

SOST 200: Introduction to Southern Studies

Dr. Julia Eichelberger, Fall 2019, 10:50-12:05, BELL 312



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 (assessed in mid-term exam and final project)

1. Students will demonstrate knowledge of the region’s history & culture
2. 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.

This course counts toward the College’s General Education Humanities requirement.



Unexploded Civil War bomb excavated at 94 Wentworth St., December 2014

General Education Student Learning Outcomes

(assessed in the mid-term exam)

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

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, this course’s assignments may be particularly challenging for you, but there are several campus resources available to help you: the College Skills lab, the Reference Library staff, and me.

Structure of the Course

In the first half 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. Class discussion will guide students in this analysis and invite you to express and refine your own insights on what makes these items interesting and important. A midterm exam will test your knowledge of the region's major traditions and transformations as well as your ability to analyze materials and place them in their historical context.

After this midterm exam, students begin work on their own research projects. C of C faculty who study the South will visit the class and participate in panel discussions. Through independent research and experiential learning, you'll also explore music, foodways, our neighborhood, and our historical archives.



Required Texts:

Volume 23.03 of *Southern Cultures*, "Things"

Other items on the syllabus accessed online via OAKS. Students must make copies of most items (marked with * on syllabus) and bring them to class.

Assignments and Grade Percentages

Attendance, participation, & class prep/notecards	20%
3 analytical exercises	10%
Midterm exam	30%
Research project	40%

Attendance & Participation: 5% of grade. You're considered present if you bring hard copies of your assigned reading with you (unless you've been specifically directed to view material online), and if you interact attentively, respectfully, and thoughtfully during class discussions. At my discretion, late arrivals and early departures are counted as absences.

Class Prep--Note Cards: 15% of grade. Due at the beginning of class. For 15 of our class meetings, bring a 3 x 5 inch notecard with your name and three comments or questions you'd like us to address during class. Each notecard needs 3 separate comments or questions, following the prompt listed for the day.

I will call on students to discuss some of the notecard topics during class. Each student will be called on several times during the semester.

Notecards are due at the beginning of class and **will not be accepted late.**

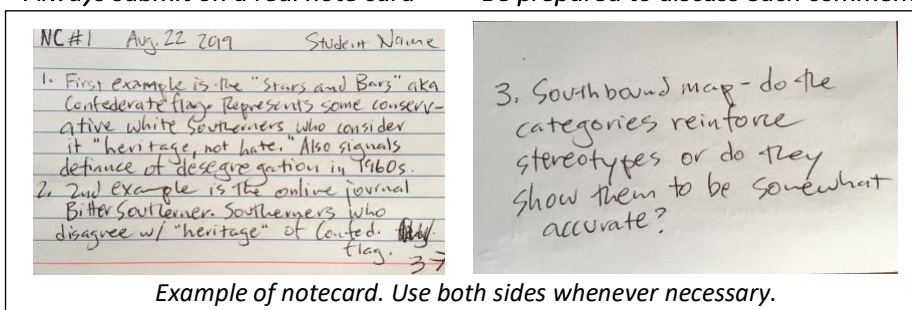
You need to **submit 15** out of a total of 18 assignments. 3 out of 18 can be omitted (for example, if you are sick one day) without affecting your grade.

Since the assignment counts 15% of course grade, each note card is worth 1%.

Cards will be graded as follows:

No credit (0): comments or questions do not suggest you're at all familiar with assigned reading
Half-credit (D): Comments or questions suggest you did some, but not all the reading, or skimmed it
Full credit (A): Comments or questions suggest you did the reading and made an honest effort to understand its content & reflect on its significance to the issues we have been discussing.

Always submit on a real note card ~ Be prepared to discuss each comment or question



Three Analytical Exercises 10% of grade. See OAKS for detailed assignments. Guided by prompts, you will do independent analyses of plantation websites (3%), music (3%), and foodways (4%), then share your findings with classmates during class discussion.

Midterm Exam 30% Factual questions (10%) will be based on readings and material presented in lectures. 2 short essays (10%) and 1 take-home essay (10%) will ask you to analyze particular readings, artifacts, cultural practices, or groups of people that we studied, using the historical and cultural contexts covered in readings and lectures. Detailed instructions will be on OAKS. *Take notes during each class and while you are reading!* This will help you absorb and process the material in preparation for the test.

Research project and presentation 40% (Bibliography 5%; Essay 30%; Presentation 5%)

You'll select a topic you're interested in and conduct independent research using reference works, academic sources, and primary sources or field research as appropriate. This research will enable you to formulate your own interpretation of the topic's significance and its relationship to the region. The project will normally be in the form of an 8-10 page research paper. You'll also share a brief overview of your findings with classmates in an oral presentation during the final exam period. More detailed instructions will be on OAKS.

Grades 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

Office Hours: I'm normally in my office 2-3:30 W and 3-4:15 Th; anyone can drop by or call then. You don't need an appointment, but it's a good idea to let me know you're coming, in case I already have something scheduled that day. I can 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 my office at **843.953.5646**.



My office building is **26 Glebe Street** (corner of George and Glebe--there is often a hot dog stand 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.



Missed and Late Work: Notecards and analytical exercises cannot be made up except in rare cases when there is a compelling reason and a special arrangement with me. Please let me know if you need to discuss your situation with me.

Missing the midterm exam is a serious problem that should be discussed with me immediately. Normally, a late research assignment is docked 4 points per day that it's late. If circumstances warrant, I sometimes grant an extension on the due date for the bibliography or the final project. Please discuss this with me in advance if you're experiencing difficulties completing your work.



Control of the cotton-boll weevil by dusting with calcium arsenate has been practiced by farmers for approximately 10 years. During this period the method has been tested throughout most of the districts in the Cotton Belt which suffer damage by the weevil, and has thus encountered a wide diversity of conditions as well as of seasonal variations, especially in infestation and climate. Dusting with calcium arsenate began as an entirely new operation and has undergone a steady process of development in methods, equipment, and technique. This process is still under way, but the method to-day shows great improvement and adaptation to a wider diversity of conditions than at first seemed possible. However, the same fundamental principles still apply, and continued experience merely emphasizes the fact that successful control can be expected only with an understanding of these principles.

Do It Right or Not at All

As control of boll weevils with poison dust first began to be practiced in new localities and new problems in control were encountered, many opinions naturally arose as to the best plan of operation. For a time considerable confusion resulted. To correct this condition the cotton council of the southern agricultural workers, composed of representative scientific men from all sections of the Cotton Belt, made a long series of studies of control of the boll weevil. Experiments were conducted in many sections, and after careful analysis of the results the cotton council adopted one general recommendation which had, when followed, given the most universally successful control under a wide variety of conditions. This recommendation is the basis of practically all present-day control of the boll weevil by poisoning but is, of course, subject to variations to meet particular local conditions. As stated by the cotton council, it is as follows:

For the boll weevil, one pressure poisoning may be applied if it appears that there are numerous overwintered weevils present. This should be given just as squares begin to form. Then apply the regular series of three or more dust applications of calcium arsenate at four or five day intervals, beginning when an average of approximately one-third of the squares show weevil punctures. Dusting should be continued as long as needed to keep this infestation low until a full crop is set and matured beyond the probability of further weevil injury.

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Storm closures, other changes to the syllabus: If the College closes due to inclement weather or for other reasons, I will communicate with you by email and via OAKS to modify the syllabus and assignments as necessary.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Preferred name/pronoun: I will gladly honor your request to address you by the name and gender pronouns of your

choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.



We stand together against HB2, don't legislate hate. #WeAreNotThis

Food/Housing Issues: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students office for support.

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.

Honor Code and Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a 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 X 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.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment,

quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php>

*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.*

Course Schedule

Complete these readings before class on the date indicated. **If material has an asterisk * beside it, you're responsible for printing your own copy & bringing it to class.**

This schedule may be modified. In the event of storm closures, be sure to check for updates online.

8.20 [Studying the South: An Introduction](#). (paper copy provided in class). Discuss syllabus and analyze a few artifacts together. Film clips: [Spanish Voices](#) [Rolling Tamales on MLK](#).

8.22 More on Southern identity and analyzing artifacts: students should bring examples (real or digital) of two things that represent differing interpretations of the South or Southern identity.

Online reading: ["Studying,"](#) (first post on Southern Studies program blog *Studying the South*)

Skim each of the following: ["The South: What Is It? Where Is It?"](#) John Shelton Reed, 1993

["Dixie is Dead,"](#) March 2015 Bitter Southerner

[Map](#) created for the Halsey Gallery's 2019 *Southbound* photography exhibit.

Note Card (NC)1: Questions 1 & 2: List the 2 examples you have found and the 2 different interpretations of Southern identity they suggest to you. 3. One question you would like to discuss regarding the *Southbound* map or the other online reading

8.27 [Lecture I. Earlier Souths—to 1700s](#). Read *Southern Cultures* vol. 23: "What's In A Seal?" 128-133.

Online reading: View first 15 minutes of [America's Amazon](#), browse the [Native Americans Trail](#) in website *Between The Waters*

Material to be analyzed in class, on OAKS: [Native American artwork](#) from pre-1600s

NC2 1, 2: Write 2 comments or questions about the *Southern Cultures* article that you would like to discuss in class. 3. Write a comment or question about other materials assigned for today.

4) 8.29 [Lecture II. 1700s](#) Reading on OAKS: * [Letters by Eliza Lucas Pinckney](#)

Material to be analyzed in class: [representations of enslaved Africans](#); [portraits of wealthy Southerners](#)

Optional reading, online: *African Passages, Lowcountry Adaptations* website, especially [New World Labor Systems: American Indians](#), [European Indentured Servants](#), [African Slavery](#); [Early Carolina Settlement](#); [Barbados Influence](#); [Barbadians in Carolina](#). [American Indian Slavery in the Carolinas](#); [Africans in Carolina](#); [Conclusion](#)

NC3: 1. In her letter to her father on March 17, 1740, the writer promises something to her father and declines a suggestion he makes. Explain one of these. 2 & 3. comment on two beliefs, principles, or customs reflected in 2 of the following letters: May 2, 1740; Feb 6, 1741; March 11, 1741

8.29 6-8 PM Cistern Yard Sustain Fest featuring Germaine Greer of Fresh Future Farm & food trucks!

9.3 Lecture III. Early 1800s to Civil War. Reading on OAKS: * Andrew Jackson's [speech on Indian removal](#); * Ann Raney Thomas Coleman, "[A Frontier Marriage](#)," * [spirituals and shape note hymns](#)
NC4 1. Comment or question on Jackson 2. Comment or question on "A Frontier Marriage." 3. Describe one similarity or difference between shape note hymns and spirituals.

9.5 Discuss early 1800s-Civil War. Reading on OAKS: * John C. Calhoun's "[positive good](#)" [speech](#), *selection from Frederick Douglass's [Narrative of the Life of Frederick Douglass](#), * [journal by Confederate soldier](#).

NC5 For each of the 3 assigned readings, list a question you would like to discuss or a passage you thought was especially powerful, disturbing, or thought-provoking.

Optional but encouraged: Lectures by English Dept Visiting Scholar Susanna Ashton, Clemson University. [Monday 9.9 5:30 PM, Addlestone 227](#) and Tuesday 9.10, 5:30 pm, EHP Alumni Hall.

9.10 Discuss Civil War & Reconstruction. Reading on OAKS: * [letters by Confederate officer](#), * [Timrod's "Ode"](#)

Online reading: Sections from LDHI exhibit *After Slavery*: "[Conservatives Respond to Emancipation](#)," "[Coercion, Paramilitary Terror, and Resistance](#)" Optional: Joel Chandler Harris [Uncle Remus tales](#)

NC6 1. List a quotation that expresses this officer's views about the military outcome of the war OR a quotation that comments on slavery. 2. Comment or question on Timrod's poem 3. Comment or question on *After Slavery* reading

9.12 Lecture IV. Late 1800s-early 1900s. Readings on OAKS: * Margaret Mitchell, "[Do Husbands Object to Their Wives Voting?](#)" [Nov 11 1923](#), "[Do Working Girls Make the Best Wives?](#)" [July 13 1924](#) *William Faulkner, "[A Rose for Emily](#)" (1930). Online reading: United Daughters of the Confederacy, "[A Measuring Rod to Test Text Books and Reference Books. . .](#)" (This is the [source of scan](#))

NC7 1. Comment or question on the UDC's "Measuring Rod" guidelines. 2. Comment or question on Margaret Mitchell's columns 3. Comment/question on Faulkner's "A Rose for Emily"

9.17 Plantation analysis due ([directions posted online](#)) at beginning of class. In class, we will discuss the way these sites represent themselves. [Middleton Place](#) [Boone Hall](#) [Magnolia Plantation](#) [Drayton Hall](#) [McLeod Plantation](#)

9.19 Lecture V. WWII and Civil Rights eras, to 1990s. Readings on OAKS: * Flannery O'Connor, "[Revelation](#)," * Martin Luther King, Jr. "[I Have a Dream](#)," * David Sedaris. "[Go Carolina](#)"

Watch online (stream via C of C library): "[I Am Somebody](#)" (on MUSC Hospital Workers' Strike)

Optional reading on OAKS: [Civil Rights Movement timeline](#)

Optional reading online: Laura Relyea, "[With Drawl](#)," *The Bitter Southerner* (on Southern accents)

Edward L. Glaeser and Kristina Tobio, "[The Rise of the Sunbelt](#)," *Taubman Policy Center Briefs*, 2007.

NC8 1. Comment or question on "Revelation" 2. Comment on connections between the "I Have a Dream" speech and the hospital strike, 3. Comment or question on "Go Carolina"

9.24 Visit by musician Fisher Wilson, C of C class of 2019. * [Lyrics to Southern popular music](#)

Listen to [Recordings of music](#). Musical analysis ([directions online](#)) due at beginning of class.

9.26 Lecture VI. Past 20-30 years. Reading from *Southern Cultures* "Things" issue: "Sanctified by War: A Tale of Two Silver Bowls," Dale Rosengarten, *Southern Cultures* 23.03, 47-53.

Reading on OAKS from *Southern Cultures*: *"['Every Ounce a Man's Whiskey': Bourbon in the White Masculine South](#)," Sean S. McKeithan. *Southern Cultures* vol 18 no.1 (2012): 5-20.

NC9 3 questions or comments that discuss both articles & connections with other material we have studied.

10.1 Discussion of 20th and 21st century artifacts.

Reading on OAKS: * Selections from [Charleston Receipts](#), Junior League of Charleston, 1950, rpt 1989.

Online reading: "[The Wild Santee](#)," T. Edward Nickens, *Garden and Gun* Oct/Nov 2016.

["Growfood Carolina: South Carolina's First Local Food Hub,"](#) Coastal Conservation League, 2014.

NC10 1. Comment or question about the way the authors of *Charleston Receipts* present themselves and their cooking 2. Question or comment on how the *Garden & Gun* essay presents the location and those who participate in hunting 3. Question or comment on how Coastal Conservation League presents itself and Growfood Carolina.

10.3 Photographic Portraits of Southerners.

Reading from *Southern Cultures* "Things" issue: "Rhinestone Man," 79-90, "Driving a New Perspective," 118-127. Photos for discussion: selections from James Agee's photographs in [Let Us Now Praise Famous Men](#), [1930s and 40s photographs by Eudora Welty](#), [Titus Brooks Heagins' photographs](#).

NC Make-up—optional. Use to make up for an earlier day you missed. Select 3 photographs, each by a different photographer, that you would like to discuss, and write a comment or question for us to discuss in class.

Independent Research Exercise make-up assignment—Site visit--Instructions TBA.

10.8 review for Midterm Exam

10.10 [Midterm Exam](#) during class period. Take-home portion due by 11:59 PM.

Fall Break: 10.12-10.15

10.17 Southern Foodways. Reading on OAKS: "[A Recourse that Could Be Depended On: Picking Blackberries and Getting By After the Civil War](#)," Bruce Baker. *Southern Cultures* vol. 16 no. 4 (2010), 21-40. Bring device for viewing this essay during class discussion.

Select and read two of the following, also on OAKS:

["The Edible South](#)," Marcie Cohen Ferris, *Southern Cultures* vol 15 no. 4 (2009), 3-27

["Mother Corn and the Dixie Pig: Native Food in the Native South](#)," Rayna Green. *Southern Cultures* vol 14, no. 1 (2008), 114-126.

["An Eye for Mullet: Brown's Island Mullet Camp, 1938](#)," David Cecelski, *Southern Cultures* vol. 20, no. 3.

["Theodore Peed's Turtle Party](#)," Bernard Herman, *Southern Cultures* Vol. 18, no. 2 (2012), 59-73

NC11: 1. Write one specific comment or question on Baker's article. 2 & 3. Write a comment or question on the other two articles you selected.

10.22 Analyzing Archival Materials from [Special Collections](#) and [SC Historical Society](#) with Mary Jo Fairchild, reference librarian. Meet in Addlestone Library, 3rd floor.

[Food research](#) due by 10/23 5 pm.

10.24 Walking tour of downtown Charleston with Dr. Annette Watson. Meeting place TBA.

NC12 1. 2. 3. What topics are you considering for your research project? What do you already know about the topics and what would you like to learn more about?

10.29 Southern Literature. Readings on OAKS: * Eudora Welty, "[Why I Live at the P.O.](#)" * Yusef Komunyakaa, poems from *Magic City*, * Dale Ray Phillips, [What It Cost Travelers](#) (1999)

NC13 For each author we are discussing, comment on something in his or her work that you think is or is not an accurate reflection of present-day Southern culture.

10.31 Faculty Research in Southern Studies: Dale Rosengarten, Gibbs Knotts, Nathaniel Walker, Jordan Ragusa, "[Cosmopolitan Classicism in Charleston](#)" "[Babylon is Falling: The State of the Art of Sweetgrass Basketry](#)" other readings TBA

NC14 questions TBA

11.5 Begin research on chosen topics—meet in library classroom. Read: [Research Project assignment](#). and browse [LibGuide](#) for Southern Studies research.

NC15 1. Topic you are planning to research. 2 & 3. Two questions or problems you hope to explore

11.7 No class meeting (I will be at an academic conference). [Make appointments with reference librarian](#) or work independently.

11.12 Proposal/bibliography conferences (Individual appointments, no class)

11.14 Land, Food, Farms, and Floods.

Visits by Dr. Hayden Ros Smith & researcher Brian Walter (UC-Santa Cruz)

Online reading: Explore [Forgotten Fields: Inland Rice Production in the South Carolina Lowcountry](#) by Dr. Smith. View the [two short films](#) on Fresh Future Farm

NC16: questions TBA

11.15 Final Project due in Dropbox at 11:59 PM

11.19 Guests discuss researching C of C history for the College's 250th anniversary and the study of slavery and its legacies in Charleston (Readings TBA)

NC17: Questions TBA

11.21 Spiritual-singing class with [Ann Caldwell!](#)

NC18: Review the lyrics and recordings of spirituals provided earlier. Write 3 questions or comments about your own personal experience with spirituals, or about particular spirituals whose words or music are most interesting to you.

11.26 Work on presentations; do course evaluations. 11/28 Thanksgiving

Thurs 12.5 8-11 AM Our Class Final Exam Period—Student presentations