

History 351
History of the Old South

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Offc hours: M, 1-3, W, 4:30-5:30
Th 6:30-7:15 and by appointment

This course will introduce you to many debates about the distinctiveness of the South and help you understand the region's place within the American experience. We will explore the South, 1790-1860, with an emphasis on social, political, and cultural history. Of particular interest will be the role that slavery played in the economy, the culture and in politics. The viewpoints and experiences of enslaved and free African-American men and women, and white men and women from planter, farmer, and merchant families will form important topics, as we explore the intersecting worlds of different social groups.

Course objectives: in general, to increase knowledge about and promote a better understanding of the changes in antebellum southern society and politics, to increase students' abilities to analyze, understand, and compare primary and secondary sources; and to enhance students' writing skills.

Grades will be based on the following:

midterm and final examinations (short answer & essay questions): 20 and 25 %

two 4-6 page double-spaced typed papers on assigned topics: 20 and 25 %

class participation (measured by attendance and ability to discuss readings): 10 %

This course will be a mixture of lecture and discussion. Class attendance is important and you should come prepared to discuss or write about the assigned readings. Be sure to bring to class the assigned book or reading for that day. Students are responsible for obtaining all handouts from class meetings.

Academic integrity is a part of the George Mason honor code. Students may not give or receive help during examinations. A student must have done all of the research and writing on a paper to which her/his name is signed. Plagiarism is defined in the GMU honor code as "presenting as one's own, the words, the work, or the opinions of someone else without proper acknowledgment." Students who use the words of others must place the borrowed language in quotation marks or a block quotation and indicate the source in a footnote or endnote.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703 993 2474. All academic accommodations must be arranged through that office.

Students with questions either about the class or their performances or grades should consult with the instructor during office hours or arrange a conference at another time by telephone or email.

Required Readings: (available in student bookstore)

William J. Cooper and Thomas Terrill, The American South, Vol. 1 **Fourth Edition** (referred to as C&T)

Shane White and Graham J. White. The Sounds of Slavery: Discovering African American History through Songs, Sermons, and Speech

Melton McLaurin. Celia, a Slave

Charles C. Bolton and Scott Culclasure. Confessions of Edward Isham: A Poor White Life of the Old South

Suzanne Lebsock, The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860.

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| Aug . | 27 | Introduction to Class and the South |
| | 29 | A Colonial Society, Read C & T, 25-56 |
| Sept. | 3 | LABOR DAY, NO CLASS |
| | 4 | LAST DAY TO ADD CLASSES |
| | 5 | Slavery survives the Revolution. Read C & T; 57-133, and Lord Dunmore's Proclamation at
http://www.learnnc.org/lp/pdf/lord-dunmores-proclamation-p4238.pdf |
| | 10 | Revolutions of 1800. Read C & T, 135-55; and Virginia Resolves of 1798
http://constitution.org/rf/vr_1798.htm |
| | 12 | The South as a Self Conscious Minority. Read C & T, 156-73 |
| | 17 | Creating the Proslavery Argument. Read C & T, 257-77; and John C. Calhoun, "Slavery a Positive Good," in
http://teachingamericanhistory.org/library/index.asp?document=71 |
| | 19 | Slaveholding Aristocrats or Capitalists. Read C & T, Ch. 8; Genovese, "The Slave South: An Interpretation" in Science & Society (Dec 1961): 320-37, available on JSTOR database, GMU library website |
| | 24 | Slavery as Social and Economic System. Read C & T, Ch. 9 |
| | 26 | Life in Slavery. Read C & T, Ch. 10. FIRST PAPER DUE |
| | 28 | LAST DAY TO DROP COURSE |
| Oct. | 1 | Life in Slavery. Read White, ix-54. |
| | 3 | Slavery and Religion. Read White, 55-144 |
| | 9 | Slavery and Women. Read McLaurin, 1-33 |
| | 10 | Slavery and the Southern Legal Order, Read McLaurin, 33-119 |
| | 15 | REVIEW |
| | 17 | MIDTERM EXAM |
| | 22 | Religion in Southern Communities. Read C & T, 277-83 |
| | 24 | Nonslaveholding Whites. Read Bolton, 1-44 |
| | 26 | END OF SELECTIVE WITHDRAWAL PERIOD |

- 29 Nonslaveholding Whites. Read Bolton, 45-70
- 31 Crime and Punishment. Read Bolton, 70-116, 128-32
- Nov. 5 Southern Women and Property. Read Lebsack, xiii-86.
- 7 Women and Slavery. Read Lebsack, 87-145.
- 12 Southern Women and Work. Read Lebsack, 146-249
- 14 The South and Politics. SECOND PAPER DUE
- 19 The Politics of Slavery. Read C & T, 173-90
- 26 The South and the Westward Movement. Read C & T, 315-38
- 28 The 1850s and Change. Read White, 145-89
- Dec 3 Secession and The Outbreak of War. Read C & T, 339-71; Alexander Stephens's speech of Mar 1861 in <http://teachingamericanhistory.org/library/index.asp?documentprint=76>.
- 5 REVIEW
- 17 FINAL EXAMINATION (1:30-4:15)