

# SOST 200: Introduction to Southern Studies

Spring 2019

TR 1:40-2:55 MYBK 317

Professor Tammy Ingram

ingramt@cofc.edu

Office: 217 Maybank Hall. Office hours TR, 3:00-4:00 and by appt.

## Course Description

This course introduces students to major trends and transformations in the American South and to a number of different, interdisciplinary interpretations of the region's distinctiveness and significance in both national and global contexts. In the first part of the course, we will focus on learning how scholars, writers, artists, musicians, and others have interpreted the region. In the second part of the course, students will "do southern studies" themselves by analyzing documents and artifacts using what they've learned in the first part of the course as well as independent research. The second part of the course will also introduce students to a range of guest speakers—some in person and some via Skype/FaceTime—who will talk about how *they* do southern studies.

The course counts toward the General Education Humanities requirement. Prior C of C coursework in research and writing is strongly recommended.

## Required Text (available online and at the CofC bookstore)

Ethan Kyle and Blain Roberts, *Denmark Vesey's Garden*

\*Other readings will be provided in class or uploaded to the OAKS page

<b>Grades</b>	Participation	30%
	Exam	25%
	Research presentation	20%
	Research project	25%

## Attendance and Class Participation

Your attendance grade will be calculated as a fraction of classes attended. (e.g., Attending 25 of 30 classes =  $25/30 = .83$ ) I will take attendance every day. Absences will be excused *only* if they are verified with documentation by the Absence Memo Office:

<http://studentaffairs.cofc.edu/about/services/absence.php>

In addition, it is imperative that you are on time for class and that you not leave early unless you have cleared it in advance with me. Anyone more than five minutes late for class will be counted absent for the day, as will anyone who leaves class early. Routine tardiness by even a couple of minutes will result in additional absences.

Class participation comprises nearly a third of your final grade in this course. This requires regular attendance, completion of reading assignments, active and regular participation in class discussions, and civil and thoughtful interaction with me and your classmates.

### **Academic Honesty**

Basic expectations of academic honesty and intellectual responsibility are covered under the College of Charleston's Honor System, which is explained in the College Catalog and online at <http://studentaffairs.cofc.edu/honor-system/>. Absolutely no violations of this policy will be tolerated.

### **Learning Outcomes**

#### General Education Student Learning Outcomes

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

\* These outcomes will be assessed in a midterm exam and in a research project due at the end of the semester.

#### Southern Studies 200 Student Learning Outcomes

1. Students will demonstrate knowledge of the region's history & culture
2. Students will demonstrate knowledge of multiple interpretations of the region and multiple disciplinary approaches to studying the region.
3. Students will apply core knowledge and prior interpretations of the region to their own interpretation of some aspect of the region.

\*These outcomes will be assessed in a midterm exam and in a research project due at the end of the semester.

***N.B.*** This syllabus is a plan, only. I reserve the right to alter it as necessary. Any changes will be announced in class, and you are responsible for them whether you're present or not.

### **Schedule of classes**

#### **Weeks 1-8: Interpreting the South: Region and Identity From Jamestown to the Present**

**Week One:** Introduction to Course + Defining the South and regional identity

T 1/8: Opening discussion: What makes the South distinctive? In-class writing exercise.

R 1/10: Short lecture: The Burden of Southern History: History and Memory in the American South

*Readings & artifacts:*

1. David Blight's op-ed on Memorial Day in *New York Times*:  
<https://www.nytimes.com/2011/05/30/opinion/30blight.html>

**Week Two: Slaves, Indians, and Europeans in the Old South**T 1/15: Short lecture: Expansion and Dislocation in the Early National South*Readings & artifacts:*

1. Native American documents (On OAKS under content tab)

R 1/17: Short lecture: Violence in the Plantation South*Readings & artifacts:*

1. Two accounts of Stono Rebellion (1739) On OAKS page.
2. Kara Walker's work: Research her work over the past 15 years, especially her silhouettes depicting plantation life, and come prepared to talk about her contribution to the scholarship and art depicting the rape, beating, and kidnapping of slaves.

\*Discussion of research project guidelines.

**Week 3: Disunion and Reunion**T 1/22: No class.R 1/24: Short lecture: War and Reconstruction in Memory*Readings & artifacts:*

1. Mathew Brady photographs. Browse the collections on the Library of Congress website: <http://www.loc.gov/pictures/search/?q=mathew%20brady&co=civwar>
2. *Birth of a Nation* Klan-to-the-rescue scene
3. Lynching photographs from Without Sanctuary exhibit

**Week 4: The Paradox of Southern Progressivism**T 1/29: Short lecture: Southern Progressivism & the Politics of Fear*Readings & artifacts:*

1. Mencken's "Sahara of the Bozart" (1917):  
<https://thegrandarchive.wordpress.com/the-sahara-of-the-bozart/>
2. Overview of the Southern Agrarians

R 1/31: Short lecture: The Nation's Number One Economic Problem*Readings & artifacts:***Three Responses**

1. Jacob Lawrence's Great Migration panels (View all 60 here: <https://lawrencemigration.phillipscollection.org/>)
2. Huey Long's Every Man a King speech (on OAKS)
3. FDR's commissioned Report on the Economic Conditions of the South (On OAKS. It's okay to skim this one, but skim carefully.)

**Week 5: Civil Rights and the Sunbelt**T 2/5: Short lecture: Civil Rights and Cold War Intersections*Readings & artifacts:*

1. USIA "Communist Propaganda" film:  
<https://www.youtube.com/watch?v=LzXR5T-OZeE> (around 42 minutes)

2. Audio of Fannie Lou Hamer's testimony before the Credentials Committee at the 1964 Democratic Convention:

<https://www.youtube.com/watch?v=ML3WaEsCB98> (around 8 minutes)

R 2/7: Lecture: Urbanization, Air Conditioning, and the Rise of the Sunbelt South

**Week 6:** The Real Rainbow Row: Sexuality in the Post-WWII South

T 2/12: Short lecture: Rebels, Rubyfruit, and Rhinestones: Queering the South

*Readings & artifacts:*

1. Harlan Greene's Real Rainbow Row map: <http://speccoll.cofc.edu/the-real-rainbow-row/>
2. Steve Estes, "The Long Gay Line: Gender and Sexual Orientation at the Citadel" (Available via Project Muse or JSTOR)

R 2/14: LGBTQ+ walking tour

**Week 7:** Old South, New South, *No* South? Southern identity in the 21<sup>st</sup> century.

T 2/19: Visit Halsey to see Southbound exhibit. Please prep for this by reading the text and viewing the short film on the exhibition's website: <http://southboundproject.org/>

R 2/21: Extended office hours to discuss research projects.

**Week 8:** Wrapping up Section 1 of the course

T 2/26: Discussion of Kytte and Roberts, *Denmark Vesey's Garden*.

R 2/28: In-class essay exam

**Weeks 9- 12: Interpreting the South. How do scholars, journalists, artists, craftspeople, chefs, and businesses interpret (and shape) ideas about the South?**

**Week 9:** Southern Studies as scholarship

T 3/5: Roundtable discussion with Southern Studies faculty

R 3/7: Meredith McCaroll's essay on the Appalachian Accent and Academic Power in *Southern Cultures*: <http://www.southerncultures.org/article/on-and-on-appalachian-accent-and-academic-power/>

**Week 10:** Magazines & Tourism

T 3/12: Essay TBD in *The Bitter Southerner* + bring in one more article, advertisement, or essay from another self-styled "southern" magazine. These publications might focus on literature (eg, *Oxford American*), music and culture (eg, *Garden and Gun*), cooking (eg, *Southern Living*), tourism (eg, virtually any magazine with Charleston in the title), weddings (eg, see the previous example), or anything else you want!

R 3/14: Research project topics are due. We will discuss the format for these in class, but they must include an overview (in outline format or prose), your main research question(s), a description and justification of your methodological approach, and a preliminary bibliography.

**Week 11:** Spring Break

**Week 12:** Foodways and Artisans in the Modern South

T 3/26: Discussion of Southern Foodways Alliance oral histories (3 transcripts) of the Brennan family of New Orleans. <https://www.southernfoodways.org/oral-history/the-brennan-family-of-new-orleans/>

R 3/28: Site visit to the American College of the Building Arts and tour with Christina Rae Butler

**Weeks 13-14**: Research and/or field work. I will be available for extra office hours during our regular class times to discuss research progress.

**Week 15 (4/16 and 4/18)**: In-class research presentations (We will meet on Tuesday, 4/23 if we need the extra day to complete presentations.)

**Final projects are due on 4/25 via Dropbox**