uses (email, social media) will result in you being asked to leave the class and the day recorded as an absence. More than one offence will result in you being asked to withdraw from the class.

CELL PHONES ♦Strictly prohibited for any reason. Cell phones must remain in your pocket, purse, bookbag or backpack. Any student observed handling or using a cell phone during class hours will be asked to leave and the day recorded as an absence. More than one offence will result in you being asked to withdraw from the class.

PROFESSIONALISM ♦You will be expected to conduct yourself as a professional in this class. This means you will dress appropriately, arrive on time and stay until completion, treat your peers and their opinions with respect, complete all readings and assignments, and communicate with your professor in an appropriate manner.

Further, you will be expected to rehearse “real-life” behavior in this class. That means you will do the work even if you don’t want to, you will be interested even if you are not interested, you will pay attention even when you are bored, you will write and communicate in a professional manner, and you will engage respectfully with your colleagues and with ideas that you may find irrelevant or even offensive. Mastering these skills will be essential to successful navigation of a professional workplace and career.

ACADEMIC INTEGRITY ♦Plagiarism will not be tolerated and will be reported to the Dean of Students. Please read the UNC-G Student Policy Handbook on Academic Integrity found at <http://sa.uncg.edu/handbook/academic-integrity-policy/>

COURSE SCHEDULE

(Subject to change)

PART I: ORIGINS OF THE OLD SOUTH

WEEK 1: INTRODUCTION TO CLASS AND SETTLEMENT OF THE SOUTH

- M 18 AUG Syllabus and class introduction
- W 20 AUG *Major Problems*, Chapter 2, essays only.
Discussion: Asking good questions
- F 22 AUG *Major Problems*, Chapter 3, essays and docs
☒ Good questions on documents

WEEK 2: COLONIAL AND REVOLUTIONARY SOUTH

- M 25 AUG *Major Problems*, Chapter 4, Walsh essay only, and docs
- W 27 AUG *Major Problems*, Chapter 5, essays and docs
☒ Good questions and connections
- F 29 AUG Discussion: the colonial south.

PART II: FUNDAMENTALS OF THE OLD SOUTH

WEEK 3: EARLY SOUTHERN NATIONALISM

- M 1 SEPT Labor day, no class
- W 3 SEPT ESSAY #1 DUE
Major Problems, Chapter 6 (Rothman essay and docs 1-5)
☒ Perdue & Green, *Cherokee Removal*, excerpt (pp. 7-24)
☒ Items for discussion
- F 5 SEPT *Major Problems*, Chapter 6 (Ferenbacher, Meier essays, and docs 6-7)
☒ Good sourcing

WEEK 4: THE PROSLAVERY ARGUMENT

- M 8 SEPT Paul Finkelman, *Defending Slavery: Proslavery Thought in the Old South*
- W 10 SEPT Discuss *Defending Slavery* documents
 ✎ Discussion of inferences and theses
- F 12 SEPT Discussion: “the relation of black and white” and the etiquette of southern slavery.

🌀 WEEK 5: THE SLAVEHOLDER’S SOUTH

- M 15 SEPT 📁 Edward Ayers, *Violence and Justice*, Chapter 1
- W 17 SEPT *Major Problems*, Chapter 7, essays and docs 1-5, 7
 ✎ Good questions, connections, sourcing, and inferences.
- F 19 SEPT 📁 Martha Jane Brazy, *American Planter*, Chapters 2-3.
 ✎ Items for discussion

🌀 WEEK 6: THE SLAVE AND FREE BLACK EXPERIENCE

- M 22 SEPT *Major Problems*, Chapter 8, essays and docs (Kolchin essay optional.)
 ✎ Good questions, connections, and sourcing
- W 24 SEPT Fleischner, *Incidents in the Life of a Slave Girl*
- F 26 SEPT ✎ Items for discussion

🌀 WEEK 7: WOMEN’S LIFE AND CULTURE

- M 29 SEPT *Major Problems*, Chapter 9, essays and docs
 ✎ Items for discussion
- W 1 OCT 📁 Caroline Lilly excerpts
 📁 Bynum, “Mothers, Lovers, and Wives.”
- F 3 OCT 📁 Emily West, “He come sometimes widout de pass”
 ✎ Items for discussion

🌀 WEEK 8: NON-SLAVEHOLDING WHITES

- M 6 OCT *Major Problems*, Chapter 10, essays and docs
 ✎ Good questions, connections, inferences, and theses

W 8 OCT ✎ Continue discussion

F 10 OCT ESSAY #2 DUE (Explain the social conditions of the Old South)

PART III: THE OLD SOUTH AND ITS PROBLEMS

🌀 WEEK 9: ECONOMIC VISION OF THE OLD SOUTH

M 13 OCT: FALL BREAK, NO CLASS

W 15 OCT 📁 Edward Ayers, "What Caused the Civil War?"
📁 Barnes, Schoen, & Towers, "Reimagining the Old South"

F 17 OCT 📁 William Thomas, "Swerve Me?"
✎ Items for discussion

🌀 WEEK 10: RELIGION

M 20 OCT 📁 Frederick Bode, "The Formation of Evangelical
Communities in Middle Georgia: Twiggs County, 1820-1860,"
Journal of Southern History 60 (Nov. 1994). (on JStor)

W 22 OCT 📁 Harvey, *Through the Storm, Through the Night*, Chapter 3
✎ Items for discussion

F 24 OCT *Major Problems*, Chapter 7, doc. 6
📁 Mitchell Snay, *Gospel of Disunion*, Chapter 3
📁 James Henley Thornwell, "The Rights and The Duties of
Masters." (on Archive.org)

🌀 WEEK 11: ON SOUTHERN BORDERS

M 27 OCT 📁 Max Grivno, "Chased out on the slippery ice"
✎ Items for discussion

W 29 OCT 📁 Wilma Dunnaway, "Diaspora, Death, and Sexual
Exploitation," *Appalachian Journal* (Winter 1999) (on JStor)

W 31 OC 📁 Glenn Crothers, "We are Virginians still..."

☒ Items for discussion

🗓️ WEEK 12: POLITICAL

- M 3 NOV ☞ Niven, *The Coming of the Civil War*, Ch. 1-2
☞ Christopher Olsen, “The Politics of Honor and Masculinity”
- W 5 NOV ☞ Niven, *The Coming of the Civil War*, Ch. 3-4
☒ Items for discussion
- F 7 NOV ☒ Discussion: Why did the peculiarities of southern life lead southerners to interpret national politics the way they did.

🗓️ WEEK 13: SECESSION

- M 10 NOV *Major Problems*, Chapter 11, essays and docs
☒ Items for discussion
- W 12 NOV ☞ Dew, *Apostles of Disunion*, Chapter 5 and Conclusion
☞ “No Common Bond,” *Lapham’s Quarterly*
- F 14 NOV NO CLASS

🗓️ WEEK 14: THE OLD SOUTH IN THE CIVIL WAR

- M 17 NOV ☞ Manning, excerpt.
☞ Letters by year, NCDCCR Digital
☞ Civil War day-by-day, SHC
- W 19 NOV ☞ Levine, excerpt.
☞ Confederate emancipation documents
- F 21 NOV ☒ Items for discussion

🗓️ WEEK 15: HOW TO EXPLAIN THE OLD SOUTH

- M 24 NOV ☒ Items for discussion

🗓️ WEEK 16: FOLLOW-UPS

ESSAY #3 DUE

EXAM DAY: TBA