History 5970/6970
SPECIAL TOPICS IN ANTEBELLUM SOUTHERN HISTORY
FALL 2007  haley 3238  8:00 AM MWF

Instructor: Dr. Anthony Gene Carey
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Description and Goals, Undergraduates: This course introduces students to the history of the antebellum American South, develops reading and writing skills, and imparts a basic sense of the historical profession. Upon completion of the course, the student should be able to discuss orally and in writing the basic ideas and events of the period.

Description and Goals, Graduates: This course develops detailed knowledge of ideas and events of the antebellum American South, concentrates on the acquisition of historiographical knowledge, and requires polished writing and oral exposition. Students will emerge from the course with a strong understanding of professional culture and leading issues in this field, and they will greatly strengthen their critical and analytical skills while engaging content in much greater depth and complexity than in the undergraduate course.

Justification for Graduate Credit: The 6970 course contains progressively more advanced academic content than the 5970 course and fosters independent learning for graduate students. Graduate standing is a pre-requisite. Subject matter is covered in depth; requirements far exceed those for an undergraduate course. Papers, discussions, and tests require graduate students to apply the relevant literature to historical problems and to demonstrate critical and analytical skills in fashioning. Standards of evaluation of work will be extremely rigorous, and standards will be applied uniformly to all graduate students. The course instructor will hold Graduate Faculty status or be approved by the Dean of the Graduate School.

Although most sessions of the course are held concurrently and therefore students hear the same lectures, some separate sessions are held for graduate students only, and graduate student assignments are more extensive and complex, and are held to a higher standard in grading than undergraduate work.

Texts for All Students:

Boles, The South Through Time
Escott, et. al., Major Problems in the History of the American South
Harwell, Kate
Jefferson, Notes on the State of Virginia
Northup, Twelve Years a Slave

Additional Texts for Graduate Students:

Jacobs, Incidents in the Life of a Slave Girl
Grading:
Test 1 20%
Test 2 20%
Paper 20%
Average Reading Quiz Score 20%
Final Exam 20%

Note on Grading Standards: Graduate students will be held to a higher standard of performance on all the assignments. They will be expected to demonstrate greater comprehension of lecture material and readings through more sophisticated and detailed expositions of their knowledge in reading quizzes, tests, and the paper. They will be expected to present dates, times, places, and actors clearly and correctly in prose that contains very few or no errors. They will be expected to demonstrate a theoretical grasp of causation sufficient to provide a foundation for original research work of their own in their chosen field. The work and level of attainment required to earn “A” as a graduate student, for example, will be far higher than the work and level of attainment expected for an undergraduate student to earn an equivalent grade.

Grading:

Final Grades will be determined on this scale:

A  90-100
B  80-89
C  70-79
D  60-69
F  50-59

Test Format: Tests consist of four of six identifications (40%), and one of two essays (60%). Identifications will come from the daily outlines provided in class and on WebCT. Essays will require knowledge of assigned readings as well as lectures. Graduate students will be expected to demonstrate wider and deeper knowledge of test material than undergraduates. The final is not cumulative, but rather covers the last third of the course. I will provide a sample test on the WebCT page.

Reading Quizzes: I will give four brief, five minute, multiple-choice quizzes during the semester, with questions and answers taken from the assigned readings. Additional “pop” quizzes will be given at the instructor's discretion in the event of poor attendance or obvious lack of reading. I will drop the lowest grade at the end of the semester, and average the others. On all quizzes, graduate students will answer a separate set of more challenging questions.

Undergraduate Paper: You will write a ten-page paper (not counting notes and bibliography) on an Old South subject of your choice. You must cite at least four
sources, one of them a journal article. The paper must be typed, double-spaced, and utilize a typeface no larger than that in this syllabus. Margins are to be no larger than one inch.

Graduate Paper: You are to read five books from the list below and write a paper on the topic “Why Did the South Secede in 1861?” This is to be a twenty-page paper (not counting notes and bibliography), in which you both answer the question as best you can and describe the books, especially in regard to how the authors agree and disagree. The paper must be typed, double-spaced, and utilize a typeface no larger than that in this syllabus. Margins are to be no larger than one inch.

Reading List:

Abramson, The Men of Secession and Civil War
Barney, The Secession Impulse
Carey, Parties, Slavery, and the Union in Antebellum Georgia
Channing, Crisis of Fear
Cooper, The South and the Politics of Slavery
Crofts, Reluctant Confederates
Dew, Apostles of Disunion
Ford, Origins of Southern Radicalism
Frechling, The Road to Disunion, vol. 1
Greenberg, Honor and Slavery
Holt, The Political Crisis of the 1850s
Huston, Calculating the Value of the Union
Johnson, Toward a Patriarchal Republic
Link, Roots of Secession
McCardell, The Idea of a Southern Nation
McCurry, Masters of Small Worlds
Olsen, Political Culture and Secession in Mississippi
Sny, Gospel of Disunion
Thornton, Politics and Power in a Slave Society
Walther, The Fire Eaters
Wyatt-Brown, Southern Honor

Additional Rules for Papers: History majors and all graduate students must follow the style found in the latest edition of Kate Turabian’s A Manual for Writers. Others should follow the style of their major. The proper form for citing electronic sources in any style can be found through the AU Library Homepage by clicking on “Search the Internet” and then “Citing Electronic Sources.” Staple the completed assignment in the upper left-hand corner—no fancy binders please. Turn off right justification. You must keep a printed copy for your files. Any errors in fact, logic, or prose, as well as general messiness, will lower your grade. The paper is due on (fill in as appropriate); you will lose five points if they come in later that day, and an additional ten points for every weekday the report is late. You must keep a copy for your files. Start early!
**Makeup Policy:** Make-up quizzes and tests will be allowed *only* with a University-approved excuse, and only within two weeks after your return to class. You will not receive the same test as that given to the rest of the class, but the format will be the same. No make-ups will occur before a scheduled test or exam.

**Students With Disabilities:** Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: hayneimd@auburn.edu

**Attendance and Classroom Behavior:** Students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students who end the semester with two or fewer unexcused absences will receive two extra points on their final grade. Students with four or more unexcused absences will lose 10 points on their final grade. Two tardies equal one unexcused absence. Please turn off your cell phones and other handheld technologies when you’re in class, and keep them out of sight. The Auburn Classroom Behavior Policy is in effect; please review it at: [www.auburn.edu/administration/governance senate/behavior_policy.htm](http://www.auburn.edu/administration/governance senate/behavior_policy.htm)

**Withdrawal:** Students may drop the course without penalty up to mid-semester, but after that it will be permitted only in exceptional cases, and only with permission from the instructor and the dean’s office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.

**Department of History Academic Honesty Policy:** The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the *Tiger Cub*. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to plagiarism, falsified citations, cheating on exams, unauthorized collaboration with other students, multiple submissions, and fraudulent medical excuses.

**Plagiarism** is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:
- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

**Falsified citations** are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.

**Cheating on an exam** includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

**Unauthorized collaboration** includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

**Multiple submissions** are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.

**Fraudulent medical excuses** include but are not limited to forged signatures, times, diagnoses, and prescriptions.

**Tentative Schedule:**

**Part I: Southern Genesis**

**Week 1**
Course Introduction.
Defining the Old South (Discussion). Escott, 2-8.
Native Southerners. Boles, 3-10; Escott, 30-33, 40-43.

**Week 2**
Native Southerners (continued)
European Colonization. Boles, 10-16.
European Colonization (continued)

**Week 3**
Film, “Voices in the Wind.”
Virginia. Boles, 16-26; Escott, 33-40. **Quiz 1.**
Settling the South. Boles, 26-36, 42-61; Escott, 66-77.
Week 4  The Colonial Slave Community. Boles, 36-41; Escott, 43-56, 72-74. 
Southern Countercultures. Escott, 77-80. **Quiz 2. Topics Due.**

Week 5  Toward Revolution. Boles, 91-118; Escott, 104-5. 
Revolution. Boles, 119-31; Escott, 105-10. 
No Class for Undergraduates, Graduate Discussion Only.

Discussion. Jefferson, all. 
**TEST 1.**

**Part II: The Old South Matures**

The Era of Good Feelings. Escott, 142-45.

Week 8  The Era of Bad Feelings. Boles, 180-86; Escott, 155-63. **Quiz 3.** 
Indian Removal. Boles, 251-54; Escott, 145-8. 

Week 9  Nullification, part 2. 
Second Two-party System. 
**Quiz 4.**

Week 10  Discussion: Northup, all. 
The Planters (Discussion). Escott, 192-206.

Week 11  No Class for Undergraduates, Graduate Discussion Only. 
**TEST 2.** 
The Southern Lady. Boles, 236-51; Escott, 292-309.

**Part III: The Idea of a Southern Nation**

Week 12  Spring or Thanksgiving Break, No Class

The Southern Mind: Religion.

Week 14  The Southern Mind: Architecture. Campus Walking Tour. **Quiz 5.** 
The Southern Mind: Literature (Discussion). Harris, Kennedy, Longstreet, 
Simms (all on WebCT).

Week 15  Urbanization, Industrialization, Sectional Crisis. **Paper Due.** 
Proslavery. Boles, 261-77; Escott, 152-54, 328-31. 
Sectional Crisis, part 1. Boles, 277-87. **Quiz 6.** 
No Class for Undergraduates, Graduate Discussion Only.

FINAL EXAM ACCORDING TO UNIVERSITY EXAM SCHEDULE