

Dr. J. Spangler
Office: SS 602
Phone: 220-6425
E-mail: spangler@ucalgary.ca
Office Hours, TBA

University of Calgary
Fall Term, 2016
Tu/Th 11-12:15
SA 107

History 465: The U.S. South

This course considers the southern United States as a distinctive region between about 1785 and 1900. It examines the political, economic, and social history of the “Old South,” the rise and fall of the Confederate States of America, and the subsequent emergence of a “New” South. The course will also survey some ways that the nineteenth-century South has been remembered and mythologized.

Required Reading

The following book is available for purchase at the University Bookstore and is available electronically (at no cost) through the Taylor Digital Library.

J. William Harris, *The Making of the American South: A Short History, 1500-1877*
(Malden, Ma.: Blackwell Publishing, 2006).

A substantial collection of academic articles, book chapters, videos, and primary sources are also required for the course, and are made available through D2L (see Topic and Reading Schedule below).

Course Evaluation

Marks will be computed in the following manner:

Midterm Exam (partial take home)	30%
Essay (about 2400 words, plus notes)	35%
Final Exam	35%
Total	100%

All assignments must be submitted in order to receive a passing mark in the course.

Due Dates

Midterm Exam: October 25

Final Exam: Date determined by the Registrar

Essay: November 29

D2L

The course outline, along with most assigned readings, announcements, and the text of powerpoints used in class will be posted on D2L for your convenience. Please check the site regularly for updates.

Lateness Policy

Students should expect to submit/write exams on assigned dates. Only emergency or illness, with documentation, is sufficient reason to reschedule the midterm exam and the final exam can only be deferred with the approval of the Registrar's Office (see the university's website for deferral guidelines).

The paper deadline, however, can be extended for up to a week, no questions asked. To receive an extension you must e-mail your request to the instructor and receive back confirmation of your new deadline before the original deadline. Please note that if you choose an extended deadline your paper may not be marked until after the last day of instruction. Papers that are turned in late without a confirmed extension will be penalized at the rate of 1/3 of a mark per day (so a "B" paper that is 2 days late will receive a "C+").

Classroom Environment and Course Material Distribution

It is important that students respect one another's needs in the classroom. Students are asked to turn off phones during lectures and discussions (unless pre-arrangements have been made with the instructor) and to refrain from engaging in private conversation during lectures. Using laptops and tablets is acceptable only under the restrictions that a) the device is used for classroom related activities only and b) other students are not disturbed by such usage.

It is forbidden to tape or digitally record lectures and/or discussions without the explicit written consent of the instructor and any students affected. Materials related to the course (including hand-written lecture notes) are for your own use only and may not be distributed to anyone not officially registered in the course.

Explanation of Assignments

Exams:

Exams require students to demonstrate a command of lecture material, assigned readings, class handouts, and discussions. The two-part **midterm** includes a short-answer section to be written during class time (less than a full class period will be allotted for it) and a take-home section that will require a more sustained response. The **final exam** will be scheduled by the Registrar during the examination period. It will have a short answer section and an essay section. A study guide will be provided. More information about both exams will be given in class.

Essay:

There will be two options for the essay assignment.

Option 1: The instructor will provide one or more specific topics, along with a collection of primary sources. Students will chose one of these topics, will analyze the

primary sources and do research in secondary materials in order to develop an essay. Explicit instructions will be provided for this option early in the term (via D2L).

Option 2: The student chooses their own topic and provides their own primary sources for an essay (as well as secondary sources). The essay should concern itself with the area of the United States that is identified or self-identifies as "The South," between about 1785 and 1900 (though the essay can go well into the twentieth century if the topic concerns myth and memory of the South). Students MUST be in contact with the instructor to informally propose their topic and receive feedback, before the end of October, to insure that they are on a productive track. This can be accomplished either via e-mail or an office meeting.

For information about the required format and style for a history essay please see The History Student's Handbook: A Short Guide to Writing History Essays, available on D2L and the History Department website.

Topic and Reading Schedule

Week One (Sept. 13 and 15): A Southern Region Takes Shape

Assigned Readings:

* Harris, *Making of the American South*, skim Chapter 1 and read Chapter 2.

Week Two (Sept. 20 and 22): Staple-Crop Economy

* Harris, *Making of the American South*, Chapter 3.

* Sven Beckert, "Cotton and the U.S. South: A Short History," in Richard Follett, et al., *Plantation Kingdom: The American South and Its Global Commodities*, 39-60.

Week Three (Sept. 27 and 29): Slavery

* Harris, *Making of the American South*, Chapter 4.

* *Narrative of the Life and Adventures of Henry Bibb*,

Himself, Documenting the American South, <http://docsouth.unc.edu/neh/bibb/bibb.html> .

An American Slave

Week Four (Oct. 4 and 6): Beyond Plantations

* David Brown, "A Vagabond's Tale: Poor Whites, Herrenvolk Democracy, and the Value of Whiteness in the Late Antebellum South," *Journal of Southern History* 79:4 (2013): 799-840.

* "Autobiography of Edward Isham, Alias 'Hardaway Bone,'" in *The Confessions of Edward Isham: A Poor White Life of the Old South*, ed. Charles C. Bolton and Scott P. Culclasure, 1-18.

* Timothy J. Lockley, "Spheres of Influence: Working White and Black Women in Antebellum Savannah," in *Neither Lady Nor Slave: Working Women of the Old South*, ed. Susanna Delfino and Michele Gillespie, 102-120.

Week Five (Oct. 11 and 13): Distinctive Southern Thinking

* Harris, *Making of the American South*, Chapter 5.

* James Henry Hammond, "Letter to an English Abolitionist," in *The Ideology of Slavery: Proslavery Thought in the Antebellum South, 1830--1860*, ed. Drew Gilpin Faust, 168-205.

Week Six (Oct.18 and 20): Confederate Rise

- * "Jefferson Davis's Farewell Address, Senate Chamber, U.S. Capitol, January 21, 1861," Papers of Jefferson Davis, <https://jeffersondavis.rice.edu/Content.aspx?id=87> .
- * "Alexander Stephens's Cornerstone Speech," in *The Civil War and Reconstruction: A Documentary Reader*, ed. Stanley Harold, 59-64.
- * Constitution of the Confederate States of America, Documenting the American South, <http://docsouth.unc.edu/imls/confconstitution/const.html> (starting on p. 15).
- * Civil War Currency, Documenting the American South, <http://docsouth.unc.edu/imls/currency/specimens.html> .

Week Seven (Oct. 25 and 27): Confederate Fall

- * Harris, *Making of the American South*, Chapter 6.
- * "An Act to exempt certain persons from military duty, and to repeal an Act entitled "An Act to exempt certain persons from enrollment for service in the army of the Confederate States, 11 Oct. 1862," Documenting the American South, <http://docsouth.unc.edu/imls/csstat62/csstat62.html> .
- * "AN ACT to increase the military force of the Confederate States, 23 March 1865," Freedmen and Southern Society Project, <http://www.freedmen.umd.edu/csenlist.htm> .

Week Eight (Nov. 1 and 3): Reconstructing the South

- * Harris, *Making of the American South*, Chapter 7.
- * Caroline E. Janney, "The Lost Cause," Encyclopedia Virginia, http://www.encyclopediavirginia.org/lost_cause_the .
- * Jubal Anderson Early, A Memoir of the Last Year of the War for Independence, in the Confederate States of America . . . (Lynchburg: Charles W. Button, 1867), <https://archive.org/details/memoiroflastyear00earl> , iii-ix.
- * Jefferson Davis, *The Rise and Fall of the Confederate Government*, Preface, Introduction, Table of Contents for both volumes, <http://www.gutenberg.org/files/19831/19831-h/19831-h.htm#introduction>, <http://www.gutenberg.org/cache/epub/42315/pg42315-images.html>

Week Nine (Nov.8): The New South

- * Jeannette Keith, *The South: A Concise History*, Volume 2, 46-87.
- * Henry Grady, "The New South," in *The Complete Orations and Speeches of Henry W. Grady*, 7-27.
- * Lecture of Karen Cox, <https://www.youtube.com/watch?v=I267zedzL78> (to 44 minute mark).

Reading Days Nov 10-13. No class on Nov 10.

Week Ten (Nov. 15 and 17): The Jim Crow South

- * John Boles, *The South Through Time*, 448- 467.

- * Caroline Janney, "Remembering the Civil War," <http://www.c-span.org/video/?315077-1/remembering-civil-war> (to 40 minute mark).
- * Booker T. Washington, *Up from Slavery*, chapter 14,, Documenting the American South, <http://docsouth.unc.edu/fpn/washington/washing.html> . Alternatively you can listen to this chapter at <https://www.youtube.com/watch?v=Z4CknAQiHzQ> .

Week Eleven (Nov. 22 and 24): The Jim Crow South, Part II.

- * Barbara Bair, "Though Justice Sleeps: 1880-1900," in *To Make Our World Anew: A History of African Americans From 1880*, eds. Robin D. G. Kelley and Earl Lewis, 3-66.
- * Steven Hahn, *The Political Worlds of Slavery and Freedom*, 115-64.

Week Twelve (Nov. 29 and Dec. 1): Remembering the Old South, Part I

- * Jennifer Ritterhouse, "Reading, Intimacy, and the Role of Uncle Remus in White Southern Social Memory," *Journal of Southern History* 69:3 (2003): 585-622.
- * Lawrence W. Levine, *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*, 102-32.
- * "The Wonderful Tar-Baby Story," and "How Mr. Rabbit was Too Sharp for Mr. Fox," in Joel Chandler Harris, *Legends of the Old Plantation*, <http://xroads.virginia.edu/~ug97/remus/selections.html> .

Week Thirteen (Dec. 6 and 8): Remembering the Old South, Part II

- * Bruce Levine, "The Myth of Black Confederates," presentation at the 2010 Virginia Civil War 150 Organization Conference, Norfolk, VA, <http://www.c-span.org/video/?296217-1/race-slavery-civil-war> , (50:50-63:00)
- * One Reading TBA

Important Departmental, Faculty, and University Information Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.

Percentage	Letter Grade	Grade Point Value	Description
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of

Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>