Course Description

Southern Politics is an advanced offering in the American politics. To some, the inclusion of this course in the department’s curriculum may be a product of Furman’s location in the South. Skeptics, however, may reasonably argue that the distinctiveness of the South as a region passed many years ago, and so, too, any intellectual justification for teaching a course centered on its politics. The Furman political science department has taken a different view, while recognizing the far-reaching changes that have occurred in the region since the mid-20th century. Studying the region’s politics, however, allows students of politics to assess a fascinating set of topics. First, we face the question of distinctiveness head on. What do scholars assert makes the South and Southerners different from their counterparts in other parts of the United States? Here we consult the work of sociologists, historians, and scholars specializing in cultural studies for some of those answers. Next, our focus turns to the South’s politics as a case study of political development. As V.O. Key noted in his 1949 classic *Southern Politics*, “The South may not be the nation’s number one political problem, as some northerners assert, but politics is the South’s number one problem.” Investigating the evolution of the region’s politics from one-partyism to the modern period allows us not merely to study political change but the wholesale democratization of a region. In so doing, we want to analyze the factors that led to the distinctiveness of the Old South. Why was this region so underdeveloped politically and economically and with what consequences? How did the region operate as an enclave within the United States? Next, we turn to a question, of equal interest: The transformation of the region’s politics. Race plays an enduring role in understanding Southern politics as well as its transformation. As such we will spend time looking at the impact of the civil rights movement and the Civil Rights Act of 1964 and the Voting Rights Act of 1965 on Southern politics. The role of African-Americans in the New South is considerable; it is especially important to assess the impact of this group (as well as other communities of color) in light of the 2008 and 2012 elections. Studying Southern politics also allows students to investigate partisan transformation, particularly the rise of the Republican party in the South. This transformation has had important implications not only for the region but also for national politics. By focusing our efforts on Southern Politics, we will be able to give more precise answers to the overarching question of American Politics: How does democracy function? The answers derived from the study of Southern politics provide much grist for the animating question of American Politics.

Required Readings

V.O. Key, Jr., *Southern Politics in State and Nation*, University of Tennessee, 1984
Other readings that are posted on Moodle.

**Course Requirements**

*Reading Quizzes.* (30%) Each class will begin with a short quiz that covers the assigned reading for that day. You will be able to drop your lowest quiz grade if you achieve perfect attendance in the course. There are no make-up quizzes. If you miss class because of an excused absence, your quiz grade will be adjusted accordingly; if your absence is unexcused, you will receive a zero (0) for that day’s quiz.

*Class Participation.* (10%) Participating in class discussions over the assigned reading material, asking interesting questions, and responding to questions posed by your instructor make for a vibrant classroom culture. Your mark in this area will be determined by the quantity and quality or your remarks. Attending class is a necessary but insufficient condition to excel in this component of Southern Politics.

*Critical Book Review.* (15%). In a paper of 5-6 pages, double-spaced, typewritten (12-point font, 1” margins), review one of the books from “Readings About Southern Politics” listed below. Not all of these books may be in the Daniel Library, so you may have to acquire them through inter-library loan. If there is nothing of interest to you on the list, propose a title to your professor. After summarizing the work’s principal findings and evaluating the quality of the work and its data sources, evaluate the importance of the scholarship for the study of Southern politics. Does this book add substantially to the literature of Southern politics. If so, how so? If not, why does it fall short?

You can look at the book review section in the *Journal of Politics, American Political Science Review, or Perspectives on Politics* for models of critical book reviews.

Choose your book by **Friday, 18 January at 11:59 PM**—submit your selection electronically to glen.halva-neubauer@furman.edu. If more than one person wishes to review the book, HN will choose at random who reviews the book. Those not selected will have an opportunity to choose another book that was not already selected.

**The critical book review is due Friday, 1 March by 11:59 PM. It can be submitted electronically to glen.halva-neubauer@furman.edu.**

*Research Paper.* (25%). In a paper of 10-15 pages, double-spaced, typewritten (12-point font, 1” margins), present a piece of original research on a topic related to Southern politics.

If you are interested in historical explanations of Southern politics you might investigate some aspects of the civil rights movement or elections in the past. Those interested in contemporary politics could investigate any number of races from the 2012 election cycle with an eye to what it means about party realignment or realignment in the South. Students enrolled in Southern Politics to complete a course in the BCA concentration might consider looking at the rise of African-American elected officials or the role of black legislators in state-level politics. Those interested in looking at cultural issues that have political implications might consider an analysis
of women in Southern politics or continuing debates over the Confederate flag. The Southern states (particularly Georgia and North Carolina) have witnessed substantial increases in the number of Hispanic folks living in these jurisdictions—with what implications for public policy and politics? For the political junkies in the course, you can get your hands dirty with the assessing the impact of the redistricting process in recent elections. What are the implications for the Supreme Court case that will determine the constitutionality of Section 5 of the Voting Rights Act (VRA)? How did this case arise?

A research paper is **NOT** merely a recapitulation of the work of others or a reflection paper. It starts by posing a puzzle or a problem that you wish to resolve or answer through the research. A research paper presents original data that you collect whether it be in the form of interviews with elites (elected officials, interest group leaders, reporters), archival materials, election data, newspaper articles, campaign advertisements, or roll call votes. From that data you craft an argument to support your thesis statement.

First, you must craft a topic that meets the requirements of the research paper. To do so, formulate a paper proposal that outlines your paper topic, hypothesis, and the data that you will collect. The paper proposal should be between 300-500 words (approximately two pages, double-spaced typewritten [12-point font, 1” margins]). You cannot proceed with the project until HN has APPROVED your paper topic. Paper topics are due on **Thursday, 31 January at 11:59 PM.**

**Research Paper with a Twist**

You can choose to team with another student (only one!) n PSC 209 and complete your research paper as a group project. Of course, I would expect more from a co-authored paper than from one that was the work of one student. But there are good reasons to pursue this course, especially if you wanted to do some significant data collection.

**Writing an Exemplary Research Paper**

HN is old fashioned. He’s a fan of well-crafted titles—the kind that tell the reader what to expect in the paper. Moreover, he believes in introductory paragraphs that introduce a paper and provide a roadmap to the research project. And sakes alive, he is so demanding that he likes paragraphs that make a single point with an anchoring topic sentence. Additionally, HN likes subheadings that demarcate the move from one point to the next. And finally, OMG, a concluding paragraph that sums the paper’s principal findings and generalizes about their applicability to the broader literature of Southern Politics would be the cherry on top of the intellectual sundae. HN likes sundaes *and* cherries.

**References**

Use the style sheet of the American Political Science Association. A .pdf of the stylesheet is included on the course Moodle site. There are many fine on-line sources, but Wikipedia is not among them. Why? Wikipedia allows readers to add content that has not been verified. One campaign manager altered the biography of his opponent on Wikipedia with falsehoods!
That Grammar Thing

Dr. Charles Bullock of the University of Georgia, a noted scholar of Southern politics, so thoroughly and eloquently captures my thoughts on lucidity, concision, and precision that I shall quote him directly. He shares many of my pet peeves regarding grammar,

“Nouns such as Democratic or Republican Party, public official, legislature, legislator, committee, organization are SINGULAR (HN capitalization added). Therefore these nouns should be accompanied by singular verbs and pronouns. Thus “it, he, or she” or “his or her” and not “they or their” should be used. THIS IS COMMONLY KNOWN AS PRONOUN-ANTecedENT AGREEMENT (HN COMMENTARY ADDED).

The past tense of the verb to lead is “led” not “lead.” When lead is pronounced as led, it means the 82nd element of the periodic table with valences of 2 and 4 and the symbol Pb.

“Data” is plural and therefore should be accompanied by plural versions of verbs and pronouns. The singular of data is “datum.”

Unless the result is awkward, avoid split infinitives. Thus a sentence should read: “The campaign decided to attack the opposition position on education aggressively.” Do not write: “The campaign decided to aggressively attack the opposition position on education.” Justice Sotomayor reportedly will not hire as a clerk any applicant who splits infinitives, so avoiding this writing problem can have a payoff. Even if you do not aspire to clerk for Justice Sotomayor, there are others who view split infinitives as a weakness that indicates sloppiness or lack of education.”


Final Version of Paper is due Friday, 19 April, by 11:59 PM. Submit it electronically to glen.halva-neubauer@furman.edu.

Final Exam: (20%) A comprehensive final exam will be given on Friday, 26 April, at NOON.

Grading

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Rules of the Game

(1) Incompletes will be given only in extenuating circumstances and with the advance permission of the instructor.
(2) No make-up exams will be given.
(3) Failure to take exams on scheduled dates will result in a zero (0) for that exam.
(4) Students must complete all work to receive course credit.
(5) You are responsible for knowing the University’s policy on Academic Integrity. I expect that each of you will comport with the Integrity Pledge that is currently being posted in all classrooms.
(6) Any student wishing to receive an accommodation under the Americans with Disabilities Act (ADA) needs to provide documentation from the University’s ADA officer to Professor Halva-Neubauer.
(7) No more than one unexcused absence is allowed; excused absences are those that are granted by Dean Gabbert’s office or are for documented, extenuating circumstances that prevent you from attending class.
(8) Cell phones will be turned off and put in a basket at the beginning of class to be picked up at the end of class.
(9) No computers are allowed in class. Take notes in the old-fashioned manner—by handwriting them!
(10) It is RUDE to arrive to class late, leave the session early, or to leave class during the session and then return. Be forewarned that this is your professor’s pet peeve.

COURSE OUTLINE

8 January—Introduction to Course

DEFINING THE SOUTH

10 January-Locating the South; Dixie v. Southern
   Read: Christopher Cooper and H. Gibbs Knotts, “Declining Dixie: Regional Identification in the Modern American South,” Social Forces, March 2010, pp. 1083-1102
   Christopher Cooper and H. Gibbs Knotts, “Rethinking the Boundaries of the South,” Southern Cultures, Winter 2010, pp. 72-88

15 January-What Defines Southern Culture?
   Read: Allen G. Breed, “What does it mean to be Southern,” Rome News-Tribune, November 23, 2005
   Larry J. Griffin and Ashley B. Thompson, “Enough About the Disappearing South: What About the Disappearing Southerner?” Southern Cultures, Fall 2003, pp. 51-65
17 January-NASCAR, Labor Unions, and Southern Masculinity


18 January—Choose Book for Critical Review by 11:59 PM, submit to HN electronically

22 January—Religion, Race, and the Confederate Flag

Read: “The Soul of the South,” pp. 283-303 in Bullock and Rozell
Christopher Cooper and H. Gibbs Knotts, “Region, Race, and Support for the South Carolina Confederate Flag,” *Social Science Quarterly*, March 2006, pp. 142-154
Larry J. Griffin and Peggy G. Hargis, “Still Distinctive After All These Years Trends in Racial Attitudes in and out of the South,” *Southern Cultures*, Fall 2008, pp. 117-141

THE OLD SOUTH AND ITS IMPACT ON NATIONAL POLITICS—OR JIM CROW’S CONSEQUENCES ABOVE THE MASON-DIXON LINE

24 January-V.O. Key’s Masterwork, *Southern Politics*
Read: Key, pp. xxi-xlili and 1-12

29 January-One-Party Politics, Party-in-Organization
Read: Key, pp. 385-485

31 January—Paper topics due by 11:59 PM, submit to HN electronically
5 February—Suffrage Restrictions and Literacy Tests
   **Read:** Key, pp. 531-577

7 February—Poll Tax and White Primary
   **Read:** Key, pp. 578-663

**V.O. KEY’S VIEW AND CONTEMPORARY SNAPSHOTs OF SOUTHERN STATE POLITICS**

12 February—Virginia
   **Read:** Key, pp. 15-35; Bullock and Rozell, pp. 1-24 and 135-153;
   Bullock and Gaddie, pp. 3-25 and 141-163

14 February—Alabama
   **Read:** Key, pp. 36-57; Bullock and Rozell, pp. 73-91; Bullock and Gaddie, pp. 58-77

19 February—Georgia
   **Read:** Key, pp. 106-129; Bullock and Rozell, pp. 49-71; Bullock and Gaddie, pp. 78-110

21 February—Louisiana
   **Read:** Key, pp. 156-182; Bullock and Rozell, pp. 113-131; Bullock and Gaddie, pp. 111-140

26 February—Mississippi
   **Read:** Key, pp. 229-253; Bullock and Rozell, pp. 93-112; Bullock and Gaddie, pp. 29-57

28 February—South Carolina
   **Read:** Key, pp. 130-155; Bullock and Rozell, pp. 27-48; Bullock and Gaddie, pp. 164-189

1 March—Critical Book Review due by 11:59 PM, submit electronically

Spring Break—Week of March 4

12 March—North Carolina
   **Read:** Key, pp. 205-228; Bullock and Rozell, pp. 155-179; Bullock and Gaddie, pp. 190-218

14 March—Texas
   **Read:** Key, pp. 254-276; Bullock and Rozell, pp. 267-282; Bullock and Gaddie, pp. 221-252
19 March—Florida
Read: Key, pp. 82-105; Bullock and Rozell, pp. 245-265; Bullock and Gaddie, pp. 253-282

21 March—Tennessee
Read: Key, pp. 58-81; Bullock and Rozell, pp. 181-205; Bullock and Gaddie, pp. 285-303

26 March—Arkansas
Read: Key, pp. 183-204; Bullock and Rozell, pp. 207-218; Bullock and Gaddie, pp. 304-320

28 March—Oklahoma
Read: Bullock and Rozell, pp. pp. 219-243

2 April—Wrap-Up on Voting Rights in the South
Read: Bullock and Gaddie, pp. 323-374

PARTISAN CHANGE AND THE RISE OF THE REPUBLICAN SOUTH

4 April—Confronting the Democratic Juggernaut
Read: Black and Black, RSP, pp. 1-71

9 April—The Republican Challenges in the Peripheral v. the Deep South
Read: Black and Black, RSP, 72-173

11 April—No Class, Furman Engaged!

16 April—Reagan and the New Southern Party System
Read: Black and Black, RSP, 174-293

18 April—Research Paper due by 11:59 PM, submit electronically

23 April—Republican Surge and the Southern Realignment
Read: Black and Black, RSP, 293-404

26 (FRIDAY) April—Final Examination, NOON-2:30 PM

Readings About Southern Politics


