

History 356  
**THE OLD SOUTH**  
 Spring 2005

Terry Seip  
 Office: SOS 255  
 Phone: (213) 740-1656  
 E-mail: tseip@usc.edu  
 Hours: 7:00-7:45 MW  
 11:45-12:45 MW  
 and by app't

10:00-11:50 MW  
 WPH 107

Let us begin by discussing the weather, for that has been the chief agency in making the South distinctive. It fostered the cultivation of the staple crops, which prompted the plantation system, which brought about the importation of Negroes, which not only gave rise to chattel slavery but created a lasting race problem. These led to controversy and regional rivalry for power, which produced apprehensive reactions and culminated in a stroke for independence. Thus we have the house that Jack built, otherwise known for some years as the Confederate States of America.

U.B. Phillips, *Life and Labor in the Old South* (1929)

### I. Required Reading:

Paul Escott, David Goldfield, Sally McMillen, & Elizabeth Hayes Turner (eds.), *Major Problems in the History of the American South, Documents and Essays, Volume I: The Old South*, Second Edition (Boston: Houghton Mifflin, 1999)

Peter Kolchin, *American Slavery, 1619-1877* 10<sup>th</sup> Anniversary Edition (New York: Hill and Wang, 2003)

Stephen B. Oates, *The Fires of Jubilee: Nat Turner's Fierce Rebellion* (New York: New American Library, 1976)

Sally G. McMillen, *Southern Women: Black and White in the Old South*, Second Edition (Arlington Heights, IL: Harlan Davidson, 2000)

Paul Finkelman, *Defending Slavery: Proslavery Thought in the Old South* (Boston: Bedford/St. Martins, 2003)

Kenneth S. Greenberg, *Honor & Slavery: Lies, Duels, Noses, Masks, Dressing as a Woman, Gifts, Strangers, Humanitarianism, Death, Slave Rebellions, The Proslavery Argument, Baseball, Hunting, and Gambling in the Old South* (Princeton, NJ: Princeton University Press, 1996)

**One of the following three pieces of fiction (not ordered as a required text; numerous editions of**

**all three are available in the libraries and cheaply on-line):**

John Pendleton Kennedy, *Swallow Barn, Or, A Sojourn in the Old Dominion* (1832, 1851)

George Washington Harris, *Sut Lovingood's Yarns* (antebellum stories compiled in 1867)

William Faulkner, *Absalom, Absalom!* (1936)

### II. Requirements:

Three exam essays—two in-term (February 7 and March 28) and a final (Monday, May 9, 8:00-10:00) based on readings, discussions, and lectures.

Four critical/analytical writing assignments of ca. 1000-1200 words based primarily on required readings. Guidelines for each writing assignment will be handed out well in advance of the due dates.

Despite the size of the class, we will have regular structured discussions based on documents and readings and questions such as race--as well as the usual informal discussions.

Each requirement of the course will contribute to your final grade as follows: three exam essays 33% (50 points each—150 points total); writing assignments, 45% (50 points each—200 points total); discussion, 22% (100 points)—for a total of 450 points.

Students are expected to uphold USC's academic integrity standards. Plagiarism (roughly defined as appropriating another person's ideas, arguments, or wording and claiming them as one's own) will be treated as a serious offense and will be reported to the appropriate university authorities. Students who base their essays or arguments on someone else's work should make sure to cite that source properly and acknowledge their use of it. Those who are uncertain about how to do this are strongly encouraged to ask for help from the professor and review USC's "Guide to Avoiding Plagiarism" online.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to Seip as early in the semester as possible. DSP: STU 301, (213) 740-0776, 8:30 a.m. to 5:00 p.m. Monday through Friday.

### III. Tentative Schedule

#### I. FOUNDATIONS

##### Beginning

Jan. 10 **Why Southern History? Jamestown & the Chesapeake**

12 Readings: Escott, *Old South*, ch. 1 (pp. 1-28).  
Kolchin, *Slavery*, ch. 1

Jan. 19 **Setting the Patterns of Life: The Colonial Period**

Readings: Escott, *Old South*, chs. 2 & 3, selected documents and essays as defined in lecture and on discussion handouts.  
Kolchin, *Slavery*, ch. 2

Jan. 24 **Revolution, Constitution, and Federalism: The "First South"**

26 Readings: Escott, *Old South*, ch. 4, selected documents and essays as defined in lecture and on discussion handouts.  
Kolchin, *Slavery*, ch. 3

Jan. 31 **Thomas Jefferson's South; "Firebell in the Night": The Missouri Controversy**

Feb. 2 Readings: Escott, *Old South*, ch. 5, selected documents and essays as defined in lecture and on discussion handouts.

**Monday, February 7, Exam Essay** based on lectures, discussions, and the following readings:

Kolchin, *Slavery*, chs. 1-3; Escott, *Old South*, chs. 1-5, documents and essays as defined in lecture and on discussion handouts.

## II. THE INSTITUTION

- Feb. 9 **Slavery: Historiography; Africa & the International Slave Trade; Institutionalization**  
 14 Readings: Kolchin, *Slavery*, review chs. 1-3  
 Finkelman, *Defending Slavery*, pp. 1-25  
 Escott, *Old South*, chs. 1-5, review selected documents and essays as defined in lecture and on discussion handouts.
- Feb. 16 **Slavery: The Staple Crops and the Routine of Work**  
 23 Readings: Escott, *Old South*, ch. 6, selected documents and essays as defined in lecture and on discussion handouts.
- Feb. 28 **Slavery: Material Conditions; Techniques of Control; Overseeing, Driving, &**  
 Mar. 2 **Trading; Resistance and Rebellion**  
 Readings: Oates, *Nat Turner*, all  
 Kolchin, *Slavery*, ch. 4
- Mar. 7 **Slavery: Life in the Quarters**  
 9 Readings: Kolchin, *Slavery*, ch. 5  
 Finkelman, *Defending Slavery*, Document 14, pp. 157-73.  
 Escott, *Old South*, ch. 7; selected documents and essays as defined in lecture and on discussion handouts.
- Mar. 21 **Slavery: Urban Forms; Profitability; Legacy**  
 23 Readings: Kolchin, *Slavery*, ch. 6

**Monday, March 28, Exam Essay** based on lectures, discussions and the following readings:  
 Kolchin, *Slavery*, chs. 1-6; Finkelman, *Defending Slavery*, pp. 1-25, 157-73; Oates, *Nat Turner*, all; Escott, *Old South*, chs. 6-7, selected documents and essays as defined in lecture and on discussion handouts.

## III. MATURATION AND CRISIS

- Mar. 30 **Southern Society and Mind**  
 Apr. 4 Readings: McMillen, *Southern Women*, all;  
 begin Greenberg, *Honor & Slavery*  
 review Kolchin, *Slavery*, ch. 6;  
 Escott, *Old South*, ch. 8, selected documents and essays as defined in lecture and on discussion handouts.
- Apr. 6 **The Closing of the Southern Mind**  
 11 Readings: continue Greenberg, *Honor & Slavery*  
 begin Finkelman, *Defending Slavery*  
 Escott, *Old South*, ch. 9; selected documents and essays as defined in lecture and on discussion handouts.

Apr. 13 **Proslavery Arguments and Politics**

Readings: finish Greenberg, *Honor & Slavery*  
finish Finkelman, *Defending Slavery*  
Escott, *Old South*, ch. 10; selected documents and essays as defined in  
lecture and on discussion handouts.

Apr. 18 **Drift to Disunion**

20 Readings: Escott, *Old South*, ch. 10; selected documents and essays as defined in  
lecture and on discussion handouts.

Apr. 25 **Secession and Emancipation**

Readings: Kolchin, *Slavery*, ch. 7  
Escott, *Old South*, chs. 11-12, selected documents and essays as defined in  
lecture and on discussion handouts.

Apr. 27 **The Lost Cause and Other Legacies**

**Monday, May 9, 8:00-10:00 a.m., Final Exam Essay** based on lectures, discussions, and the  
following readings: McMillen, *Southern Women*, all; Greenberg, *Honor & Slavery*,  
Finkelman, *Defending Slavery*, all; Kolchin, *Slavery*, chs. 6-7; Escott, *Old South*, chs. 8-12,  
selected documents and essays as defined in lecture and on discussion handouts.