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HIST 4071
Everyday: 11:45-12:45
Course No. 82-499

The Antebellum South

Course Outline:

U.B. Phillips once wrote that the central theme of Southern history was race. The presence of African American slavery helped shape a specific and unique culture in the southern United States. Our mission is to probe the central themes of southern history during the critical period after the American Revolution and prior to the Civil War, which saw the dramatic expansion of southern political, cultural, and racial beliefs. These developments produced a distinctive southern culture that clashed so dramatically with its northern counterpart that the majority of the southern states seceded from the Union in order to preserve their way of life. This class probes the process and development of this distinctive South. What did it mean to be a “southerner”? When did “the South” come into being? How did all southerners come to understand their world? This period culminated in a climactic war and has continued to shape the South’s course—in history and memory—to the present day.

Course Objectives:

This course is designed to give students a deeper knowledge of the history of the antebellum American South. It places particular emphasis on the interconnection between social, political, and cultural facets of the region’s history..

Required Texts:

Thomas Jefferson, *Notes on the State of Virginia*
Charles Bolton & Scott Culclasure, eds., *The Confessions of Edward Isham*
Chandra Manning, *What This Cruel War Was Over*

Student Responsibilities:

Attendance: Come to class regularly and on time. No one will be permitted to enter class—and interrupt it—after the first ten minutes have passed. You will be **allowed three absences** throughout the course of the semester. This is designed to account for possible family emergencies, doctor’s appointments, and other such unfortunate events. Every absence starting with your fourth will result in a full letter grade reduction in your final grade. If you choose to use your excused absences to take a day off, take a road trip, or for any other reason, that’s fine. That’s your choice. Like any boss you may have in the future, I will simply hold you accountable for your decisions regarding your time.

Classroom Demeanor: No cell phones, pagers, newspapers, magazines, crossword puzzles, sleeping, singing telegrams, or other disruptions will be tolerated. I'll cut you a break on the first one because we have all forgotten to turn off our phones at some point. After that, however, you will be asked to leave and will not receive credit for attending class that day. Going to class is like going to your job. You wouldn't go to work and goof off right under the boss's nose. It's silly to imagine that you can do the same in a class at a major university. Also, discussion is an important part of this class. You must be able to debate and disagree with your classmates, and me, respectfully.

Readings: Your readings are available through online reserve or online through JSTOR, Ebsco, America: History and Life, or Galileo. For e-reserves, the link is <https://gil.uga.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch> and the password is Antebellum.

Grading and Assignments:

Discussion: This course incorporates both lecture and discussion. Lectures will encompass Monday and Wednesday classes of most weeks, and on Friday we will discuss the readings assigned for that week. Discussions will center upon the readings assigned that week. You must complete all reading assignments by the date they are marked on the syllabus.

Papers: The papers will be due on the day that we discuss each book (noted in the weekly schedule). They will be handed in at the beginning of class, without exception. Failure to have a paper at the due date will result in that student's dismissal from class—which will count as one of their unexcused absences. Any paper handed in later than that will be docked 5 points off the final grade for each day late. These papers should answer the assigned question concisely, and blend your analysis with sufficient supporting evidence from the book. When applicable, connect the book to the broader themes of the course.

Exam: There will be one cumulative exam at the end of the course. The structure will be short essay. I will give you a grouping of linked terms, and in a concise essay you will define the terms, explain the link between them, and their significance in terms of the history of the antebellum South.

Grade Distribution: This course is predicated upon a point system. Each exam and each paper is worth 100 points. So the breakdown will look like this:

Paper 1.....	100
Paper 2.....	100
Paper 3.....	100
Exam 1.....	100
Participation..	100
TOTAL.....	500

I reserve the right to initiate quizzes (to count as part of your participation grade) at any point of the semester if the majority of the class is routinely unprepared for class discussions. You don't like taking quizzes and I don't like giving them. So, please, don't make me do it.

Grading:

A – Excellent work: original, exceptionally insightful, very well written/presented, efficiently organized, and displays a thorough understanding of the relevant course materials, with very few mistakes and a professional appearance.

B – Good work: insightful, clearly written/presented, organized, and thorough, insightful, but lacking full support of course materials, with few mistakes and a professional appearance.

C – Satisfactory work: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes. Does not make full or efficient use of the relevant course material.

D – Poor work: not insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of efforts.

F – Failing work: work that fails to meet the most basic requirements of the assignment.

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work. In short, plagiarism is handing in any work that is not yours—meaning not your idea, not your writing, etc.—without citations. You must do your own work, giving credit when credit is due. Handing in the same paper as a classmate or a paper worked on together is also unacceptable. This class includes no group work. Plagiarism is an ugly business and it could result in your being severely punished by the university. If you have any questions about citations, plagiarism, or anything like that, do not hesitate to ask me or contact the folks in the writing center. Meanwhile, check out UGA’s academic honesty policy:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm

Restrictions:

Not open to students with credit in HIST 4071/6071.

NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Weekly Schedule of Classes:

Week 1 (June 5-6)

- a) Introduction to Southern History
- b) The Colonial South: The Chesapeake

Week 2 (June 9-13)

- a) The Carolina Way
- b) The Multicultural South: Georgia as Case Study of Southern Diversity
- c) Discussion: Saunt, McGuillavray (available online at google books)
(<http://books.google.com/books?hl=en&id=eR4CSxr7zCUC&dq=claudio+saunt+new+order+of+things&printsec=frontcover&source=web&ots=RBzxvF79JI&sig=c2wTdl eYHJ2ftjFjSjXUCMCUT3M#PPA82,M1>)
- d) The Old South's Revolutionary Origins
- e) The Founders and Slavery

NOTE: Add/Drop ends June 9

Week 3 (June 16-20)

- a) Discussion, Jefferson, *Notes on the State of Virginia*
FIRST PAPER DUE
- b) The Environmental South
- c) Discussion: Steven G. Collins, "System, Organization, and Agricultural Reform in the Antebellum South, 1840-1860," (JSTOR)
- d) The Market Revolution in the North
- e) The Market Revolution in the South

Week 4 (June 23-27)

- a) Discussion: McPherson, "Antebellum Southern Exceptionalism," (e-reserve)
- b) Southern Honor
- c) Southern Religion
- d) Discussion: Heyrman, "Chapter 5, Mastery" from *Southern Cross* (e-reserve)
- e) Jacksonian Politics

Week 5 (June 30-July 4)

- a) Nineteenth Century Slavery
- b) Proslavery Thought
- c) Discussion: Fields, "Slavery, Race and Ideology in the United States of America" (e-reserve)
- d) Slave Rebellions

NOTE: Withdrawal deadline July 3; No class July 4

Week 6 (July 7-11)

- a) Slave Society

- b) Discussion: Peter Kolchin, "Reevaluating the Antebellum Slave Community," (JSTOR)
- c) White Society in the Old South
- d) Discussion: Frank J. Byrne, "The Merchant in Antebellum Southern Literature and Society," (Ebsco)
- e) Discussion: *The Confessions of Edward Isham*

PAPER 2 DUE

Week 7 (July 14-18)

- a) Southern Manhood
- b) Southern Womanhood
- c) Discussion: Laura Edwards, "Law, Domestic Violence, and the Limits of Patriarchal Authority in the Antebellum South," (JSTOR)
- d) Mountain Masters & Slaves
- e) Discussion: Bruce Stewart, "Select Men of Sober and Industrious Habits," (Ebsco)

Week 8 (July 21-25)

- a) Manifest Destiny and the Mexican War
- b) Crises of the 1850s
- c) Discussion: Peter Carmichael, "Defenders of Virginia, Union, and the South," from *The Last Generation* (e-reserve)
- d) The Old South at War
- e) Discussion: Manning, *What This Cruel War Was Over*

Week 9 (July 28-July 29)

- a) Emancipation and Beyond
- b) Conclusion

FINAL EXAMS: July 29-30