

SOST 200: Introduction to Southern Studies

Dr. Julia Eichelberger, Fall 2018, 1:40-2:55 MW, BELL 320



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

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 the General Education Humanities requirement.

General Education Student Learning Outcomes (will be assessed in the mid-semester 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.



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.

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 several will include experiential learning about music, foodways, our campus buildings, and our historical archives.

Assignments and Grade Percentages

Attendance & Participation:	10%
Quizzes & homework	30%
Test:	20%
Research Project, presentation:	40%



Southerners On New Ground

Required Texts:

Course packet

Volume 23.02 of *Southern Cultures*, *Things*

Southern Cultures collection, *The Best of Southern Food, 2008-2014*

Southern Cultures & course packet available at bookstore.

Other items on the syllabus are accessed online via OAKS. Students are responsible for making their own copies of online written works and bringing them to class.

Office Hours: I'm normally in my office 1:30-3 MW;



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 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.



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: 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

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



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

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.



syllabus. I will drop the lowest homework grade and the lowest quiz grade.

Test and Research Project: The mid-semester test will include objective questions, one take-home essay (3 pages) and an in-class essay (4 paragraphs). In the second half of the semester you'll complete an 8-10 page research paper and short assignments related to that paper, and will make a short class presentation based on that research.

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

Missed and Late Work: Quizzes cannot be made up except when there is a compelling reason and a special arrangement with me. Missing the test is a serious problem that should be discussed with me immediately. Normally, a late assignment 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.



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

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 in short blog posts. Students will do their own independent analysis of one or more examples of Southern culture, and will locate library and archival sources for 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.

Quizzes and Homework: 8 quizzes will be given throughout the semester. I'll drop the lowest grade. Some will be given online and some in class. Quizzes will be based on assigned readings and material presented in lectures. Homework will include some short written responses, blog posts, and preparation for in-class analysis of one item on the



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.

College of Charleston 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 XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

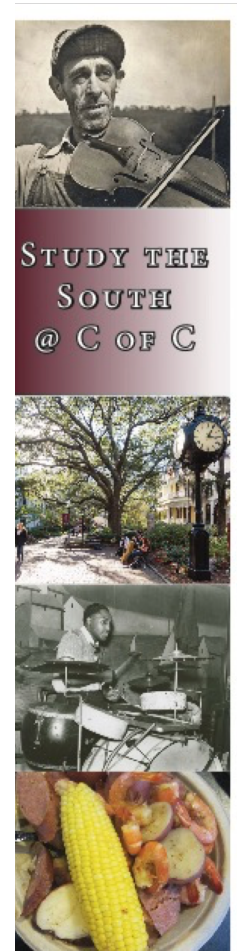
Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms 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/honor-system/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.

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.



REVISED SOST 200 SCHEDULE FALL 2018 DR. JULIA EICHELBERGER

This course schedule may be modified. Changes will be announced in class and posted on OAKS.

T 8.21 Intro to course and studying the South. Discuss and analyze "Dixie's Land," square dance traditions, advertisements related to slavery, and film "Rolling Tamales on MLK."

Th 8. 23 Before class, view clip from *America's Amazon* (access via OAKS), read "What's in a Seal?" *Southern Cultures* 23.01, 128-133; "Mother Corn and the Dixie Pig," *Southern Cultures Best of Southern Food*, 3-15. In-class: Lecture 1, discuss readings.

T 8.28 Read "A Carolina Dog"; browse Hobcaw Barony website (access on OAKS). In class: Discuss readings, Native American artwork, drawings by early European visitors/invasors. First blog post due by 11:59 pm.

Th 8.30 Quiz 1. Lecture 2. Readings for discussion: Eliza Pinckney letters, paintings of wealthy Southerners, representations of African American life in colonial era (access on OAKS).

T 9.4 Quiz 2. Lecture 3. Readings for discussion: Andrew Jackson's speech "On Indian Removal," John C. Calhoun's "Positive Good" speech, shape-note hymns (course packet 8-13).

Th 9.6 Quiz 3. Lecture 4. Readings for discussion: memoir of Texas frontier marriage, letters from Civil War officer & soldier (access on OAKS), selections from *Narrative of the Life of Frederick Douglass, A Slave, Told by Himself*, in course packet

~~**T 9.11** Visit Grace Cathedral to learn about their cooking and hospitality traditions & taste Tea Room favorites.~~

~~**Th 9.13** Quiz 4. Lecture 5. Response essay due in Dropbox by 11:59 PM 9.17~~

T 9.18 Visit Reconstruction exhibit & Special Collections, Addlestone Library. Read Timrod's "Ode" and *Freedoms Gained and Lost* (course packet 32-44), "Sanctified by War," *Southern Cultures* 23.03, 47-53.

Reconstruction artifacts blog post due by 11:59 PM 9.20 9.21

Th 9.20 Experience African American musical traditions with Ann Caldwell at Mt. Zion AME Church. Homework before class: review recordings of Spirituals, Gospel, Blues and Jazz Traditions (access via OAKS)

Take Quiz 4 online by 11:59 PM 9.21. (covers Lecture 4 and readings assigned for 9.6, 9.18, and 9.20)

T 9.25 Readings for discussion: tales by Joel Chandler Harris (course packet 45-47) & John Bennett (access on OAKS), selection from "Sahara of the Bozart" (course packet 58), "The Little Store," Eudora Welty (access on OAKS). "A Rose for Emily," William Faulkner, newspaper columns by Margaret Mitchell, "Why I Live at the P.O." Eudora Welty, (Access all via OAKS.)

Th 9.27 Quiz 5 (covers Lecture 5 and Lecture 6 plus readings for 9.25). Discuss clips from *Gone With the Wind*. Depression-era photo essays (access on OAKS), ballads, worksongs, protest songs (course packet 48-58) *Charleston Receipts* (course packet 60-64), "I Have a Dream" (access via OAKS).

T 10.2 Discuss the following which you have read or viewed before class: "Revelation," Flannery O'Connor, "Go Carolina," David Sedaris, film "[Spanish Voices](#)," "The Wild Santee" in *Garden & Gun* magazine, all accessed via OAKS.

Th 10.4 Midterm review

T 10.9 Midterm (take-home portion due by 11:59 pm 10.9)

Th 10.11 Intro to research project; visit from members of Grace Church to discuss their Tea Room and hospitality traditions. Readings in *Southern Cultures: The Best of Southern Food, Selected Essays*: 16-35 (on blackberries),

T 10.16 Read *Best of Southern Food* 78-92 (on canning tomatoes), 150-165 (on bourbon), 117-149 "An Eye for Mullet," "Theodore Peed's Turtle Party") Blog post on southern foodways due M 10.15 5 pm

Th 10.18 Guest experts on Southern Studies [Readings TBA]

T 10.23 Archaeology & Researching Dixie Plantation (Dr. Maureen Hay); Narratives of Jamestown (Dr. Joe Kelly). Readings TBA

Th 10.25 Visit exhibit *Southbound* in Halsey Gallery, lecture by Dr. Mark Long. Read: "Rhinestone Man," (79-90) "Driving a New Perspective" (118-127) in *Southern Cultures* 23.01: *Things*. View film "For Memories' Sake" on *Bitter Southerner* website.

Blog post on Southern photography due 10 pm 10.26

T 10.30 Southern ecosystems: presentation on the longleaf pine forest, Dr. Jean Everett [Reading TBA]

Discussion of research topic(s) due to Dropbox by 1 pm 11.1

Th 11.1 Work on research project (meet in Addlestone Library classroom)

T 11.6 Fall Break.

Th 11.8. Quiz 6. Southern Studies experts visit. Readings TBA.

Proposal/annotated bibliography due to Dropbox 11.9 11:59 pm Extra credit blog post (optional) due 11:59 PM 11.12

T 11.13 Cooking with Nathalie Dupree in McAlister Residence Hall.

Th 11.15, T 11.20 Individual conferences (Individual appointments; no all-class meetings) **11.22** Thanksgiving

T 11.27 Draft workshop

Researched essay due to dropbox 11.28, 11:59 pm

Th 11.29. Quiz 7. Southern Studies experts visit (TBA) Presentations given during exam period. Th 12.6 4-7 pm.