

PLSC 518/ AAMS 518
Politics of the American South

section 001

Tue/Thur 5:00pm - 6:15pm Owens 107

Fall 2018

Instructor: Dr. Scott Huffmon
Office: 344 Bancroft
Phone #: ext. 4669 (323-4669 from off campus)
email: huffmons@winthrop.edu
Web Page: <http://faculty.winthrop.edu/huffmons/>
Office Hours: Tuesday & Thursday 2pm – 3pm, Wednesday 10am – 11am, and by appointment (8/21 – 12/3 when campus is open and excluding breaks)

Course Goals

This course focuses on the politics of the American South in the last half of the 20th century and the entrance of the South into the 21st century. Naturally, an understanding of the South in the 21st century requires a good bit of analysis of the politics of the 19th century. In attempting to make sense of this region's unique, fascinating, and often frustrating politics, we will explore a series of related topics all relating to a central theme of race relations. After placing the region's politics in theoretical context, we will explore the economic and historical factors that shaped the "old" South and led to revolutionary transformations in the region during the middle decades of the 20th century. In the second half of the course, we will turn our attention to more contemporary matters, examining presidential and sub-presidential level politics in the South, surveying the political landscapes in selected deep and rim South states, and considering several contemporary topics in greater depth (including the theoretical concept of partisan realignment, the dynamics of racial representation, and the increasing influence of religion).

Student Learning Outcomes

Students who successfully complete this course will demonstrate an understanding of how the South's past has uniquely shaped its politics and continues to impact the politics of the South today. Additionally, students will gain an understanding of the role the South has played in the political history of the United States as well as the significant role the South plays in modern American politics.

Texts: The following texts are required

McKee, Seth C. 2018. *The Dynamics of Southern Politics: Causes and Consequences 1st Edition*. Washington, DC: CQ Press. ISBN-13: 978-1452287270

Cooper, Christopher A and Gibbs Knotts. 2017. *The Resilience of Southern Identity: Why the South Still Matters in the Minds of Its People*. Chapel Hill, NC: UNC Press. ISBN 978-1-4696-3105-9

In addition, I have put together a collection of articles and chapters. These readings may be found on Blackboard.

Selections from this collection of readings are marked by an "R" in the assignments section.

Student Learning Activities

Course grades will be calculated as follows:

Short Paper = 20% (Your "Interim Grade" will be based entirely on this paper)

Midterm Examination = 20%

Book Review = 20% (80% Book Review; 20% in-class presentation; in-class presentations Oct 16th & Oct 18th)

Final Examination = 25% **SATURDAY, December 8th at 11:30am**

Quizzes = 5%

Southern Identity Reaction Paper: 10% (November 1st)

This course employs Winthrop's +/- grading system. The distribution along the number line which triggers a plus or minus will be, roughly, a normal distribution (slightly skewed to the students' favor). Note: grades themselves will NOT be artificially forced into a normal distribution. The "0" grade will move into the next highest letter grade range. By way of explanation, the following will be the cut points for the "C" grade range: 70 - 72.4999 = C- ; 72.5 - 77.4999 = C ; 77.5 - 79.9999 = C+

Short Paper: The paper must be 1800 – 2600 words long (using MS Word word count function), double-spaced with 1 inch margins on all sides and a 12 point Times New Roman font; there will be no "headers;" you will use a title page (which does not count toward your total page count), bottom-center pagination, and an upper-lefthand corner staple [no "paper covers"].

Paper topic: Key argues, "if the politics of the South revolves around any single theme, it is that of the role of the black belts." What are "black belts," and what role have they played in the development of politics in the South? Discuss their role in the creation of "one-party" politics in the South and what this has historically meant with regard to the role of the South in presidential politics. (*HUGE hint*: base your arguments on the readings in section III.) The paper is due

Thursday, September 28th at the beginning of class. Turn in hard copy to me in class and submit electronic copy to TurnItIn

[Black Belt Paper Grading Rubric](#)

Book Review: In a short paper (1800 – 2600 words long using MS Word word count function) review a book relating to southern politics. You may not choose your own book; the instructor will randomly assign books from a list of selected texts. Your paper should be more than a summary; analyze the book's arguments and place them in the context of this class. The paper is due **Tuesday, Oct 16th on class and submit electronic copy to TurnItIn.**

Students must also do an in-class presentation (lasting apx 7 – 10 minutes) on their assigned book. In-class presentations Oct 16 & Oct 18

[Book Review Grading Rubric](#)

Southern Identity Reaction Paper: Read *The Resilience of Southern Identity: Why the South Still Matters in the Minds of Its People* by Cooper and Knotts and "[Describing Ourselves: Identity Overlap and Fault Lines Regarding How Southerners Would Describe the South to Non-Southerners](#)" by Huffmon, Lawrence, & Briggs. In a 1100 – 1350 word paper (using MS Word word count function - same specifications as above), describe how the perception of the South has changed - especially in the minds of southerners themselves. Interview/have a conversation with someone "two generations older" than you (i.e. a grandparent or someone who would be - roughly - your grandparents' age): how has their perception of the South changed and how does it relate to your perception of the South? Come up with 4 questions you would pose to the authors of *The Resilience of Southern Identity: Why the South Still Matters in the Minds of Its People*.

All papers are due by the beginning of class on the due date, if they are due on a class day. You must hand in a hard copy of the paper. Papers received after class begins on the due date will incur a penalty of one full letter grade beginning the moment class formally begins that day, plus one additional letter grade for every additional day after the due date until the paper is turned in to me. What matters in this respect is when I get the paper, **not** when you slide it under my door, put it in my mailbox, or give it to the departmental Administrative Specialist. **You WILL have to submit BOTH papers to turnitin.com, so unless you want a zero for the paper and academic prosecution, plagiarism is not advised.** *Papers not submitted to turnitin.com will not be graded.* The procedures for using turnitin.com will be explained in class.

Visit to Museum of the New South: On the afternoon of **Friday, November 30th**, the class will visit the Museum of the New South in Charlotte (<http://www.museumofthenewsouth.org/>). We will determine the optimal time after discussing everyone's schedule. The museum visit will be counted as several "quizzes," so I suggest you plan to attend with the class. If, for some *extraordinary* reason you cannot come on this outing, you may visit the museum on your own and write a 750 – 1000 word paper in lieu of the museum quizzes. Save your ticket from visiting the museum, because it will count as a "cultural Event credit if you submit a [petition form](#).

NOTE: Students taking the course for graduate or honors credit have additional requirements. Graduate students must do two 6-8 page book reviews rather than one 7-10 page

book review (other formatting requirements identical) and the reading journal is required rather than optional (see “Extra Credit” at bottom of syllabus). Click [HERE](#) to see new grade distribution for graduate Student Learning Activities. Students taking the class for Honors credit must do two 7-10 page book reviews rather than one and present both in class. Additionally, the reading journal is required rather than optional. Click [HERE](#) to see new grade distribution for honors Student Learning Activities.

Class announcements will be made via the class listserv and on Blackboard. If you have an active winthrop.edu email account, you should be automatically added to the listserv, otherwise you must add yourself to the listserv. You are EXPECTED to regularly check your email for class announcements! Announcements made over the listserv are considered "official" class announcements. If you are not on the class listserv, go [HERE](#) for instructions on how to sign up (the course designator to sign up is: PLSC518001 or AAMS518001).

This syllabus may be revised throughout the semester.

Withdrawal Date: The last day to withdraw from the course with an automatic grade of “N” is October 19, 2018

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Academic Misconduct

Academic misconduct will not be tolerated. Winthrop’s *Conduct Code* defines academic misconduct as:

”Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit. More explicit definitions of academic misconduct specific to certain academic disciplines may be promulgated by academic departments and schools.”

I will prosecute cases of academic misconduct to the fullest extent of university policy, and that can mean expulsion from the university. Obviously, any student caught cheating or plagiarizing, in any manner, on an exam or assignment will receive a zero for that assignment in addition to academic prosecution. Additionally, I reserve the right to award the student an "F" in the course for ANY act of academic misconduct if I feel it is warranted. This is in addition to academic

prosecution by the Dean of Students.

****ADDITIONALLY**, the Department of Political Science has its own policies on plagiarism and academic misconduct: [Poli Sci Statement on Plagiarism](#) In the immortal words of Brad Hamilton: "Learn it; Know it; Live it!"**

Class Policies:

Please provide a respectful learning environment for your fellow students. Repeated tardiness, cell phone disruptions, reading materials unrelated to the course (such as the student newspaper), and use of communication technologies (e.g., web browsing/ IMing/ texting/ snapchatting/ etc. during class) during class will adversely affect your grade.

Attendance Policy: Beginning with the third time a student is declared absent, the student will lose a full letter grade for each absence. Any student caught IMing, texting, or browsing the web will be declared "Absent" for that class. Since I don't take roll, this is the only way to be declared absent. Additionally, you will be asked to leave the class that day. Campus police will be called if you do not do so voluntarily.

Please arrive at class on time and **switch off** all pagers, cell phones, and alarms during class. The only exceptions to this rule are if you have children or an emergency family situation (e.g. family member in surgery). For these circumstances, you must notify the professor of the situation after which you may leave your phone on **vibrate** and you **must** leave the class to answer a call.

I do not provide lecture notes for students under any circumstances.

Grade Appeals: If you wish to dispute a grade on a particular assignment for any reason other than an obvious arithmetic error on my part, you will need to type a one-page explanation of your position and turn it in, along with the original graded assignment, at least one week after the assignment is returned to you. I will then consider your appeal and make a determination.

Appeals must be submitted in hard copy format; no appeals submitted via email will be considered.

For appeals regarding your final grade in the course, please consult the Student Handbook and Catalog for procedures.

This syllabus subject to change by the instructor throughout the course.

Class Themes and Reading Assignments

I Themes:

What is the South?

Why study Southern politics?

An Introduction to Southern economic history

Readings:

" 'When You Call Me That, Smile!' How Norms for Politeness, Interaction Styles, and Aggression Work Together in Southern Culture" (R)
"Insult, Aggression, and the Southern Culture of Honor: An 'Experimental Ethnography' " (R)
Wright (from *Old South, New South*), pp. 1-16 (R)

II Themes:

The South as a colonial economy
Race relations on the plantation
Why we really seceded and what it meant
Plantations, textiles, and early industry

Readings:

Kantrowitz (from *Ben Tillman*), pp 10-39 (R)
Wright (from *Old South, New South*), pp. 17-50 (R)
Wright (from *Old South, New South*), pp. 51-80 (R)
Wright (from *The Political Economy of the Cotton South*), pp. 10-42 (R)
<http://faculty.winthrop.edu/huffmons/SlaveryQuotations.htm>
<http://faculty.winthrop.edu/huffmons/CausesOfSecession.htm>

III Themes:

“Black-Belt” Politics
Color Lines
Foundations of Segregation
The “Democracy” and one party politics
The old South in presidential politics

Readings:

Key, Chpt 1 (R)
Key, Chpt 24 (R)
Key, Chpt 25 (R)
Prather (from *Democracy Betrayed*), pp. 15-41 (R)
Kantrowitz (from *Democracy Betrayed*), pp 95-111 (R)
Gavins (from *Democracy Betrayed*), pp 185-206 (R)
Vital South, Chpt. 4 (R)
Vital South, Chpt 5 (R)
Dynamics of Southern Politics, Chpt 1 and Chpt 2

IV Themes:

Industrialization and Urbanization
Rise of the Southern Middle Class

Readings:

Politics and Society, Chpt 2 and Chpt 3 ®

Hanchett (Chpts 1, 2, 3 from *Sorting out the New South City*), pp 13-88 (R)

[Southern Railways1](#)

[Southern Railways2](#)

[Active Spindles in S. vs N.E.](#)

[Cotton Mills in S. in 1925](#)

[Mill Cottage](#)

V Themes:

Outer and intermediate color lines

The politics of civil rights

Readings:

Dynamics of Southern Politics Chpt 3

Key, Chpts 30-31 (R)

Politics and Society, Chpts. 5, 6, & 7 (R)

VI Themes:

Changes in the Southern electorate

Democrats and Dixecrats

GOP Growth in the Rim South

Readings:

Dynamics of Southern Politics Chpt 4

The Rise of Southern Republicans, Chpts 3 & 4 (R)

VII Themes:

Contemporary Southern electorate

Public opinion in the modern South

Two-party politics in the 1980s

Readings:

Dynamics of Southern Politics Chpt 6 & 7

Kuklinski, Cobb, and Gilens, "Racial Attitudes and the 'New South'" (R)

VIII Themes:

Continuing Democratic strength

Emerging Republican presence

Readings:

Politics and Society Chpt 13 (R)

The Rise of Southern Republicans Chpt 9 (R)

Dynamics of Southern Politics Chpt 5, 8, & 9

IX Themes:

Religion and Politics in the South

Readings:

Phillips (from *American Theocracy* Chpts 4 & 5) (R)

The New Politics of the Old South, Chpt 13 (R)

TBD

X Themes:

Race, Representation, and the Future

Readings:

Dynamics of Southern Politics Chpts 10, 11, & 12

Overby and Cosgrove, "Unintended Consequences..." (R)

Cameron, Epstein, and O'Halloran, "Do Majority-Minority Districts Maximize Substantive Black Representation in Congress?" (R)

Voss and Lublin, "Black Incumbents, White Districts." (R)

***Others to be announced**

Extra Credit

Buy a journal (the black & white type). Take *at least* one journal page worth of notes on each individual reading / chapter we cover in class. You will be awarded extra points on your final exam based on the total number of readings for which you have taken notes. I will be checking journals to tally points regularly throughout the semester. As an added incentive, you will be allowed to use your notes from these journals during quizzes.