Instructor: Dr. Andrew J. Torget  
Office: Wooten Hall 258  
Office Hours: MW, 12pm-1pm, and by appt.  
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Phone: 940-369-5116

COURSE DESCRIPTION
This course will explore the development of the Old South from its earliest colonial settlements through its destruction during the U.S. Civil War. The course will explore the broad economic, political, and social development of the region, while focusing on the role that slavery played in shaping the southern United States as a major economic and political force in the nineteenth-century Atlantic World. In so doing, we will delve deeply into the defining problems of race, slavery, and freedom in American history. The course is structured as a senior-level history course and is therefore intensive in both reading and writing, focused on developing analytical thinking skills.

REQUIRED TEXTS


• In addition, I will be posting to Blackboard (and sometimes handing out in class) additional primary and secondary sources to be read each week – these are also required readings.

The readings are essential to success in the course and will be indispensable for performing well on the exams and contributing to our in-class discussions.

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**ASSIGNMENTS AND GRADING**

**Grade Breakdown:**

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Exam 1:</td>
<td>20 percent</td>
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<td>Exam 2:</td>
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<td>Exam 3:</td>
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<tr>
<td>Research Paper:</td>
<td>20 percent</td>
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<tr>
<td>Participation:</td>
<td>20 percent</td>
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• Grading on all assignments will be on a ten-point scale: an A is 90-100; B is 80-89;
• C is 70-79; D is 60-69; below 60 is an F.
• The exams will consist of short answers and essays.
• The research paper assignment will require you to write an analytical essay answering a historical question based on original research in online archival sources. I will hand out an assignment sheet that explains the paper well ahead of the deadline.
• The participation grade will measure:
  o Your completion of and effort in your reaction papers.
  o Your contribution to classroom discussions.
  o Particularly high or low class attendance will shift your participation grade up or down.

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**CLASS SCHEDULE**

**Week 1: Beginnings and Explorers (January 17, 19)**

• January 19: Reaction to readings due.
• Reading: Edward L. Ayers, “What We Talk About When We Talk About the South” (available on Blackboard).
Week 2: Colonial Settlements (January 22, 24, 26)
- January 26: Reaction to readings due.

Week 3: Building Slave Societies (January 29, 31, February 2)
- January 31: Reaction to readings due.

Week 4: Revolutions (February 5, 7, 9)
- February 9: Reaction to readings due.
- Reading: Berlin, *Generations of Captivity*, Ch. 3.

Week 5: Slavery and the Early Republic (February 12, 14, 16)
- EXAM ONE in class on February 16!
- Reading: *An Empire for Slavery*, Ch. 5-7.

Week 6: Cotton Revolution (February 19, 21, 23)
- February 23: Reaction to readings due.

Week 7: Life in the South (February 26, 28, March 2)
- March 2: Reaction to readings due.

Week 8: The Age of Jackson (March 5, 7, 9)
- March 9: Reaction to readings due.
- Reading: Johnson, *Soul by Soul*, Ch. 5-Epilogue.

SPRING BREAK: NO CLASS MARCH 12, 14, 16!

Week 9: Abolitionists and Slave Revolts (March 19, 21, 23)
- March 23: Reaction to readings due.

Week 10: Westward Expansion (March 26, 28, 30)
- EXAM TWO in class on March 30!
- Reading: Campbell, *An Empire for Slavery*, Ch. 4-9.

Week 11: The Mexican War and Sectionalism (April 2, 4, 6)
- April 6: Reaction to readings due.
- Reading: Ashworth, *The Republic in Crisis*, Ch. 1-2; Campbell, *An Empire for Slavery*, Ch. 10.
Week 12: Republicans and the West (April 9, 11, 13)
- April 11: Reaction to readings due.
- Reading: Ashworth, *The Republic in Crisis*, Ch. 3-6.

Week 13: Secession (April 16, 18, 20)
- **RESEARCH PAPER due in class on April 16!**
- Reading: Ashworth, *The Republic in Crisis*, Ch. 7-8; Campbell, *An Empire for Slavery*, Ch. 11.

Week 14: Civil War (April 23, 25, 27)
- April 27: Reaction to readings due.

Week 15: Legacies of the South (April 30, May 2)
- No reading.

THE FINAL EXAMINATION will be given on Monday, May 7, from 10:30am-12:30pm in Wooten Hall 212.

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**COURSE POLICIES**

**Attendance:**
- Over the semesters, the most reliable predictor of someone’s final grade in any of my courses has always been their attendance. Exams draw heavily from lectures and I urge you to attend as regularly as possible.
- I will assess attendance based on the sign-in sheets passed out during each class. And because the unexpected still happens, I will give everyone two “free” absences throughout the semester which will not deduct from your grade.
- If you have a university-sanctioned absence, please provide me the documentation and I will excuse the absence.

**Blackboard Learn (learn.unt.edu)**
For this course, we will use our Blackboard site for four purposes:
1. All the PowerPoints for my lectures will be available there.
2. I will post additional readings to Blackboard.
3. When the paper is due, you will upload an electronic version to TurnItIn.
4. Any course announcements will be posted there, in addition to being announced during lecture.

Please note: If you need to contact me, please email me or call my office. Please do not send an email through Blackboard because I simply will not see it.
Course Learning Objectives. By the end of the course, you should be able to:

- Identify, explain, and contextualize key figures, events, and trends in Southern history.
- Place the evolution of the South within the larger context of the development of the United States and the Atlantic World.
- Analyze historical information, evidence, and arguments.
- Conduct original research in a historical archive.
- Write an effective analytical essay.

General Policies:

- “Make-up” Exams: These will be given only at the discretion of the instructor. If you know in advance that you will be absent during a scheduled exam, contact me in advance to make arrangements.
- Academic Integrity: Please become familiar with the University’s policy of academic dishonesty found in the Student Code of Conduct (http://policy.unt.edu/policy/07-012). The content of the Student Code applies to this course, and I refer all cases of cheating and plagiarism to the Provost’s office. There will be absolutely no toleration for academic dishonesty or plagiarism. If you choose to cheat or plagiarize, you will fail the course.
- Note-taking: You may take notes however you like. That said, I strongly advise students to take notes by hand. Research studies consistently demonstrate that students who take notes by hand remember more and have a deeper understanding of the material than those who type their notes. In other words, they learn more and make better grades.
- Adult Content Disclaimer: Southern history is complicated and throughout this semester we will undoubtedly touch on mature and sensitive topics. When controversial subjects arise, be prepared to discuss them as mature adults and with respect toward your colleagues and professor. If you have personal concerns about individual topics or subjects, please discuss those with me as soon as possible.
- Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.
Recordings Policy:
- Anyone enrolled in the class may make audio recording of my lectures for their own personal use in studying for the course. However, video recordings or taking images of any aspect of the class or lecture (including images or video recordings of either the professor or students) are prohibited.
- Absolutely no recordings of any kind (images, video, audio, or otherwise) of the class or my lectures may be posted online for any reason. Among other things, this is a potential violation of the federal Family Educational Rights and Privacy Act (FERPA).

Extra Assistance:
If you ever need extra assistance with any aspect of the course, your first stop should be to see me during office hours. In addition, there are several other resources available to you:

- **History Help Center**: The UNT department of history operates a History Help Center (HHC) located in Wooten Hall 220 (phone: 940-565-4772). The HHC is staffed by graduate students in history and can provide help with studying for an exam, advice on how to study, take notes, and the like.
- **UNT Writing Center**: The UNT Writing Center offers help with all aspects of writing and is a terrific resource. For more information, see: [http://writingcenter.unt.edu/](http://writingcenter.unt.edu/).
- **UNT Learning Center**: UNT maintains an excellent Learning Center geared entirely toward providing students with resources for improving classroom success, with specialized tutoring and programs on issues such as time management and test-taking strategies. For more information, see: [http://learningcenter.unt.edu/](http://learningcenter.unt.edu/).
- **UNT Career Center**: UNT has an excellent Career Center—with a dedicated advisor for History Majors—whose entire purpose is to help you discover potential careers, learn to market yourself, create effective resumes, prepare for interviews, and build valuable networks. For more information, see: [http://studentaffairs.unt.edu/career-center](http://studentaffairs.unt.edu/career-center).

Extra Credit:
There are two – but only two – circumstances wherein I give extra credit:

1. On rare occasions, if attendance happens to be low for a particular lecture, I will give extra credit points to those who came to class that day. Most of life is about having the grit to show up and put in the time, and I reward that when I can.
2. If you memorize and can recite the Gettysburg Address – one of the seminal documents of American history – I will award you five extra points on any one of your exam grades. Anyone can do this at any point during the semester.
Disability Statement:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at (940) 565-4323.

Sexual Discrimination, Harassment, and Assault:
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.