

Southern Politics – Fall 2022
PS 3435, Section 101
TR 9:30a.m. – 10:45a.m.
Room: BH 223

Contact Information

Instructor: Dr. William D. Hicks

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Office Hours: 8:30-9:30a.m. & 12:15-1:30p.m., Tuesdays & Thursdays

Make appointment here: [Google Calendar](#)

Meet here: [Zoom Link](#)

Course Objectives and Learning Outcomes

This class examines change and continuity in modern southern politics. The first component of the course examines one-party dominance, representation, and southern politics from the 1930s to the 1950s. What economic, social, and political features united southern states during this time, and which divided them? How “solid” was the South? And how did the dominance of one-party shape representation?

The second part of the class focuses on race in southern politics. How and why does race continue to shape the political landscape of southern politics? What are the modern consequences of slavery? Does race affect politics in other regions in different or similar ways?

The third part of the class traces the partisan transformation of the South. How and why did this once one-party Democratic region become so strongly dominated by the Republican Party? What are the regional and national implications of this transformation? How will the South change in the next decade?

Course Objectives

1. Students will learn about contemporary politics in the US South. This includes gaining an understanding of the region’s political culture, institutions, and ideologies.

2. Students will read about, discuss, and debate the historical roots of southern distinctiveness in US politics.
3. Students will come to understand core concepts and theories used to explore contemporary politics in the US South.
4. Students will learn how political scientists create and explore empirical arguments generally.
5. Students will explore data on southern politics.

Required Texts and Materials

- Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2018. Deep Roots: How Slavery Still Shapes Southern Politics. Princeton University Press: Princeton, NJ.
- Black, Earl and Merle Black. 2002. The Rise of Southern Republicans. Harvard University Press/Belknap: Cambridge, MA.
- Caughey, Devin. 2018 The Unsolid South: Mass Politics & National Representation in a One-Party Enclave. Princeton University Press: Princeton, NJ.
- Other readings will be provided to students via AsULearn.

Course Grades

<i>Grading Scale</i>		<i>Grade Requirements</i>
A	94-100	C 74-76
A-	90-93	C- 70-73
B+	87-89	D+ 67-69
B	84-86	D 64-66
B-	80-83	D- 60-63
C+	77-79	F 0-59
		Midterm Exam 20%
		Final Exam 20%
		CCES Data Project 20%
		Critical Essays 20%
		Discussion Leader 20%

Exams: 40% of each student’s grade is based on his or her performance on two exams. These exams are comprised of multiple choice, fill in the blank, and short essay questions.

CCES Data Projects: Using survey data from the 2020 presidential election, students will explore the demographics and political attitudes of a single southern state. Towards this end, students must compare these demographic characteristics and political attitudes to two reference groups - the Non-South and the South. Students are required to **explain** differences and similarities from their state to these reference groups in a brief in-class presentation.

Critical Essays: I also assign students **three** critical essays, which are due on a day of their choosing. Students will write each critical essay in response to an assigned reading for a particular class. Each critical essay should address the following issues:

1. Topic and/or purpose: summarize briefly the purpose of the article.

2. Theory/argument: if relevant, describe the theory made by the author(s) of the study. The theory is usually an explanation for why a phenomenon occurred or will occur - not a description of what occurred.
3. Method: What kind of evidence does the author(s) present? How did he, she, or they collect the evidence? How did he, she, or they analyze the evidence?
4. Findings: summarize briefly the findings and conclusions of the article.
5. Critique: Are there limitations or problems with the study? What questions does the study fail to address? How could the study be improved? What are the implications of the study? Is the study important? If the author(s) collected more evidence or evidence from another case - e.g., from a different region or state - how and why might his/her/their conclusions change?

Each critical essay should be **between 500 and 1,000 words**. Ideally, closer to 500 than 1,000.

Discussion Leader: Students are required to select a week to serve as a discussion leader. As discussion leaders, students should come to each class with a variety of questions about the readings for that day. These questions will help the class engage in a discussion about relevance, accuracy, and implications of the readings.

Absence Policies

Given the prevalence of Covid-19 in our broader community, it is irresponsible to require attendance. Many of you may encounter situations where attending class puts others at risk. I ask seriously if any of you have any symptoms related to Covid-19 or more generally of a cold or flu, e.g., fever, cough, sneezing, fatigue, chest tightness, etc., or you have been in close contact with someone who has, please **do not attend**. Get in touch with me as soon as you can, and I will work with you to makeup the material you missed.

If you miss a scheduled exam, you have 24 hours after the start of the exam to provide me with documentation excusing the absence (if you would like to schedule a makeup). Failure to do this within 24 hours will result in a 0 for the exam.

COVID-19 Statement

We should all do our best to prevent the spread of COVID-19 and work to protect each other. If you feel sick, stay home.

- If you have recently been exposed to COVID-19, I strongly encourage you to follow the [CDC's quarantine and isolation guidelines](#) , which include the following central ideas among others:

- “Everyone who has presumed or confirmed COVID-19 should stay home and isolate from other people for at least 5 full days” (**day 0 is the first day of symptoms, not day 1**).
- “[Everyone who has presumed or confirmed COVID-19] should wear a mask when around others at home and in public for an additional 5 days”
- The **symptoms** of COVID-19 include the following:
 - Fever
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - Loss of taste or smell
- If you are experiencing symptoms of COVID-19, please call Student Health Service at **828-262-3100** or AppHealthCare at **828-264-4995**.
 - Here is a list of testing locations in [Watauga County](#)
- If you feel sick, **stay home**

Student Conduct

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site:

www.studentconduct.appstate.edu

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian

students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Disability Support Services

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Religious Observances Policy

Faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class. Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Course Schedule

August 23

Course Introduction

August 25

- Where’s the South? Cooper and Knotts, 2010, “Rethinking the Boundaries of the South”
- How do people feel about southerners? Cooper and Knotts, 2012, “Love ‘Em or Hate ‘Em? Changing Racial and Regional Differences in Opinions Toward Southerners, 1964-2008”

August 30

The Unsolid South: Caughey., Ch. 1 & 2

September 1

The Unsolid South: Caughey., Ch. 3

September 6

The Unsolid South: Caughey., Ch. 4

September 8

The Unsolid South: Caughey., Ch. 5 & 6

September 13

The Unsolid South: Caughey., Ch. 7

September 15

Race in the South: Acharya, Blackwell, and Sen, Ch. 1

September 20

Race in the South: Acharya, Blackwell, and Sen, Ch. 2

September 22

Race in the South: Acharya, Blackwell, and Sen, Ch. 3 & 4

September 27

Race in the South: Acharya, Blackwell, and Sen, Ch. 5

September 29

Race in the South: Acharya, Blackwell, and Sen, Ch. 6 & 7

October 4

Race in the South: Acharya, Blackwell, and Sen, Ch. 8 & 9

October 6

Review & Catch-up

October 11

Exam 1

October 13

Party realignment: Black and Black, Ch. 1 & Ch. 2

October 18

NO CLASS

October 20

Party realignment: Black and Black, Ch. 3 & 4

October 25

Party realignment: Black and Black, Ch. 5

October 27

Party realignment: Black and Black, Ch. 6 & 7

November 1

Party realignment: Black and Black, Ch. 8

November 3

Party realignment: Black and Black, Ch. 9

November 8

Party realignment: Black and Black, Ch. 10 & 11

November 10

Party realignment: Black and Black, Ch. 12

November 15

CCES DATA PROJECTS

November 17

CCES DATA PROJECTS

November 22

NO CLASS

November 24

NO CLASS

November 29

CCES DATA PROJECTS DISCUSSION

December 1

CCES DATA PROJECTS DISCUSSION

December 6

McKee, 2018, Future of Southern Politics

Catch-up & Review

December 13

Final Exam, 8:00a.m.