

POLS 4660

Kevin Spann

Southern Politics

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Spring 2021 MWF 9:10-10:00 A.M.

MLC 0081-0171

Office Hours Baldwin Hall 109B MWF 11:00- Noon

This course in Southern Politics provides an overview of the politics of the eleven-state South from the previous century to modern-day. The course examines both regional similarities and inter-state differences. The content of the course will primarily emphasize the major factors that have contributed the most to the regions changing politics. The rise of the Republican Party, the erosion of the region's previous Democratic Party dominance, and the political mobilization of African Americans will be particular topics of interest. The personalities and major events that shaped the political decisions in individual states and the influence that the South has exercised in national politics will also be examined.

Required Textbooks

Charles S. Bullock, III, and Mark Rozell, *New Politics of the Old South*, 6th edition, 2018.

Charles S. Bullock, III, Ronald Keith Gaddie, and Justin Wirt, *The Rise and Fall of the Voting Rights Act*, 2016.

M.V. Hood, et al., *The Rational Southerner*, 2014.

Materials posted on ELC

Recommended but not required

V.O. Key, *Southern Politics in State and Nation*

Melissa Faye Greene, *Praying for Sheetrock*

Robert Sherrill, *Why They Call it Politics*

Course Plan Subject to Change

Readings in parenthesis recommended not required

Jan. 13- 15- Introductions/ The South and It's Politics/ Historical Trends: (Key pp. 3-18)

New Politics of the Old South - Ch 1 & 2.

Jan. 18- Martin Luther King Jr. Day: No Class

Jan. 20- 25-Southern Politics Pre Civil Rights - Key Ch. 13 and Skim Ch.25-29 chapters on ELC

Jan. 27-29 – Virginia: New Politics of the Old South- Ch 6, *The Rational Southerner* pp. 71-83,
(Key, p. 19-35).

Feb 1- 3 - Florida: New Politics of the Old South- Ch 11, *The Rational Southerner* p. 122-125,
(Key, 82-105).

Feb 5- 8 - North Carolina: New Politics of the Old South- Ch 7, *The Rational Southerner* p. 122-
125; (Key Ch 10).

Feb. 10- First Exam

Feb. 12-15 – Texas: New Politics of the Old South- Ch 12; (Key, 254-276).

Feb 17 Instructional Break: No Class

Feb. 19 - Tennessee: New Politics of the Old South- Ch 8; (Key, 58-81).

Feb. 22- Arkansas: New Politics of the Old South- Ch 9; (Key, 183-204).

Feb. 24- Term Paper Topics Due

Feb. 24- 26- South Carolina: New Politics of the Old South- Ch 1; (Key, 130-155).

March 1-3 - Louisiana: New Politics of the Old South – Ch 5, *The Rational Southerner* pp. 126-
129; (Key, 156-182).

March 5- 8 Mississippi: New Politics of the Old South – Ch4; (Key 229-253).

March 10- Second Exam

March 12- Instructional Break: No Class

March 15- 17- Alabama: New Politics of the Old South – Ch 3; (Key, 36-57).

March 19- 24 Georgia: New Politics of the Old South – Ch 2; *The Rational Southerner* pp. 83-
95; (Key, pp. 106-129)

March 26 – 31 – The South’s Role in Presidential Politics: Bullock, “Obama in the South”;
Mackee and Hayes, 2009 *Polls and Elections*: “Dixie’s Kingmakers: Stability and Change in
Southern Presidential Primary Electorates” (Key, 317-384)

April 2- 5- Reapportionment: Bullock, “Redistricting: Racial Partisan Considerations;” Bullock
“Changing Standards for Legislative Redistricting and Their Consequences”, Gaddie and
Bullock, “From *Ascroft* to *Larios*”

April 7- 12 – Partisan Realignment: *The Rational Southerner* Ch 1-3, 5-7, and 9; McKee, 2020
“Dixie’s Drivers: Core Values and the Southern Republican Realignment” (Key, 227-314).

April 14 –19 – Religion and Politics- Bullock & Rozell “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”

April 21- Term Paper Due

April 21 - 23- Voting Rights- *The Rise and Fall of the Voting Rights Act* Ch 1-3 and 7 & 8, *The Rational Southerner* p. 38-46 and Ch 8. (*Praying for Sheetrock*)

April 26- 30 – Southern Politics Post Civil Rights and Racial Change in the South – Bullock et al, 2020 “The Election of African American State Legislators in the Modern South”, Bullock and Rozell, 2016, “African Americans and Contemporary Southern Politics”, and Bullock and Hood “A Mile Wide Gap: The Evolution of Hispanic Political Emergence in the Deep South”

May 3- Optional Final Exam Review

May 7- Final Exam

The course syllabus is a general plan for the course; any deviations will be announced to the class by the instructor in a timely fashion.

Class Structure

Provided that things do not change due to the ongoing Covid pandemic this course will be completely F2F (rather than Hyflex) as we now have a room big enough for full seating capacity. Regular classroom attendance and participation are expected in this course- there will not be a zoom/ online option for your attendance and participation. While all excused absences (including those Covid-related) will be treated with appropriate attention, the course will be conducted F2F in all aspects unless the university directs otherwise or conditions change. If you signed up for this course and did not expect to regularly physically attend class I would recommend that you drop the class and allow someone from the waitlist to take your spot.

Grading

Grading will be based on three exams, a term paper, class participation, and potentially pop quizzes. Exams will draw from lectures, guest speakers, and the required reading assignments. Quizzes pertaining to the most recently assigned reading may occur in the event of disruptions such as non-emergency cell phone or laptop interruptions during lectures. Class participation and quizzes will be worth 20% of the final grades with the three exams and term paper each making up 20% of student’s final grades.

While attendance is a prerequisite for earning a good participation grade, simply being in class does not constitute a perfect participation score. To do well on this component, you must occasionally volunteer information, respond to questions posed by the instructor, and/or ask questions of the instructor and any guest speakers. As some students may be shy and some components of the course will foster less open discussion than others all or most classes will begin with a participation question related to a recent reading or a current event relevant to the

course. Students will be allotted a few moments to write and be expected to complete a solid paragraph to turn in at the end of class.

Save for extenuating circumstances and explicit permission by the instructor, late papers will be penalized five points per day until they are turned in.

Makeup opportunities will not be offered for missed quizzes or discussion topics.

Exams

Provided that things do not change due to the ongoing Covid pandemic exams will be administered in person. Students will be to bring Blue Exam Booklets to class on exam days. Exams will feature a mixture of multiple choice, short answer, and short essays

Term Paper

There is no explicit maximum or minimum length for term papers however papers under 7 pages are unlikely to demonstrate adequate research, development, and effort to receive a high mark. Students should also note that you are expected to submit a *research* paper, not a persuasive essay, or a book summary. Your research may involve first-hand interviews of political figures, writers, political staff, or any individuals with firsthand experience regarding your chosen topic. Students should bear in mind that if you have ambitions of interviewing someone that you do not already have a connection to your work will need to begin very quickly in order to avoid being forced to request a last minute change of topics if interviews do not go according to plan. Research analyzing political data such as election returns or roll call votes taken in a collegial body is highly encouraged. If in doubt about what to write about you may simply select a local or regional election to research. In the event that the electoral race you select is a highly covered one though you may be asked to approach the topic from an original angle or research an under-investigated aspect of the contest.

Students are advised against attempting a survey unless they have previous experience doing so. Doing a scientific survey well is very difficult. Simply having friends on social media respond to a few questions does not generate useful information. In order to justify including a sample in your work, it must be representative of a population large enough to provide useful generalizations.

Paper topics **must** be approved. Papers that are not approved by the instructor or stray radically from the originally approved topic may not be graded. Proposals must be at least a paragraph and establish what you are going to write about, why you have chosen the topic, and how you propose to go about your research. Proposals must also include at least a partial list of sources that you intend to draw from. If you intend to use published data your proposal must indicate where this data is located. If you intend on using first-hand interviews you must indicate some of the individuals you hope to contact.

Proposals will be returned as they are examined by the instructor. Proposals may include comments about how to better approach the topic. When papers are turned in on April 21st they must include a copy of the instructor's comments. Failure to include the instructor's comments may result in a 10 point grade deduction. If there are significant issues with your proposal a

meeting with the instructor may be necessary to better develop an acceptable concept for the paper.

Virtually any topic that touches on Southern Politics should be acceptable. These may include but are not limited to state or local elections, diversification in the ranks of public officials; changes in partisan strength; the struggle to desegregate various institutions, consequences of partisan or racial change, consequences of urbanization, efforts to pass or implement particular public policies, and so forth.

It should also be noted that student's research must go well beyond the assigned and recommended materials for the course. While the required and recommended texts for this course are, of course, fair game to utilize for this assignment papers that do not go beyond these sources are unlikely to do well.

Note that the proposal and the paper itself must be typed using 12-point font and double-spaced with number pages. Papers that lack these elements will be penalized.

Extra Credit- Students have a single opportunity for extra credit. Students wishing to add up to ten points to a single exam grade may write a review of a film related to Southern Politics. Reviews are to be a minimum of five pages cannot simply summarize the film and must discuss its accuracy, broader context, as well as if it can teach the public anything about southern politics.

Grading

Attendance, Class Participation, Quizzes 20%

Exam 1- 20%

Exam 2- 20%

Research Paper-20%

Final Exam- 20%

Grading Scale

100-94 A	89-86 B+	79-76 C+	69-66 D+
93-90 A-	85-83 B	75-73 C	65-60 D
	82-80 B-	72-70 C-	59-0 F

UGA culture of honesty policy

Academic dishonesty includes plagiarism, cheating, and much more. It's in your best interest to understand what constitutes dishonest work, as defined by the University. Students caught cheating or plagiarizing will receive an F for the course, and their names will be forwarded to the

University. Students unfamiliar with the University's policies may review them here:

<https://ovpi.uga.edu/academichonesty/academic-honesty-policy>

Mental Health and Wellness Resources:

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face-covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with the Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Student Guidelines for Audio Recording

Students who have Audio Recording accommodation agree in writing that they:

Will use the records only for personal academic use during the specific course.

Understand that faculty members have a copyright interest in their class lectures and that they agree not to infringe on this right in any way.

Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.

Will not release, digitally upload, broadcast, transcribe or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings.

Will erase/delete all audio recordings at the end of the semester.

Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.