

---

**POLI 330: SOUTHERN POLITICS  
COURSE SYLLABUS  
FALL 2017**

---

PROFESSOR: Dr. Gibbs Knotts, 114 Wentworth (Room 203), 843-953-6792 (office), 828-399-0101 (cell), [knottshg@cofc.edu](mailto:knottshg@cofc.edu)

LOCATION AND MEETING TIME: Maybank 316, Tuesday and Thursday 9:25 a.m. - 10:40 a.m.

OFFICE HOURS: Tuesday and Thursday 11:00-12:00 a.m., and by appointment

### **COURSE OVERVIEW**

In this class, we will study the evolution of southern politics between 1950 and 2017. We begin with an investigation of southern culture and southern identity and then transition from culture and identity to politics. We explore “traditional southern politics” and work to define, discuss, and debate the characteristics of “modern southern politics.” The class is organized around the unifying theme of partisan transformation in the American South. To this end, we will consider the extent, causes, and consequences of the region’s partisan realignment. Finally, we will develop an understanding of state-by-state differences across the South.

### **COURSE SPECIFIC OBJECTIVES**

This course will give students a better understanding of the political dynamics in the American South. By the end of this course, students will:

- Understand the significance and the role of southern states in the U.S. political system
- Understand the concept of realignment and discuss the extent, causes, and consequences of this partisan transformation
- Discuss state-by-state differences in the South in the context of comparative analysis methodology

### **DEPARTMENT OBJECTIVES**

This course is also designed to help students meet many of the political science department’s learning objectives. Specifically, the course will help students:

- Knowledge: Students are able to identify and explain theories, institutions and processes related to power, place and politics
- Skills: Students are able to critically analyze texts, communicate effectively,

critically assess the views of others, defend their own views and apply appropriate methodological and theoretical approaches

- Engagement: Students demonstrate a habit of engagement with the world and an understanding of the value of civic participation, locally, nationally and globally

## **COURSE MATERIALS**

There are four required books for this course. The books are available at the university bookstore.

- Christopher A. Cooper and H. Gibbs Knotts, *The Resilience of Southern Identity: Why the South Still Matters in the Minds of Its People*, (University of North Carolina Press, 2017)
- Earl Black and Merle Black, *The Rise of Southern Republicans*, (Harvard University Press, 2002)
- M.V. Hood III, Quentin Kidd, and Irwin L. Morris, *The Rational Southerner: Black Mobilization Republican Growth, and the Partisan Transformation of the American South*, (Oxford University Press, 2012)
- Charles Bullock and Mark Rozell (editors), *The New Politics of the Old South*, 6<sup>th</sup> edition, (Rowman & Littlefield, 2017)

## **COURSE POLICIES**

### *Students with Special Needs or Circumstances*

1. Any student eligible for and needing accommodations because of a disability is requested to speak with me during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.
2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

### *Academic Honesty*

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code

that, when suspected, 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.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. 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>.

#### *Late Work*

Late assignments will be penalized 5 points per day. In addition, students must contact me within 24 hours of a missed exam and present a legitimate reason for missing the exam. If a student does not contact me or if the reason is not legitimate, the student will automatically fail the exam and will not have an opportunity for a make-up test.

#### *Writing Lab*

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>.

#### *Course Evaluations*

All students should complete the online course evaluations for this course. Students should be able to access the student evaluation in OAKS and they should also receive an email at their university account with the link to the evaluation.

## **GRADING PROCEDURES**

### *Grading Scale*

1. Midterm examination 20%
2. Final examination 25%
3. Research paper draft 5%
4. Research paper 25%
5. Video project on southern identity 10%
6. Lecture/event responses 5%
7. Attendance and participation 10%

Grades will be assigned based on the following.

A: 93-100, A-: 90-92, B+: 88-89, B: 83-87, B-: 80-82, C+: 78-79, C: 73-77, C-: 70-72, D+: 68-69, D: 63-67, D-: 60-62, F: 59 or below

### *Midterm Examination*

An in-class midterm examination will take place on October 10. The examination will include multiple choice questions, identification of key concepts, and essay questions.

### *Final Examination*

An in-class final examination will take place during the scheduled exam period, Saturday, December 7, from 8:00 - 11:00 a.m. The final examination will be cumulative but will focus predominantly on material covered after the midterm examination. Like the midterm, the final examination will include multiple choice questions, identification of key concepts, and essay questions.

### *Research Paper (and Research Paper Draft)*

Students will write an original southern politics research paper using the 2016 American National Election Study (ANES). The paper should address some of the concepts we discuss in class, cite relevant literature, and compare political and/or policy opinions of southerners and non-southerners. We will spend three class periods (October 12, October 31, and November 14) in the computer lab working with the ANES and giving you time to complete large portions of your paper. A draft of the 10-12 page paper is due November 16 and will constitute 5% of your final grade. I will provide feedback to you and the final version of the paper is due on November 30. The final version will count 25% of your overall course grade. More details about the paper will be provided throughout the semester.

### *Video Project on Southern Identity*

You will be required to create an approximately 2-minute video on southern identity. To make the video you should use video editing software, such as Splice, Windows Movie Maker, or iMovie. The videos will be shared in class on September 7 and count 10% of your final course grade. I will show several examples of past videos from students to give you a better sense of what is possible with this project.

### *Lecture/Event Responses*

Students are required to attend three lectures/events outside of class and to submit a half-page response to EACH event/lecture linking the topic to a class topic. The lectures/events (subject to instructor approval) will be announced in class. Response papers should be uploaded in OAKS and will count 5% of your grade.

*Attendance and Participation*

Class attendance and participation represent 10% of your grade in this course. The easiest way to participate is to attend class. Therefore, roll will be taken in each class. Beyond attendance, students will be expected to have read the assigned readings prior to each class session and to come to class prepared to critically discuss the scheduled topics. In addition to the assigned readings, students are expected to stay informed about current political issues. Questions about political issues will be included on exams and informed students will be rewarded with higher participation grades.

---

**POLI 330: SOUTHERN POLITICS  
COURSE SCHEDULE  
FALL 2017**

---

Reading assignments must be completed prior to class. Be sure to consider the key questions before class meetings. Reading assignments and topics may be changed and reorganized.

DATE	TOPIC, READINGS, AND KEY QUESTIONS
8/22	<p>Topic: Course Introduction</p> <p>Readings: None</p> <p>Key Questions: What are the expectations for this course? What books will be used? Where are the supplemental readings?</p>
8/24	<p>Topic: Defining and Identifying with the South</p> <p>Readings: 1) Cooper and Knotts, Introduction and Chapter 1</p> <p>Key Questions: Where is the South? What is the difference between the Deep South and Peripheral South? What are the key research questions in <i>The Resilience of Southern Identity</i>? What types of evidence will be used to address these questions?</p>
8/29	<p>Topic: Place Names in the Modern South</p> <p>Readings: Cooper and Knotts, Chapter 2</p> <p>Key Questions: What is the approach in this chapter? What are the strengths and weaknesses? How has the use of "Dixie" and "Southern" business names changed over the past 50 years? What does this change say about the evolution of southern identity?</p>
8/31	<p>Topic: Change and Continuity in Southern Identity</p> <p>Readings: Cooper and Knotts, Chapter 3</p> <p>Key Questions: What is the approach in this chapter? What are the strengths and weaknesses of this approach? How has southern identity changed over the past 50 years? How has southern identity remained the same? What types of people are most likely to identify as southerner and how has this evolved over the past few decades?</p>
9/5	<p>Topic: Southern Identity in Black and White</p>

	<p>Readings: Cooper and Knotts, Chapter 4 and Conclusion</p> <p>Key Questions: What was the methodological approach in Chapter 4? What are the strengths and weaknesses of this approach? What are the key similarities in the ways blacks and whites talk about the South? What are the key differences?</p>
9/7	<p>Topic: Video Project on Southern Identity Due</p> <p>Readings: none</p> <p>Key Questions: none</p> <p>Note: Please be prepared to share and discuss your video with the class.</p>
9/12	<p>Topic: Studying Politics in the South</p> <p>Readings: Black and Black, Chapter 1 and Chapter 2</p> <p>Key Questions: What are the characteristics of “Traditional Southern Politics”? How did politicians exploit changes in the outer color line, intermediate color line, and inner color line? What influence did “white primaries” have on southern politics? What are the major provisions of the Civil Rights Act of 1964 and the Voting Rights Act of 1965? How did the Civil Rights and Voting Rights legislation change politics in the South? Why did most southerners hate the Republican Party? How did the Democratic Party protect white supremacy in the South? What role to President Truman play in turning southerners against the Democratic Party</p>
9/14	<p>Topic: Solid Democratic South</p> <p>Readings: Black and Black, Chapter 3 and Chapter 4</p> <p>Key Questions: Why have southerners had such important leadership roles in the United States House and Senate? How has the filibuster been used by southern senators? How did the Democratic Party maintain power in the Deep South? What role did Strom Thurmond play in the transformation of southern politics?</p>
9/19	<p>Topic: Solid Democratic South</p> <p>Readings: Black and Black, Chapter 5 and Chapter 6</p> <p>Key Questions: What impact did the Goldwater campaign have on southern politics? How did Supreme Court cases affect southern politics</p>

	<p>in the 1960s? How were incumbency and conservatism used as strategies by Democrats in Congress to maintain power?</p>
9/21	<p>Topic: Traditional Southern Politics Case Study – George C. Wallace</p> <p>Readings: None</p> <p>Key Questions: What is a populist? How did Wallace’s unsuccessful 1958 gubernatorial campaign affect his political views? What explains the appeal of Wallace to Alabama voters?</p>
9/26	<p>Topic: Traditional Southern Politics Case Study – George C. Wallace</p> <p>Readings: None</p> <p>Key Questions: How did Wallace position himself as a national candidate? How did Wallace influence the 1968 and 1972 presidential elections? How did the assassination attempt affect Wallace? What explains the changes Wallace went through at the end of his life?</p>
9/28	<p>Topic: The Emerging Republican Congressional South</p> <p>Readings: Black and Black, Chapter 7 and Chapter 8</p> <p>Key Questions: What are yellow dog and blue dog Democrats? How did Democrats continue to dominate congressional elections during the same time that Republicans dominated presidential contests in the South? What is a party unity score? Why was Ronald Reagan appealing to southerners? What are the key differences between white conservatives and white moderates in the South?</p>
10/3	<p>Topic: The Emerging Republican Congressional South</p> <p>Readings: Black and Black, Chapter 9 and Chapter 10</p> <p>Key Questions: How has the African-American electorate influenced politics in the modern South? Why have class based politics had difficulty catching on in the South? Why has the Republican Party had greater successes electing Senators in the Peripheral South than the Deep South? What is a “gender gap” and how has gender played a role in southern politics?</p>
10/5	<p>Topic: The Emerging Republican Congressional South and Midterm Exam Review</p> <p>Readings: Black and Black, Chapter 11 and Chapter 12</p> <p>Key Questions: How has redistricting affected partisan realignments in</p>



	the South? How do Black and Black characterize the “new” southern congressional politics? What role (if any) do changes in the South have on national politics?
<b>10/10</b>	<b>In-class Midterm Exam</b>
10/12	Computer Lab Session I: SPSS and ANES basics  Readings: None  Key Questions: What is SPSS? What is the ANES? What is a frequency distribution? What is a crosstab? What is a means test? Where is the ANES codebook located? What is a dependent variable? What is an independent variable?
<b>10/17</b>	<b>Fall Break: No Class</b>
10/19	Topic: Introduction to <i>The Rational Southerner</i>  Readings: Hodd, Kidd, and Morris Chapter 1, Chapter 2, Chapter 3, and Chapter 4  Key Questions: How have politics in the South changed over the last half century? How has political change differed across the southern states? What variables and theories have been used to explain GOP growth? What is the theory of relative advantage? What do you think of the theory of relative advantage?
10/24	Topic: Using Relative Advantage Theory to Explain Republican Growth  Readings: Hodd, Kidd, and Morris Chapter 5, Chapter 6, and Chapter 7  Key Questions: How do Hood, Kidd, and Morris test their theory? Do you they use a quantitative or qualitative approach? What do you think of the evidence they present?
10/26	Topic: Using Relative Advantage Theory to Explain Black Mobilization  Readings: Hodd, Kidd, and Morris Chapter 8 and Chapter 9  Key Questions: What is black mobilization? Does the theory of relative advantage also explain black voter mobilization? What are your overall thoughts on Hodd, Kidd, and Morris’ primary arguments?
10/31	Computer Lab Session II: Developing Your Story  Readings: None  Key Questions: What variables do you plan to examine? What is your dependent variable(s)? What are your independent variables? What

	charts do you plan to discuss in your paper?
11/2	<p>Topic: Contemporary Southern Politics</p> <p>Readings: Bullock and Rozell (eds.), Introduction</p> <p>Key Questions: What are the key trends in contemporary southern politics? Where has Republican strength been the strongest in the South? Where had Democratic strength been the strongest in the South?</p>
11/7	<p>Topic: Contemporary Politics in Georgia and South Carolina</p> <p>Readings: Bullock and Rozell (eds.), Introduction, Chapter 1 and Chapter 2</p> <p>Key Questions: What are the key differences between politics in Georgia and South Carolina? Which state has better prospects for Democrats? For Republicans?</p>
11/9	<p>Topic: Contemporary Politics in Alabama, Mississippi, and Louisiana</p> <p>Readings: Bullock and Rozell (eds.), Chapter 3, Chapter 4, and Chapter 5</p> <p>Key Questions: What are the key differences between politics in Alabama, Mississippi, and Louisiana? Which state has better prospects for Democrats? For Republicans?</p>
11/14	<p>Computer Lab Session III: Putting the finishing touches on your project</p> <p>Readings: None</p> <p>Key Questions: Do you explain your evidence in a clear and convincing way? Are your paper's conclusions based on the evidence you present? Do you have all the required sections in your paper?</p>
11/16	<p>Topic: Contemporary Politics in Virginia and North Carolina</p> <p>Readings: Bullock and Rozell (eds.), Chapter 6 and Chapter 7</p> <p>Key Questions: What are the key differences between politics in North Carolina and Virginia? Which state has better prospects for Democrats? For Republicans?</p> <p><b>Research Paper Rough Draft Due</b></p>
11/21	<p>Topic: Contemporary Politics in Tennessee and Arkansas</p>

	<p>Readings: Bullock and Rozell (eds.), Chapter 8 and Chapter 9</p> <p>Key Questions: What are the key differences between politics in Arkansas and Tennessee? Which state has better prospects for Democrats? For Republicans?</p>
<b>11/23</b>	<b>Thanksgiving Break: No Class</b>
11/28	<p>Topic: Contemporary Politics in Florida and Texas</p> <p>Readings: Bullock and Rozell (eds.), Chapter 11 and Chapter 12</p> <p>Key Questions: What are the key differences between politics in Florida and Texas? Which state has better prospects for Democrats? For Republicans?</p>
11/30	<p>Topic: Conclusions and Final Exam Review</p> <p>Readings: None</p> <p>Key Questions: None</p> <p><b>Research Paper Due</b></p>
12/7	<b>In-class Final Exam (8:00 a.m. - 11:00 a.m.)</b>