**HIST 3326, THE OLD SOUTH**

Fall 2017

**Instructor:** Christopher Morris

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**Office Hours:** MW 1:30 to 2:30, 4:00 to 5:00 pm, and by appointment.

**Section Information:** HIST 3326/001

**Time and Place of Class Meetings:** MW 2:30-3:50, UH 01

**DESCRIPTION OF COURSE CONTENT:** This course has four primary goals: First, to understand the historical origins of what remains one of the most enduring regional cultures of the United States; second, to explore from within the context of the South as a historical place some of the major events and historical processes that shaped the history of the U.S., for example, the American Revolution, westward expansion, the spread of capitalism, secession and civil war; third, to consider southern history from the perspective of free and enslaved southerners. Finally, this course will help students to understand and participate knowledgably in present-day discussions about the legacy of the Old South and how it ought to be remembered and memorialized.

**STUDENT LEARNING OUTCOMES:**

**Describe:** Students will be able to describe the details or “facts,” events, names of peoples and individuals, terms, and relative chronology in the historical development of the American South before 1865.

**Analyze:** Students will develop and improve their critical thinking skills by examining major economic developments of U.S. history, through discussion of lectures, texts, and hand-outs, including primary source material.

**Synthesize:** Students will improve their ability to connect **specific** information from several sources to offer a coherent argument that can answer a **general** question on a broad theme of U.S. southern history.

**Understand:** Students will gain an understanding of the discipline of history, how to think historically and systemically, specifically and generally, how to understand present and past events in their proper historical context, how to connect events in a chronological chain of cause and effect, how to offer interpretations of the past based not on opinion but on reasoned analysis supported by historical documents.

**Communicate:** Students will improve their basic reading and writing skills.

**REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:**

Theodore Rosengarten, *Tombee: Portrait of a Cotton Planter. With the Plantation Journal of Thomas B. Chaplin* (1822-1890). NOTE: This book is out of print but used copies are widely available. If the bookstore cannot obtain copies, then students are encouraged to find used through Amazon.com or some other online outlet.

Harriet Jacobs, *Incidents in the Life of a Slave Girl*.

Hooper, *Adventures of Captain Simon Suggs*.

**DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS:**

**Reading Assignments:**

The textbooks will allow us to examine the Old South, from its origins in Colonial Virginia, as it spread west to Texas in the early decades of the nineteenth century. Major questions will concern continuities and discontinuities between the time of the Revolution and the time of the Civil War, and between Virginia and the Old Southwest. Was there a South, or several Souths? Lectures will supplement the texts, which will be the basis for class discussions and assignments. Where appropriate, therefore, lectures will be interrupted so that the class can discuss the assigned readings. Students are strongly encouraged to keep up with the readings and to participate in class discussions. If they do so, they will gain a deeper understanding of the readings and lectures, which will enhance their performance on exams. Class participation is vital. Students will be expected to come to class having done the reading assignments and prepared to discuss them.

**Written Aassignments:**

There will be several short quizzes and three take-home exams. Quizzes will be short answer format and will cover reading assignments, including texts and handouts. The exams will be in-class essays with the questions made available in advance. Questions will be handed out a week in advance of the exam date. Exams will cover lectures and reading assignments.

**ATTENDANCE:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will not assign a grade specifically for attendance, however, I will take not of attendance for diagnostic reasons, to monitor student engagement, progress, reading comprehension, and oral communication skills. Furthermore, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**GRADING**:

Quizzes 25%

1st Exam 25%

2nd Exam 25%

3rd Exam 25%

A=90-100 B=80-89 C=70-79 D=60=69 F=<60

**Assessments:**

**Describe:** The quizzes are designed to monitor each student’s progress at learning how to describe the basic facts (names, dates, events, periods) presented in lectures and assigned readings relevant to the subject of this course.

**Analyze:** Certain quiz questions as well as the take-home exams will permit the instructor to monitor student progress at learning how to think critically about historical problems, by placing events in the proper chronological order, by thinking about cause and effect, by distinguishing partial answers from more complete answers.

**Synthesize:** The take-home exam questions will allow the instructor to monitor student progress at assembling specific historical evidence gathered from reading assignments and lectures into a general argument that answers a general question about a historical problem.

**Understand:** Altogether, the quiz questions that monitor student progress at description and analysis, the exams that monitor student progress at analysis and synthesis will provide a gauge of overall understanding of historical content, analysis, and thinking. The expected outcome is that students show progress in all areas, as measured by quizzes and take-home exams.

**Communicate:** The take-home exam questions and class discussion will permit the instructor to monitor student progress at reading and writing, by asking them to read and comprehend historical documents, and then writing essays that are logically organized and with grammatical prose.

**STUDENT RESPONSIBILITIES:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

As a general rule, for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\hannabas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\697W32M3\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**COURSE SCHEDULE**

*NOTE: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

WEEK ONE

Aug. 28 Introduction: What is the South? Several Historical Interpretations

Aug. 30 Europeans, Americans, and Africans in Virginia and Carolina

WEEK TWO

Sept. 4 Labor Day Holiday. No Class

Sept. 6 Bacon’s Rebellion and the Transformation of Colonial Virginia

WEEK THREE

Sept. 11 The Stono Rebellion and the Transformation of Colonial South Carolina

Sept. 13

WEEK FOUR

Sept. 18 The South in Revolution: The problem with “The Patriot”

Sept. 20 The South in the New Nation

READING ASSIGNMENT: Rosengarten, *Tombee*, pages

WEEK FIVE

Sept. 25 The World of Thomas Chaplin

Sept. 27 continued

READING ASSIGNMENT: Rosengarten, *Tombee*, pages

WEEK SIX

Oct. 2 John C. Calhoun: The last Founding Father?

Oct. 4 **First Exam**

READING ASSIGNMENT: Rosengarten, *Tombee*, pages

WEEK SEVEN

Oct. 9 Expansion and Growth of the Old Southwest

Oct. 11 continued

WEEK EIGHT

Oct. 16 Planters and Poor Whites

Oct. 18 The Savage Ideal of Honor

READING ASSIGNMENT: Hooper, *Adventures of Captain Simon Suggs*, pages

WEEK NINE

Oct. 23 Tricksters and Confidence Men: The Market Revolution

Oct. 25 Laughing and Killing

READING ASSIGNMENT: Hooper, *Adventures of Captain Simon Suggs*, pages

WEEK TEN

Oct. 30 Inside the Slave Market

Nov. 1 **Second Exam**

WEEK ELEVEN

Nov. 6 The Slaves’ South

Nov. 8 continued

READING ASSIGNMENT: Jacobs, *Incidents In the Life of the Slave Girl*, pages

WEEK TWELVE

Nov. 13 Harriet Jacobs’s South

Nov. 15 Work, Resistance, Accommodation, Escape

READING ASSIGNMENT: Jacobs, *Incidents In the Life of the Slave Girl*, pages

WEEK THIRTEEN

Nov. 20 Enslaved Men and Women: Solomon Northup and Harriet Jacobs

Nov. 22 continued

READING ASSIGNMENT: Jacobs, *Incidents In the Life of the Slave Girl*, pages

WEEK FOURTEEN

Nov. 27 What Thomas Chaplin Knew Versus What Harriet Jacobs Knew about Slavery

Nov. 29 Secession

READING ASSIGNMENT: Rosengarten, pages ; Jacobs, pages

WEEK FIFTEEN

Dec. 4 Remembering the Old South

Dec. 6 continued

READING ASSIGNMENT: Rosengarten, pages

**THE FINAL EXAM WILL BE MONDAY DECEMBER 11, 2:00 p.m.**