

# History 4071: The Antebellum South

Thomas Chase Hagood  
126 LeConte Hall  
Office hours: MW by appointment  
[TCH315@uga.edu](mailto:TCH315@uga.edu)

LeConte Hall – 341 (44-364)  
Spring 2011  
Class hours: MWF 11:15a-12:05p

## Course description and objectives

The idea and location of “the South” have been part of a creative process that began during the inception of the United States. Yet, for countless historians, novelists, and devotees to southern lore, their “South” was, and remains, an unchanging region steeped in distinctive cultures, ones they defend as foreign and exceptional from the rest of the nation-state. This course explores the evolution of the region’s transformations prior to the American Civil War. Our story begins with European colonization and quickly shifts to tracing the experiences from the American Revolution to the Civil War. It was between these two seminal events in the life of the American nation that the southeastern states emerged as “the South.” Along the way, we will examine what made the South, “the South.” To do so, we will focus our attention on several areas of inquiry: southern migration and settlement, the institution of slavery, the issues of race, class, and gender, and political ideologies – from nullification to “slavery in the abstract” – concepts central to life in the antebellum South. With this foundation, the course concludes by considering how well these elements aided southerners in their attempt to form a breakaway nation of their own.

## Structure

The course meets three days a week and is structured around two lectures (Monday and Wednesday) and a discussion session (Friday). This design is centrally concerned with your intellectual journey. With this in mind, the course structure with its reading assignments, book reviews, and participation in discussion sessions seeks to help you cultivate two valuable skill sets: one, how to read and analyze both primary and secondary historical material and two, how to construct a thesis, support it with evidence, and defend it with concise, logical arguments.

**Required Texts** (Available at the University bookstore or online retailers like [amazon](http://amazon.com) or [barnesandnoble](http://barnesandnoble.com))

- \* Paul D. Escott and David R. Goldfield, *Major Problems in the History of the American South Volume I: The Old South* (Wadsworth Publishing, 1999, 2nd Edition) – ISBN: 9780395871393.
- \* Edward E. Baptist, *Creating an Old South: Middle Florida's Plantation Frontier before the Civil War* (UNC Press, 2002) – ISBN: 9780807853534.
- \* Victoria E. Bynum, *Unruly Women: The Politics of Social & Sexual Control in the Old South* (UNC Press, 1992) – ISBN: 9780807843611.
- \* Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (W.W. Norton, 2010) – ISBN: 9780393066180.
- \* Lorri Glover, *Southern Sons: Becoming Men in the New Nation* (Johns Hopkins Press, 2007) – ISBN: 9780801898211.
- \* Anthony E. Kaye, *Joining Places: Slave Neighborhoods in the Old South* (UNC Press, 2007) – ISBN: 9780807861790.

\* Michael O'Brien, *Intellectual Life and the American South, 1810-1860: An Abridged Edition of Conjectures of Order* (UNC Press, 2010) – ISBN: 9780807834008.

### Writing Assignments

**Book Reviews:** Six monographs make up the substance of “outside” reading for this course. It is imperative that you read these texts. They were carefully selected and represent both historical standards of writing as well as some of the newest scholarship on the antebellum South.

Four 1-2 page book reviews are **required** in this course. Reviews should be submitted on the dates indicated within the schedule (see below). These should be double-spaced, possess standard 1 inch margins, and be typed in 12 point, Times New Roman font. More detailed guidelines will be discussed prior to submissions. For an excellent example of what book reviews should look like in terms of analysis: [http://www.historycooperative.org.proxy-remote.galib.uga.edu/journals/wm/66.2/br\\_10.html](http://www.historycooperative.org.proxy-remote.galib.uga.edu/journals/wm/66.2/br_10.html). For proper viewing, access the link while within the PAWS network.

**Suggested Writing Resources for Book Reviews:** Writing is one of the most important things professional historians do. Thus, this class is designed to give you a taste of what writing historically is all about. On writing generally, I encourage all students to read William Strunk and E.B. White's *The Elements of Style*. This book is a short, inexpensive but invaluable aid to undergraduate writers. It is even available online in a full text version ([www.bartleby.com/141/](http://www.bartleby.com/141/)). Another great reference for writing is Diana Hacker's *Rules for Writers* (latest edition). Reading both of these books early in your academic careers at UGA will make your transition to college level writing much easier. On writing and citation rules for undergraduate history papers, see Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (third edition).

Since students are expected to cite all work that is not their own, every one of you should become acquainted with how to do this appropriately. For citation help, see (<http://library.uww.edu/GUIDES/turacite.htm>) and the above books. The use of Turabian/Chicago style method is the accepted manner in this course. If your chosen major uses MLA or APA, they can suffice. If you have any questions about appropriate citation or other writing matters, please see me during my office hours.

**Reaction Statements:** A brief “Reaction Statement,” composed during the first five minutes of the discussion sessions will be submitted by all students. Generally, you will be asked to reveal your reactions – directed by a prompt – to the document(s) under consideration. **Note:** You must be present to compose and submit your statement. If you are not present or arrive late, you will receive a zero. The reaction statements will be weighed when tabulating the participation portion of your grade.

### Grading Policy and Major Assignments:

20% FINAL EXAM

60% 4 Book Reviews (Review I: 10%; Review II: 10%; Review III: 20%; Review IV: 20%)

20% Attendance and Participation

### **Attendance Policy**

In order to do well on the final, you need to attend lectures and take thorough notes. I will take attendance with a sign-in sheet at the beginning of each meeting. Students should arrive promptly and not interrupt lecture by arriving late. For this course, there are no “excused absences.” If you are sick, do **not** come to class. Letting me know before missing a class will be acknowledged as courteous, but not as an “excuse.” As participation in the course contributes to 20% of the final grade, attendance is imperative. Excessive absence (more than six days) will result in **dismissal (WF)** from this class.

**REMEMBER: Attendance and Participation comprise 20% of your overall course grade. Thus, you must be present and, once in the room, substantively contribute to discussions.**

**ATTENTION: Barring extreme and unusual circumstances, there are no extensions for written work, including exams, in this class. You should make note of assignment due dates included on the schedule to ensure that you are present.**

### **Classroom Conduct**

Your considerate behavior in lecture and discussion sessions is equally vital to your overall grade. Reading a newspaper in class (online versions included), talking on your cell phone or letting it ring, checking Facebook, tweeting, and/or text messaging are all distracting to your fellow classmates and disrespectful to the instructor. Additionally, university regulations do not permit the use of voice recording devices including, but not limited to: hand-held recorders, dictation software on laptops, or smart phones. If you choose to do these things (and yes, I can see YOU), your final grade will suffer.

### **Academic Integrity, Non-Discrimination, Anti-Harassment:**

Academic honesty is expected of each student enrolled in this course. I have zero (none, zilch, nada) tolerance for cheating or plagiarism. If you commit either of these offenses, you will, *at the very least*, receive a “0” on the assignment. Furthermore, the assignment may be given additional weight when calculating your final grade which will make failing the course almost guaranteed.

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Additionally, adherence to the University's policy on non-discrimination and anti-harassment is required. For policy awareness, see the following web pdf:

[www.uga.edu/eoo/pdfs/NDAH.pdf](http://www.uga.edu/eoo/pdfs/NDAH.pdf)

### **Disability Services**

If you have a disability and require classroom accommodations, please see me after class or make an appointment during office hours. If you plan to request accommodations for a disability, please register with the Disability Resource Center at [www.drc.uga.edu/contact\\_request.php](http://www.drc.uga.edu/contact_request.php) or contact their office at (706)542-8719.

## **Contacting Me**

It is my goal for each student to have an intellectually engaging semester “doing history.” If you feel as though you are having problems with writing assignments, taking notes, engaging in discussion, or want to discuss strategies for studying, you should contact me. The best way to do so is through email: [TCH315@uga.edu](mailto:TCH315@uga.edu). Please do not expect an *immediate* response.

## **Course Schedule (D: Discussion and L: Lecture)**

### Week One

January 10: Course Introduction: “The Struggles of Southern History” (L)

January 12 and 14: “Southern Beginnings” (L)

Reading: *Major Problems in the History of the American South (MP)*, Chapter 1

### Week Two

January 17: **MLK, No Class**

January 19 and 21: “The World of the Colonial South” (L)

Reading: *MP*, Chapter 2.

### Week Three

January 24 and 26: “The South in the Empire” (L)

January 28: “The Maturing Colonial South” (D)

Reading: *MP*, Chapter 3.

### Week Four

January 31 and February 2: “A Revolution in the South” (L)

February 4: “The Revolutionary South and Aftermath” (D)

Readings: *MP*, Chapter 4 and Glover, *Southern Sons*

**Book Review I (Glover) Due\* (2/4)**

### Week Five

February 7 and 9: “A South for the New Republic” (L)

February 11: “The Emergence of Southern Nationalism” (D)

Reading: *MP*, Chapter 5

### Week Six

February 14, 16 and 18: “The South in the Age of Jefferson” (L)

### Week Seven

February 21 and 23: “Transforming the Frontier into the Old South” (L)

February 25: “Creating the Old South”

Reading: Baptist, *Creating an Old South*

**Book Review II (Baptist) Due\* (2/25)**

### Week Eight

February 28 and March 2 and 4: “The World of Southern Slavery” (L)

### Week Nine

March 7 and 9: "The Worlds of Southern Slaves" (L)  
March 11: "The Slave and Free Black Experience" (D)  
Readings: *MP*, Chapter 7 and Kaye's *Joining Places*

### **March 14-18: Spring Break, No Class**

#### Week Ten

March 21 and 23: "The Minds of the Master Class" (L)  
March 25: "The Slaveholders' South" (D)  
Readings: *MP*, Chapter 6 and O'Brien, *Intellectual Life and the American South, 1810-1860*  
**Book Review III (O'Brien) Due\* (date)**

#### Week Eleven

March 28 and 30: "Discontentment in the Southland" (L)  
April 1: "Nonslaveholding Whites" (D) **Final Exam Distributed\***  
Reading: *MP*, Chapter 8

#### Week Twelve

April 4 and 6: "The Old South and the White Woman" (L)  
April 8: "White Women's Culture and Reality in the Old South" (D)  
Readings: *MP*, Chapter 9 and Bynum's *Unruly Women*

#### Week Thirteen

April 11 and 13: "The Union's Expansion and Shattering" (L)  
April 15: "Sectionalism and Secession" (D)  
Readings: *MP*, Chapter 10 and Foner, *The Fiery Trial*  
**Book Review IV (Foner) Due\* (4/15)**

#### Week Fourteen

April 18 and 20: "Southern Confederates" (L)  
April 22: "The Confederate Experience" (D)  
Reading: *MP*, Chapter 11

#### Week Fifteen

April 25 and 27: "Reconstructing a Defeated South" (L)  
April 29: "Emancipation and Reconstruction" (D)  
Readings: *MP*, Chapter 12 and James C. Cobb's piece at  
<http://opinionator.blogs.nytimes.com/2010/12/01/the-cultural-roots-of-disunion/?src=fbcivilwar+>

#### Week Sixteen

May 2: **Submit Final Exam Responses**

**\*\*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Upon notification, amendments will take effect immediately.\*\***