

POLS 4660
Southern Politics
Fall 2016

Dr. Charles S. Bullock, III
111 Baldwin Hall
Tu 9:00- 10:35 & 2:00 - 3:00
TH 2:00 - 3:00
and by appointment
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This course in Southern Politics provides an overview of the politics of the eleven-state South over the last half century. The course examines both regional similarities and the inter-state differences. Heavy emphasis is given to the factors that have contributed the most to the region's changing politics. First, the emergence of a Republican challenge in what had been the solidly Democratic South and more recently GOP dominance in the region, along with the mobilization of a significant African-American political influence. The personalities and events shaping the political decisions in individual states and the influence that the South has exercised in national politics are examined. All reading assignments should be completed *before* the first day on which a topic is scheduled.

TEXTBOOKS:

Charles S. Bullock, III, and Mark Rozell, *New Politics of the Old South*, 5th edition
Charles S. Bullock, III, Ronald Keith Gaddie, and Justin Wirt, *The Rise and Fall of the Voting Rights Act*
Melissa Faye Greene, *Praying for Sheetrock*
M. V. Hood, et al., *The Rational Southerner*
Materials posted on ELC

Recommended: V.O. Key, *Southern Politics* (on reserve)

- Aug. 11-16 The South as a Region and Its Politics: "Southern Identity," (Key, pp. 3-14).
- Aug. 18 Tennessee: Bullock and Rozell, Ch. 8; (Key, pp. 58-81).
- Aug. 23 North Carolina: Bullock & Rozell, Ch 7; Hood et al., pp. 122 - 125 (Key, Ch 10)
Quiz
- Aug. 25 Florida: Bullock and Rozell, Ch 11; (Key, 82-105).
- Aug. 30 Texas: Bullock and Rozell, Ch 12; (Key, 254-276). **Quiz**
- Sept. 1 Virginia: Bullock and Rozell, Ch 6; Hood, et al., pp. 71 – 83 (Key, 19-35).
- Sept. 6 Arkansas: Bullock and Rozell, Ch 9; (Key, 183-204).

September 8

FIRST EXAM

Sept. 13 South Carolina: Bullock and Rozell, Ch 1; (Key, 130-155).

September 15

TERM PAPER TOPICS DUE

Sept. 15 Louisiana: Bullock and Rozell, Ch 5; Hood et al., pp. 126 - 129 (Key, pp . 156-182).

Sept. 20 Alabama: Bullock and Rozell, Ch 3; (Key, 36-57). **Quiz**

Sept. 22 Mississippi: Bullock and Rozell, Ch 4; (Key 229-253).

Sept. 27- Oct. 4 Georgia: Bullock and Rozell, Ch 2; Bullock, “One Election Is Not Enough: Chambliss vs. Martin in the Peach State’s Senate Race;” Hood et al., pp. 83 - 95 **Quiz** Key, pp.106-129

Oct. 4-11 The South's Role in National Politics: Bullock, “Obama in the South;” (Key, 317-384).

Oct. 13-18 Reapportionment: Bullock, “Redistricting: Racial Partisan Considerations;” Bullock, “Changing Standards for Legislative Redistricting and Their Consequences;” Gaddie and Bullock, “From *Ashcroft* to *Larios*” **Quiz**

October 20

SECOND EXAM

October 25

LAST DAY TO CHANGE PAPER TOPICS

Oct. 25 - Nov.1 Partisan Realignment: Bullock and Rozell, Introduction; Hood, et al., Chs. 1 – 3, 5 – 7, and 9 (Key, pp. 227-314). **Quiz**

November 3

TERM PAPERS DUE

Nov. 3 Religion and Politics: Bullock & Rozell, Conclusion: “The Soul of the South,” Bullock, “Influence of Christian Conservatives in the Empire State of the South,” Bullock, and Smith, “The Religious Right and Electoral Politics in the South.”

Nov. 8-15 Voting Rights: Greene, all; Bullock, Gaddie & Wirt; Hood et al., pp. 38 – 46 and Ch. 8 **Quiz** (Key, pp. 531 – 663)

Nov. 17 - Dec. 1 Racial Change in the South

December 13 12 – 3 PM

THIRD EXAM

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Grading

Grades will be based on three exams, quizzes, a term paper and class participation. Exams will draw from lectures, guest speakers, and the required reading assignments. Quizzes will be administered at the *beginning* of a new section and will focus on the *reading assigned for that section*. Class participation and the quizzes will each be worth 10 percent of the final grade. The three exams and the term paper are each 20 percent of the final grade.

While attendance is a prerequisite for earning a good participation grade, simply being in class will earn few points. To do well on this component, you must volunteer information, respond to questions posed by the instructor, and/or ask questions of the instructor and guest speakers.

Save for exceptional circumstances and explicit permission of the instructor, late papers will be penalized. Paper topics not approved by the instructor will not be graded.

Should it be necessary for a student to make up either of the first two exams, that will be done toward the end of the term.

Quizzes will cover materials from the reading assignments and will be administered **at the beginning** of the topic with which they are associated. That is, the quiz will come *before* any classroom discussion of the topic. Often quizzes will come at the beginning of the class period. Students who have read the assignment should do well on the quiz. **NO MAKEUPS WILL BE GIVEN FOR QUIZZES.** The five (5) best quiz grades will be used to calculate the grade for this portion of the class meaning a student who takes all the quizzes can drop the two lowest grades.

Term Paper

There is neither a maximum nor minimum length for your paper. Past experience indicates that most papers are somewhere between 10 and 15 pages in length. Papers shorter than that usually receive poor grades because they have not been adequately researched or developed.

You are preparing a *research paper*, not an essay, not a summary of a book or articles and not a reaction to items you have read. As the term implies, you are expected to do research. Your research may involve interviews with political figures, newspaper reporters, lobbyists and

others. Research efforts may lead you to collect and analyze political data like election returns or roll call votes taken in a collegial body. You may read books, articles, papers like those of political figures collected in the Russell Library on the UGA campus.

While I encourage original research, ***do not attempt a survey***. Doing a survey well is not easy. Having your social media friends respond to a few questions does not generate useful information. The sample will not be representative of any larger population and therefore will not sustain any generalizations.

All paper topics ***must*** be approved. Any paper submitted that has not been approved will not be graded. The paper proposal should provide enough detail for me to determine *what* you are going to write about and *how* you propose to go about it. This will take at least a paragraph and perhaps a page to set forth. You may include a statement of one or more hypotheses to be tested. You will certainly indicate how you will go about gathering the information to be used. Do you plan to do interviews? Will you collect and analyze data or analyze data in existing data sets? Will you rely upon library sources? If you plan on relying on published sources, your proposal ***must*** include a partial list of sources you have located. If you plan to use published data, your proposal must indicate where these data are located. It is insufficient to say that you will use books and scholarly journals; you need to list some of the sources you have found. If you plan on doing interviews you need to indicate some of the individuals you hope to interview.

I will return your proposal with comments on it and that proposal ***must*** be attached at the rear of your paper when it is submitted. Failure to include the proposal with my comments when you submit your paper will result in at least a one-letter grade reduction. If I have written on your proposal Aresubmit@ then your paper has not been approved and you must make changes and turn in another proposal. At that time it might be wise to meet with me so that I can help you develop an acceptable idea for a paper.

Virtually any topic relating to Southern Politics is potentially acceptable. This may include but not be limited to state or local elections, diversification in the ranks of public officials; changes in partisan strength; the struggle to desegregate an institution such as a school system or other facility, consequences of partisan or racial change, the consequences of urbanization, efforts to adopt new public policies, and so forth.

Consider using the paper requirement as an opportunity to do original research. Many students have not previously attempted original research but those who have ventured into this area in the past have frequently found it very rewarding. In doing original research you may rely on interviews with political actors and observers (elected officials, lobbyists, political activists, or reporters), data such as election returns, or demographic data.

Those who do not carry out original research should explore sources that go well beyond the reading materials assigned for this class. While the texts and other reading assignments can

be consulted, the purpose of a research paper is quite different than an assignment to react to or summarize a set of readings. Thus the readings assigned for the course should not be a major component of your sources.

Both the paper proposal and the term paper must be submitted as hard copies. E-mail attachments will not be opened or graded.

My assumption is that you have prepared research papers in the past. If you have never written a term paper, you should meet with me to avoid a disappointing grade. As the detailed instructions for paper preparation should indicate, I have high expectations and those expectations influence my grading.

How to Prepare a Successful Research Paper

The purpose of a term paper is to convey to others the results of the research you have conducted. Consequently the clearer the paper is in conveying information the more successful it will be. Below are some suggestions.

The first step for a successful paper is to have a title. The title should immediately give readers an idea as to what is likely to be encountered.

A second component is an introduction in which the author lays out the topics that will be covered in the course of the paper. The introduction should be concise and the objectives of the paper clearly articulated.

A third component is a conclusion that recapitulates the major points made in the body of the paper.

In the body of the paper, the author should be careful to lead the reader along. Often this can be done by using headings and subheadings to alert the reader that the author is moving on to a new topic. If headings and subheadings are not used, then it is imperative to use transitions as new topics are introduced.

There is generally no place in a term paper for an encyclopedia. Researchers should be especially careful not to rely upon internet sources such as Wikipedia which can be accessed and modified by anyone as was revealed in late April of 2006 when gubernatorial candidate Cathy Cox fired her campaign manager for having posted negative information into the biography of her opponent Mark Taylor.

Remember the rule that you undoubtedly encountered in one or more high school English classes. Each major idea gets its own paragraph. A paragraph should consist of a topic sentence and then supporting sentences. Stringing together multiple ideas in a single paragraph causes confusion for the reader.

You may find it useful to include tables or graphs from sources that you come across. When reproducing tables or graphs, be sure to renumber the items to fit in your presentation. Thus while the table may be number 5 in the source you take it from if it is the first table in your paper it should be numbered 1. Tables, figures and graphs should carry an indication of the source. If it comes from another source, that should be indicated. If you created the item, then type of following at the bottom of the table or figure. Source: Created by the author.

The proposal and the paper should be typed using a 12-point font and double-paced. The pages in the paper should be numbered.

References

Documentation plays a critical role when sharing the results of a research effort. Research papers must indicate the sources of the information on which the writer has relied. Since this is a research paper, there **must** be documentation for information that is not generally known. A paper without citations has serious flaws.

Any of several standard formats are acceptable for indicating references. You may use footnotes, endnotes or inBtext citations accompanied by a list of references. Each style requires full information. That is, you should provide the name or names of the authors, the title of the work and the publication in which the work is found. If this is a journal or magazine article, then the dates of the publication and the pages should be included.

When referencing articles or chapters collected in anthologies, the proper approach is to reference the author of the article and the article title and then indicate the volume in which it appeared and the editors of the volume. For example, the in-text reference to the chapter on Alabama in the Bullock and Rozell text would be given as (Cotter 2007). Then in the Bibliography the citation would be:

Cotter, Patrick R. 2007. "Alabama: From One Party to Competition, and Maybe Back Again." In *The New Politics of the Old South*, 4th ed., Charles S. Bullock, III, and Mark Rozell, eds. (Lanham, MD: Rowman and Littlefield).

When citing a publication that has multiple authors, there are two acceptable approaches. One is to list the names of each author. Alternatively if there are three or more authors, the reference may be to Smith et al. rather than to Smith, Jones and White.

Newspapers, magazines and book titles should be *italicized*.

For a works cited page or bibliography, items should be arranged alphabetically by the first

letter in the last name of the first author. For articles for which the identity of the author is not provided, these should be alphabetized by the first letter in the first major word in the title.

Interviews should be treated just as publications are. You may choose to include the text of an interview or interviews that you conduct, but simply providing a transcript or summary of the interview is **not** the way to use the valuable information you gained. Instead, extract relevant items from the interview – sometimes it will be a quote – and include that information along with a citation at the appropriate place in your paper. If using the in-text citation approach, then the last name of the interviewee and the year in which the interview was conducted will appear in parentheses. In the bibliography, the listing should be as follows:

Smith, Mark. 2006. In-person interview conducted by the author, April 16.

If you rely heavily upon newspaper articles, you may find that you are citing more than one article by the same author and published in the same year. The way in which to distinguish these for the in-text citations would be (Smith 2006a), (Smith 2006b), (Smith 2006c), and so forth. On the references pages these would be set up as follows:

Smith, John. 2006a. AElections Resolve Zoning Dispute.@ *Atlanta Journal Constitution* (March 14): p. A10.

Smith, John. 2006b. AGeneral Public Up in Arms over Zoning Decision.@ *Atlanta Journal Constitution* (March 1): p. B1.

Smith, John. 2006c. AOpponents Threaten to Sue.@ *Atlanta Journal Constitution* (April 1) pp. A1, 10.

Long quotes should be indented and indented quotes do not need to be set off with quotation marks. All quotations must be accompanied by an indication of their source.

A Few Grammatical Pitfalls

Nouns such as Democratic or Republican Party, public official, legislature, legislator, committee, and organization are singular. Therefore these nouns should be accompanied by singular verbs and pronouns. Thus Ait, he, or she@ or Ahis or her@ and not Athey@ or Atheir@ should be used. If you are trying to avoid a gender specific pronoun by using the plural, then use the plural for the noun, e.g. legislators, Democrats, committee members, etc.

The past tense of the verb to lead is Aled@ not lead. When lead is pronounced as led, it means the 82nd element of the periodic table with valences of 2 or 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.

The pronoun when referring to a person or persons is “who” and not “that” or “which.”

If you are referring to something that can be counted, use few or fewer not less or lesser.

Learn the difference between percent and percentage point. If John Kerry won 40% of the vote and Barack Obama won 50% of the vote, Obama’s increase is 10 percentage points or a 25% increase over Kerry’s performance.

Academic Honesty

All academic work must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.