

Southern Politics – Spring 2020  
PS 3435, Section 101  
MWF 10:00a.m. – 10:50a.m.  
Room: BH 232

## Contact Information

Instructor: Dr. William D. Hicks  
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Office Hours: 12:00p.m.-1:30p.m., MWF

## Course Description

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>	C .....	74-76	<i>Grade Requirements</i>
A .....	C- .....	70-73	Midterm Exam .....
A- .....	D+ .....	67-69	Final Exam .....
B+ .....	D .....	64-66	CCES Data Project .....
B .....	D- .....	60-63	Critical Essays .....
B- .....	F .....	0-59	Discussion Leader .....
C+ .....			

**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 2016 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

I will not take attendance everyday. That said, I will have pop-quizzes, which I usually administer at the end of class. Students who are not present will earn a zero on these quizzes. As such, attendance will strongly shape students' grades directly via their participation grade. Additionally, attendance in my classes always positively shapes students' scores on the exams.

**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.

## 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](http://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**

### **January 13**

Course Introduction

**January 15**

Where's the South? Cooper and Knotts, 2010, "Rethinking the Boundaries of the South"

**January 17**

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"

**January 20**

**NO CLASS**

**January 22**

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

**January 24**

The Unsolid South: Caughey., Ch. 3

**January 27**

The Unsolid South: Caughey., Ch. 4

**January 29**

The Unsolid South: Caughey., Ch. 5

**January 31**

**NO CLASS**

**February 3**

**NO CLASS**

**February 5**

The Unsolid South: Caughey., Ch. 6 & 7

**February 7**

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

**February 10**

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

**February 12**

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

**February 14**

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

**February 17**

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

**February 19**

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

**February 21**

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

**February 24**

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

**February 26**

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

**February 28**

Review & Catch-up

**March 2**

**Exam 1**

**March 4**

Party realignment: Black and Black, Ch. 1

**March 6**

Party realignment: Black and Black, Ch. 2

**March 9**

**NO CLASS**

**March 11**

**NO CLASS**

**March 13**

**NO CLASS**

**March 16**

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

**March 18**

Party realignment: Black and Black, Ch. 5

**March 20**

Party realignment: Black and Black, Ch. 6

**March 23**

Party realignment: Black and Black, Ch. 7

**March 25**

Party realignment: Black and Black, Ch. 8

**March 27**

Party realignment: Black and Black, Ch. 9

**March 30**

Party realignment: Black and Black, Ch. 10

**April 1**

Party realignment: Black and Black, Ch. 11

**April 3**

Party realignment: Black and Black, Ch. 12

**April 6**

Catch-up & Review

**April 8**

CCES DATA PROJECTS

**April 10**

**NO CLASS**

**April 13**

CCES DATA PROJECTS

**April 15**

CCES DATA PROJECTS DISCUSSION



**April 17**

CCES DATA PROJECTS DISCUSSION

**April 20**

CCES DATA PROJECTS DISCUSSION

**April 22**

McKee, 2018, Sectional v. Locational differences in the South

**April 24**

McKee, 2018, Changing Southern Electorate

**April 27**

SPECIAL TOPIC, Catch-up, Review

**April 29**

SPECIAL TOPIC, Catch-up, Review

**May 1**

**Final Exam, 8:00a.m.**