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.

**Structure of the Course**

In the first eight weeks of the course, 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. These historical and cultural contexts help us analyze examples of literature, music, art, and other cultural artifacts from different eras.

Students will then begin work on their own research projects while class meetings focus on some recurring concerns, beliefs, and themes that we consider “southern.” Several C of C faculty who study the South visit the class and participate in panel discussions. Some class periods will also be used to guide students in researching and drafting their papers, and to enable students to share their research with classmates via short presentations.

**Southerners On New Ground**

Schedule [This schedule may be modified; changes will be announced on OAKS]

1/8  Intro: What is Southern? Interpretations by Daniel Decatur Emmett, Edna Lewis, & Others
1/10 Lecture 1: Life in the Region before 1700
1/15 Holiday [honoring world-famous Southerner, MLK]
1/17 Lecture 2: The South in the Colonial and Revolutionary Era. Readings: Selections from *African Passages, Lowcountry Adaptations* and *A Charleston Merchant: James Poyas Daybook*
1/22 Southern plantations: Hobcaw Barony, McLeod Plantation
1/24 Lecture 3: Changes in the South, 1800s-1850s (Readings: speeches by John C. Calhoun, Andrew Jackson; excerpt from Frederick Douglass’s *Narrative*)

1/29 Lecture 4: Civil War and Reconstruction (Confederate officer’s letters, Confederate soldier’s memoir, SC’s “Black Code,” “Forgetting Why We Remember,” David Blight)
1/31 Architectural Walking Tour

2/5 Lecture 5: The Modernizing South (Margaret Mitchell columns, Why I Live at the PO
2/7 Lecture 6: Traditions and Transformations in the Region, 1940s-Present (“I Have a Dream,” Martin Luther King, Jr.; “Go Carolina,” David Sedaris; *Coastal Conservation League* and *Garden & Gun* websites)

2/12 Analysis: cookbooks and food traditions; studying Southern foodways
2/14 Analysis: visual art by Southerners from different eras and social groups

2/19 Analysis: Letters, memoirs, newspaper columns by Southern women
2/21 Analysis: Advertisements, slave narratives, short fiction by Charles Chesnutt, Joel Chandler Harris

2/26 Analysis: Southern folklore and musical traditions
2/28 Analysis: Short fiction by Faulkner, O’Connor, Dale Ray Phillips

3/5 Test
3/7 Introduce Research Project. The South on Film: *Gone With the Wind.*

3/12 The South on Film: *O Brother, Where Art Thou?*
3/14 Guest panelists discuss Southerners and social activism

3/19-3/24 Spring Break

3/26 Guest panelists discuss Reconstruction
3/28 Library Research (meet in library)

4/2 Guest panelists discuss religion in the South
4/4 Student conferences (no class meeting)

4/9 Student conferences (no class meeting)
4/11 Guest panelists discuss the arts in the South

Research project due 4/12

4/16 Guest panelists discuss Southern politics and Southern identities
4/18 Prepare class presentations

4/23 Class presentations (delivered in person or via Voicethread)
Final revisions of research project are due by end of class’s exam period (April 27, 7 PM)
Required Texts: Course packet available at C of C bookstore
Southern Cultures Fall 2017 issue, “Things”
Southern Cultures 2014 collection, “The Best of Southern Food”
Students will also need to make personal copies of other readings accessed via the College library

Assignments and Grade Percentages
Attendance & Participation: 10%
Quizzes: 24%
Test: 24%
Blog Posts: 10%
Research Project: 32%

Readings and Research: In addition to completing assigned readings before class, each student will conduct independent research outside of class and share some of this work in class. Students will analyze one or more items that our class will be discussing, and will locate library and archival sources to incorporate into a research paper on a topic of their choice. At the end of the semester, students will share some of this research in a presentation.

Written Assignments: Each student will complete two blog posts, a take-home essay for the test, and a research paper (8-10 pages). The only prerequisite for this class is English 110 or the equivalent. If you are not comfortable writing analytical essays, doing library research, or documenting academic sources, the written assignments may be particularly challenging for you. I encourage you to use campus resources that are set up to help students with their writing and research: the College Skills lab, the Reference Library staff, and me.

Quizzes & Test: Short quizzes will be given throughout the semester. For some of these, you may use any assigned texts and notes that you have in hard copy. I will drop the lowest quiz grade. The test will include a take-home essay and short-answer questions.

Attendance and Participation: Attendance is required, although I do understand that you may have to be absent once or twice during the semester. Your attendance grade will be the percentage of classes you attend. I don’t distinguish between excused or unexcused absences, except in truly unusual circumstances, so you should attend regularly. Arriving to class late, leaving early, or taking breaks during the class period can all count as absences or partial absences, at my discretion. The quality of your participation during class can also raise or lower your grade. Poor participation consists of not being prepared to discuss the materials, not bringing assigned materials to class, and not listening or responding respectfully during class discussion. A lack of respect can be signaled by texting and reading other materials during the class period as well as other discourteous behavior. Strong participation is the opposite: being prepared to discuss, bringing assigned materials with you, listening attentively and respectfully, and being willing to participate in class activities.

Other Policies
This course counts toward the Southern Studies Minor & the General Education Humanities requirement.

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.
**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-semster exam.

**Grades:** These 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:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>87-89</td>
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**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/](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!** Any one of us, including conscientious students with every intention of doing their best, can experience emergencies or personal challenges that derail our plans. Please don’t hesitate to contact me if you’re experiencing difficulties that prevent you from succeeding in this class, especially if something takes you away from class for a week or more. The sooner you get in touch, the sooner we can make a plan to get you back on track.