

Southern Politics
PS 3536 – Fall 2017
MWF 11:00a.m. – 11:50a.m., Room: BH 108

Dr. William Hicks

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Office Hours: Mondays, 12-3pm; Tuesdays & Thursdays, 9-10:30am

Course Description: This class examines change and continuity in modern southern politics. It begins with a discussion of southern identity. What is ‘The South’? How are its people distinct from the Non-South? How do others view and perceive these people? We then discuss the role of race in structuring politics. How and why does race continue to matter? What is the political legacy of slavery? We conclude this section of the class with a discussion of intra-regional differences in the South. Are some states more “southern” than others?

The second part of the class begins with 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? We will conclude with an in-depth look at North Carolina politics in modern history. In what ways have politics in the Tar Heel State changed in the last 60 years? In what ways have they stayed the same? What is North Carolina’s place in southern politics?

Textbooks:

- Black, Earl and Merle Black. 2002. *The Rise of Southern Republicans*. Harvard University Press/Belknap: Cambridge, MA.
- Bullock, Charles S., III and Mark J. Rozell, eds. 2014 *The New Politics of the Old South: An Introduction to Southern Politics*. Rowman & Littlefield: Lanham, MD.
- Eamon, Tom. 2014. *The Making of a Southern Democracy: North Carolina Politics from Kerr Scott to Pat McCrory*. University of North Carolina Press: Chapel Hill, NC.

Course Grades

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

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**.

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.

Course Outline

1. August 23: Course Introduction.
1. August 25: Where's the South? Cooper and Knotts, 2010, "Rethinking the Boundaries of the South"
2. August 28: 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"
2. August 30: APSA – No Class
2. September 1: APSA – No Class
3. September 4: Labor Day – No Class
3. September 6: A 'redneck' identity? Huber, 1995, "A Short History of Redneck: The Fashioning of a Southern White Masculine Identity"

3. September 8: Southern *identities*. Cooper and Knotts, 2012, “Overlapping Identities in the American South”
4. September 11: Are southern whites different? White, 2014, “The Heterogeneity of Southern White Distinctiveness”
4. September 13: The legacy and permanence of racial politics. McKee, 2017, “Race and Sub-regional Persistence in a Changing South”
4. September 15: Slavery and the politics of today. Acharya, Blackwell, and Sen, 2016, “The Political Legacy of Slavery”
5. September 18 : Racial Polarization. Hood and McKee, 2016, “Black Votes Count: The 2014 Republican Senate Nomination in Mississippi”
5. September 20: CCES DATA PROJECTS
5. September 22: CCES DATA PROJECTS
6. September 25: CCES DATA PROJECTS DISCUSSION
6. September 27: Let’s talk about the Deep South. Bullock and Rozell, ch 4, “Mississippi: Emergence of a Modern Two-Party System”
6. September 29: How southern is Virginia? Bullock and Rozell, ch 6, “Virginia: From Red to Blue?”
7. October 2: Where in the world is Florida? Bullock and Rozell, ch 11, “Florida: ‘The South,’ Rim State, or Wild Frontier?”
7. October 4: What does it mean for a state to be ‘southern’? Bullock and Rozell, ch 10, “Oklahoma: Red State of Mind”
7. October 6: **MIDTERM EXAM**
8. October 9: Party realignment: Black and Black, ch 1
8. October 11: Party realignment: Black and Black, ch 2
8. October 13: Fall Break – No Class
9. October 16: Party realignment: Black and Black, ch 3, 4
9. October 18: Party realignment: Black and Black, ch 5
9. October 20: Party realignment: Black and Black, ch 6
10. October 23: Party realignment: Black and Black, ch 7
10. October 25: Party realignment: Black and Black, ch 8
10. October 27: Party realignment: Black and Black, ch 9
11. October 30: Party realignment: Black and Black, ch 10

11. November 1: Party realignment: Black and Black, ch 11
11. November 3: Party realignment: Black and Black, ch 12
12. November 6: Let's talk about NC. Eamon, Ch 1
12. November 8: Let's talk about NC. Eamon, Ch 2
12. November 10: Let's talk about NC. Eamon, Ch 3
13. November 13: Let's talk about NC. Eamon, Ch 4
13. November 15: Let's talk about NC. Eamon, Ch 5
13. November 17: Let's talk about NC. Eamon, Ch 6
14. November 20: Let's talk about NC. Eamon, Ch 7
14. November 22: THANKSGIVING
14. November 24: THANKSGIVING
15. November 27: Let's talk about NC. Eamon, Ch 8, 9
15. November 29: Let's talk about NC. Eamon, Ch 10
15. December 1: Let's talk about NC. Eamon, Ch 11
16. December 4: Let's talk about NC. Eamon, Ch 12
16. December 6: Wrap-up
17. December 8: **FINAL EXAM**

Academic Integrity: 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 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.