The region we live in is far more complex and interesting than many people realize. In the minds of some people, “the South” consists only of white residents of this region, but in reality, this region has for centuries been home to nonwhites from multiple ethnic groups and faith traditions. Some people also assume that studying this region means praising it uncritically. In this course, however, we’ll encounter much to admire (vibrant cultural traditions, beautiful landscapes, stories of endurance and courage) and much to critique (systematic oppression of people on the basis of race, gender, sexual orientation, social class; resistance to innovation; generations of poor and uneducated residents; etc.). We’ll explore how all these aspects of the South have persisted or are changing in the twenty-first century.

**Course description:** This course introduces students to major trends and transformations in the U.S. south and to multiple interpretations of the region’s distinctiveness and significance. In addition to learning how experts have interpreted the region, students will “do southern studies” by analyzing a cultural artifact or practice, using their knowledge of the region’s history and culture, theorists’ views of the region, and independent research. This course will also prepare students for a variety of opportunities for studying the region that are available at the College and in the surrounding community. It is a required course for the minor in Southern Studies but is suitable for all students with an interest in the region.

**Southern Studies 200 Student Learning Outcomes**

I. Students will demonstrate knowledge of the region’s history & culture
II. Students will demonstrate that they can apply some of this core knowledge in a research project analyzing and interpreting a historical or cultural phenomenon from the region.

The first outcome will be assessed in the mid-semester exam; the second will be assessed in the research project.

**Structure of the Course**

The first half of the course will cover some of the major trends and transformations that have occurred in the region. Assigned readings and lectures will provide historical and cultural contexts that we’ll use in discussions analyzing literature, music, art, and other cultural artifacts. We’ll discuss what we can learn from a given artifact, what circumstances brought it into being, and what makes it interesting from an artistic or cultural standpoint. Students will become familiar with the broad outlines of the history and culture of the region and some of the ways the region has changed (or resisted change) over time. After six weeks of study and discussion, students will take an exam covering all this material.

For the remainder of the course, students will work on their own research projects while class presentations and discussions present a variety ways to study the region, as well as some of the recurring
concerns, beliefs, and themes that we consider “southern.” Many people interpret the South--writers, activists, public historians, artists, other professionals—and we'll hear from a few of these people, as well as taking one or two field trips. Several C of C faculty who study the South will visit the class to discuss how they do their research and how they explore the region in the classes they teach. Some class periods will also be spent guiding students in researching and drafting the research paper, and students will share their research with the class via short presentations given during the final exam period.

This course counts toward the General Education Humanities requirement.

**General Education Student Learning Outcomes**

SLO1: Students will analyze how ideas are represented, interpreted or valued in various expressions of human culture.

SLO2: Students will examine relevant primary source materials as understood by the humanities area under study and interpret the material in writing assignments.

These outcomes will be assessed in the mid-semester exam.

**Texts:**

Course-packet available at C of C bookstore
Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Charles Chesnutt, *The Conjure Woman and Other Tales*
Handouts provided in class
*Literature of the American South: A Norton Anthology* (Optional. This is a great resource, however.)

Students must print their own copies of some assigned readings that will be on reserve at the library or accessible from library databases and bring these copies to class. Please ask if you have any questions on how to do this.

**Course Requirements**

Attendance & Participation 11%
Quizzes 14%
Short writing assignments 14%
Midterm 25%
Research Project 31%
Final Exam Presentation 5%

**Attendance & Participation** (11% of grade). Both are required; if you miss a class, ask a classmate to share his or her notes with you. Your attendance and participation grade will be based on the number of classes you attend and your willingness to participate via class discussion, small group discussion, or active listening. A partial absence will be recorded when you arrive late or leave early, or use electronic devices to do anything besides accessing material we are studying.

I require all students to bring their own copy of whatever reading is assigned for the day—in the course packet, other books, or material that I’ve asked you to access electronically. You will be required to print out your own copies of some readings that are not in the course packet. If for some reason you arrive in class and realize you’ve forgotten your book or course packet, let me know, and ask a classmate to share with you for the day.

I sometimes call on students to invite their participation or to bring in students who have not yet contributed. I also may ask students to read a short passage aloud or to look in their assigned reading to
answer a question. If the idea of being called on makes you nervous, please let me know so we can figure out a good way for me to encourage your participation.

**Quizzes (14% of grade)** will have questions you can answer in a few words or a sentence, normally covering material from 3-4 class periods. Dates are on the syllabus. Normally, quizzes may not be made up, although I may make exceptions for extenuating circumstances. You may make up one missed quiz or low quiz grade by doing an additional assignment.

**Short writing assignments (14% of grade)** include one short analytical essay (6%) and 2 blog posts (4%). I will subscribe each of you to a private class blog.

**Midterm exam (25% of grade)** will cover all material discussed in the first 6 weeks of class and will include a take-home essay, objective questions, and several paragraph answers.

**Research project (31% of grade):** you’ll research a topic of your choice: a literary text, an event, an organization, music, a building, a social custom, a culinary tradition, a film, or something else that has happened or been produced in the region. Research must include a primary source and academic sources found in our library. Your project will culminate in an analytical essay (7-10 pages) using your research to argue for your interpretation of this topic.

**Course Policies:**
- Grades for individual assignments and your current average will be in the OAKS gradebook. Please let me know if you think I’ve made a mistake entering any of your grades.
  - Grading Scale: 90-100=A  87-89=A-  84-86=B+  80-83=B  77-79=B-
  - 74-76=C+  70-73=C  67-69=C-  64-66=D+  60-63=D  57-59=D-  0-56=F

**Missed and Late Work:** Quizzes cannot be made up except when there is a compelling reason and a special arrangement with me. Missing the midterm or final exam is a very serious problem that should be discussed with me immediately if you hope to make up the work for partial credit. Normally, a late paper is docked 4 points per day that it’s late. If circumstances warrant, I sometimes grant an extension on an assignment’s due date. Please discuss this with me in advance if you’re experiencing difficulties completing your work.

**Accommodations:** If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in this class. The Center for Disability Services is located in the Lightsey Center, Suite 104.

**Office Hours:** 1:30-3 TTh are hours that I’m normally in my office; anyone can drop by or call then. You don’t need an appointment, but it’s a good idea just to let me know you’re coming. I can also set a specific appointment for you, either during my regular hours or at another mutually convenient time. Email me at eichelbergerj@cofc.edu, speak to me after class, or call me at 843.953.5646.

My office building is 26 Glebe Street (corner of George and Glebe--there is often a hot dog vendor set up there). I’m in Room 201, on the 2nd floor. If stairs are ever a problem for you, let me know and we’ll meet in a more accessible place.

**Plagiarism and the Honor Code:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Cases of suspected academic dishonesty will be reported to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will
appear on the student’s transcript for two years after which the student may petition for the XF to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. See http://studentaffairs.cofc.edu/honor-system/ for more information.

*Please check with me if you are ever in doubt about how to cite materials or use the work of others in your assignments—I would much rather help you than receive work I have to turn in to the Honor Board.*

**Be In Touch!** Emergencies and personal challenges can happen to anyone. I would like to see you succeed in this course, so if something is going wrong that will hinder your success this semester, *please get in touch with me*. The sooner you speak with me, the sooner we can work together to figure out a plan to get you back on track.

**Schedule and due dates**

*This schedule may be modified. I will announce changes in class and post updates on OAKS.*


W 8/30 Workshop on analyzing archival sources with Mary Jo Fairchild, Addlestone Library Special Collections/SC Historical Society [Blog post 1 due by 9/1.]

M 9/4 Analysis of cultural artifacts: Native American pottery, oil portraits of wealthy Southerners. letters from *The Letterbook of Eliza Lucas Pinckney* from 1740, 1741, 1741. Directions on how to access these items are in OAKS. *Quiz 1.*


M 9/11 Experience music of the 19th-century South. Hands-on study with Ann Caldwell, Karen Chandler. We will explore spirituals, Sacred Harp hymns, and square dance figures—*bring course packet.*


M 9/25 Lecture 5: From Defeats & Determination to the New Deal. Readings: Mencken, Agrarians in handout. William Faulkner’s “A Rose for Emily,” Eudora Welty’s “The Little Store,” 1920s articles from Margaret Mitchell, Journalist (See OAKS for directions on accessing these)

W 9/27 Quiz 3. Analysis of 20th-century music, photography. Readings: gospel, ballads, worksongs, and blues lyrics, notes on jazz, in course packet. Go to online folder to access recordings of songs and photographs in You Have Seen Their Faces, 12 Million Black Voices, Let Us Now Praise Famous Men.

M 10/2 Lecture 6: Southern Traditions and Transformations, 1940s-Present. Civil Rights Struggles, Southern Women, LGBTQ Southerners, Immigrants, Environmentalists. Readings: Articles from Reporting the Civil Rights Movement; “I Have a Dream” & African American preaching; John Shelton Reed, “Defining Moments of the 20th Century South.” (See OAKS for info on how to access)


W 10/11 Exam (includes take-home essay, short in-class essays, objective questions) (Fall Break 10.14-17)

W 10/18 W 10/11 The South on film: Gone With the Wind, O Brother, Where Art Thou?

M 10/23 Study of built environments. Walking tour & lecture by Professor Nathaniel Walker

W 10/25 Work in library with Special Collections librarians

M 10/30 Quiz 5. Interpreting a changing South in Southern literature (Readings TBA).

W 11/1 Using archival materials & cultural artifacts to study the South. C of C faculty Adam Domby, History; Barrye Brown, Avery Research Center; Mike Lee, Communication.

M 11/6 Southern authenticity, the “Southern Imaginary,” the multicultural South. Professor Gibbs Knotts, Political Science; Professor Shari Rabin, Jewish Studies; Professor Karen Chandler, Arts Management & Charleston Jazz Initiative.

W 11/8 Studying Southern foodways. Each student signs up to bring one Southern dish to share. We’ll enjoy these foods in class while we view films by the Southern Foodways Alliance.

2-3 page discussion of sources and other ideas for paper due Thursday 11/9

M 11/13 Studying southern traditions in the contemporary south. Vince Benigni, Communication; others TBA


M 11/20 Writers discuss writing about the south. Dr. Lindsey Drager, English. Other writers TBA.

Drafts due Tuesday 11/21

[Thanksgiving Break 11.22-26].

M 11/27 and W 11/29 Draft workshops—individual appointments, groups of 2 or 3

Research paper due 12/1.

M 12/4 Quiz 7, Discuss how to do short presentations. Complete student course evaluations.

Presentations given during class’s exam period: Dec 14, 4-7 PM