POS 3173 - Southern Politics

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: MF
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: NSC O110
Modality: P
Credit Hours: 3.00

Course Description

POS 3173 COS-POLS 3(3,0)Southern Politics: PR: POS 2041 or C.I. Study of southern politics past and present. Emphasis on factors effecting changes in the region and the states. Southern and national relationship examined. Spring.

Instructor Information

Dr. Jonathan Knuckey
Office Location: HPH 302L
Office Hours:
Monday: 10.30am-1pm.

These are held in my office. They are walk-in, and don't require an appointment.

Wednesday: 2pm-4pm (via Zoom)

Please make an appointment for office hours via Zoom. Use this link for Zoom meetings: **https://ucf.zoom.us/j/6720872288**

I encourage you to use my office hours to discuss course material questions, politics in general, your future educational and career plans.... and even the English Premier League and the MLS!

If my office hours don't fit your schedule just let me know a day/time when you can me so we can arrange an alternative.

Email: Use the Inbox in Canvas to message me

Welcome to Southern Politics!

This class is designed to provide you with a comprehensive overview of politics in the American South. Why study and be concerned about southern politics?

- **First, the South continues to be the most distinctive region in the United States.** Although the South and the rest of the nation have converged in a number of important ways that we will study this semester, there is still much that sets the South apart from other regions. This continuing distinctiveness is demonstrated by the fact that the South is the only region of the United States to have developed its own subfield of study within political science.
- **Second, the post-World War II period in the South has been characterized by momentous changes with respect to race relations and economic development.** Thus, the South provides a compelling case study of the effects and consequences of these changes on political structures, attitudes and behavior as well as illustrating the need for further progress. Indeed, in many respects studying race in southern politics from an historical perspective can shed light on a discussion of race and racism in contemporary politics.
- **Third, anyone interested in developments in the American party system needs to comprehend the partisan changes that have taken place in the South.** The class is organized around the unifying theme of partisan transformation from the once Democratic “Solid South” to a region characterized by two-party competition, and increasingly Republican dominance. This is a fascinating and important story in its own right. However, it also has enormous implications for national party and

electoral politics in the battle for the White House and control of Congress. This is going to be especially relevant given the upcoming 2024 elections!

Although our focus will primarily be on southern politics since the mid-twentieth century we will spend some time at the start of the class talking about the history of the South, and some of the key events that shaped the "traditional" or "Old" South and the nature of politics in the one-party **Democratic "Solid South."**

We will then turn to an examination of the forces that began to transform the South with particular attention given to the **Civil Rights movement era (1954-1965) in the South.**

This leads to the next part of the course which focuses on the **rise of southern Republicans and the onset of two-party competition.** While Republicans have dominated elections in the South, recent elections suggest that demographic changes may be making parts of the South more favorable territory for the Democrats.

We will end the course by addressing the question of **whether the South is still a distinctive region** and where the South might be heading - socially, economically and politically - over the next few decades.

Hopefully your study of southern politics this semester will not just serve an academic interest but help in shedding some light on recent party politics in the South and, indeed, the nation. Furthermore, the type of knowledge that you will acquire is exactly what campaign consultants across the South might be looking for. Maybe in the not too distant future you will be running a campaign where you can put into practice some of the material you learned about this semester. Or maybe you might be running for political office somewhere in the South yourself one day!

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from you too!

Content Advisory

Please note that many of the readings that are assigned in our class and the documentaries we will watch often quote individuals who used racially inflammatory rhetoric, language and words that are no longer acceptable.

In addition, this course does address sensitive aspects of American political history that are unsavory at best, including—but not limited to—slavery and extreme, virulent racism. Given the centrality of race and racism in shaping much of the politics and the

society of the South we will be addressing these topics throughout the semester. Please be mindful of this context as you are reading for the course and as you engage in discussions in class with myself and your fellow students.

Student Learning Outcomes

- **Understand Historical Context**:
  Analyze the historical development of the "Solid South" and its impact on the political, social, and economic structures of the region, with particular focus on the role of race and racism.
- **Examine Partisan Transformation**:
  Evaluate the political transformation of the South from a Democratic stronghold to a region dominated by two-party competition and Republican dominance, and assess its implications for national politics.
- **Assess Civil Rights Movement Impact**:
  Explore the influence of the Civil Rights Movement on southern politics, including its effects on political institutions, voter behavior, and racial dynamics in the region.
- **Analyze Contemporary Political Trends**:
  Investigate recent demographic and electoral trends in the South, including their potential to reshape partisan alignments and influence future political outcomes.
- **Apply Political Analysis Skills**:
  Develop the ability to critically analyze southern political phenomena, drawing

connections between historical developments, contemporary issues, and the role of the South in national politics.

About me

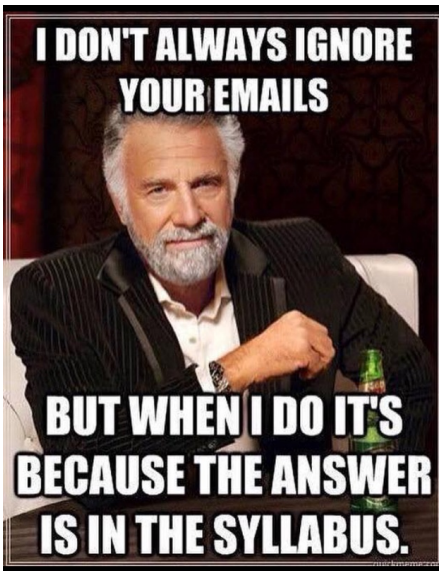
I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool,** my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans**.

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C**.

How to Contact Me

You can contact me via email (use the Inbox in Canvas to message me). I should usually get back to you within 24 hours. If I have not done so, don't hesitate to follow up with me.



Ok...I won't ever ignore your message, however do please see if a general question you might have about our course is answered in the syllabus before contacting me.

Do allow adequate time for a reply to a question about course material. If you send a question a few hours before an assignment is due I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Canvas if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Start of Semester Meetings

I would like to meet with each of you for a brief chat during the first two weeks of the semester.

Please make your appointment by going to Calendar in Webcourses, select our course (POS 3703) and then click on "Find Appointments," where you will be able to reserve a day/time. If none of those time slots fit your schedule we can arrange a different day/time.

These meetings can be either in my office (Phillips Hall 302L) or via Zoom. The modality will be noted when you sign up for the meeting. Use the Zoom link under Instructor Information (see above) for all Zoom meetings.

Hopefully these meetings will give you a chance to ask me any questions you may have about the course. Likewise it will help me put names to faces.

Class Attendance

This is fairly straightforward. Arrive on time -- our class begins at 1.30pm -- and stay for the duration of the class, which ends at 2.45pm.

I will take the attendance roll a few minutes after our class start time. On the very rare occasion you are late to class, please enter the classroom as quietly and with as minimal disruption as possible.

Attendance Bonus. This will be the only extra credit grading opportunity. If you have no more than **two absences** during the semester you will be eligible for **3 points** added to your overall grade. The two absences can be for any reason and **do not** require documentation.

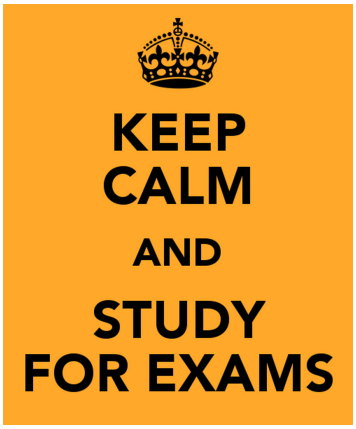
Absences beyond the first two may qualify as excused absences. This might include, but are not limited to: attending a professional conference (documentation required), personal illness or emergency (you can inform me of this using discreet language without going into specifics), unforeseen childcare or transportation issues, a job interview (documentation required), or serious illness or death within the *immediate* family.

Course Materials and Resources

There is no assigned textbook for this course. Instead chapters from a variety of books will be assigned.

Course Assessment and Grading Procedure

Exams



Three exams will be given during the semester, scheduled as follows:

First midterm exam: Monday, February 10th (regular class time)

Second midterm exam: Friday, March 28th (regular class time)

Final exam: Monday, April 28th (1pm-3.50pm)

Midterm Exams Format

20 multiple-choice questions (2 points per question = 40 points)

10 true/false questions (2 points per question = 20 points)

10 fill-in-the-blank questions (1 points per question = 10 points)

Three written questions -- each answer being around 300 words or a couple of paragraphs in length (10 points each = 30 points).

You will have our normal class time of 75 minutes to complete each midterm exam.

These exams are non-cumulative.

Final Exam Format

20 multiple-choice questions (2 points per question = 40 points).

10 true/false questions (2 points per question = 20 points).

Two written questions -- each answer being around 300 words or a couple of paragraphs in length (10 points each = 20 points)

One extended essay questions (20 points). The extended essay questions will afford you the opportunity to thoughtfully integrate themes covered throughout the semester. The essay will be around 800 words. The essay question will be provided to you prior to exam so you can prepare.

You will have 2 hours & 50 minutes to complete the final exam.

The focus of the final exam is mainly non-cumulative, although, as noted, the extended essay response affords you the opportunity to tie together themes we encountered across the entire semester.

Exam Policies

All exams will be taken in our classroom.

All exams are closed notes/books. However I will permit you to bring a **single 5 x 8 note card** with whatever information you think might be useful written on it.

Exam questions will come from both assigned readings and lectures; in other words, just about anything we discuss or read is fair game for testing. The second exam will also include questions from the "Eyes on the Prize" documentary series that you will watch.

Failure to take any exam will result in an automatic "F" for the overall grade.

Refer to "Exam Guidelines" on "Modules" tab on the left for further details on each exam. These will be available a few weeks prior to each exam.

Assignments

There will be be a number of homework assignments given throughout the semester. These are noted in the course schedule below.

I may from time to time also give in-class quizzes/assignments about material covered on a particular day. There is no special you need to do for these in-class assignments -- apart from listen and take notes during class! Obviously, those assignments cannot be completed if you are absent from class.

Grading Procedure

My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A…. and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve.

Your final grade will be weighted as follows:

- First midterm exam: 25%
- Second midterm exam: 25%
- Final Exam: 30%
- Assignments: 20%

These are the only criteria for which a grade can earned for our class.

Other than the attendance bonus, there is no extra credit offered.

Grading Scale

Your overall course grade earned corresponds to the following grade boundaries:

A, 90%+

B+, 87-89.9%

B, 80-86.9%

C+, 77-79.9%

C, 70-76.9%

D, 60-69.9%

F, 59% and below.

You will be able to access your grades in Webcourses. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed requests to review a grade after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

I sometimes get requests to "bump" overall grades up. Only when grades fall **exactly** on the borderline of letter grades (89.9%, 86.9%, 79.9%, 76.9%, 69.9%) will a grade be eligible for the next letter grade. This is not automatic and I'll take the overall performance of a student throughout the semester into account when deciding whether to round up.

All work in this course will be graded by me, not a Graduate Teaching Assistant. If you have any questions about grades please don't hesitate to touch base with me directly.

Grade grievance policies are outlined under the UCF Golden Rule.

Policies for Course Grade

Make-up Exams

A make-up exam may be given for the following reasons:

- Students representing the university in an authorized event or activity (for example, student-athletes)
- Attending a professional conference
- Attending a job interview
- Personal illness or emergency (you can inform me of this using discreet language without going into specifics)
- Unforeseen childcare or transportation issues
- Serious illness or death within the *immediate* family

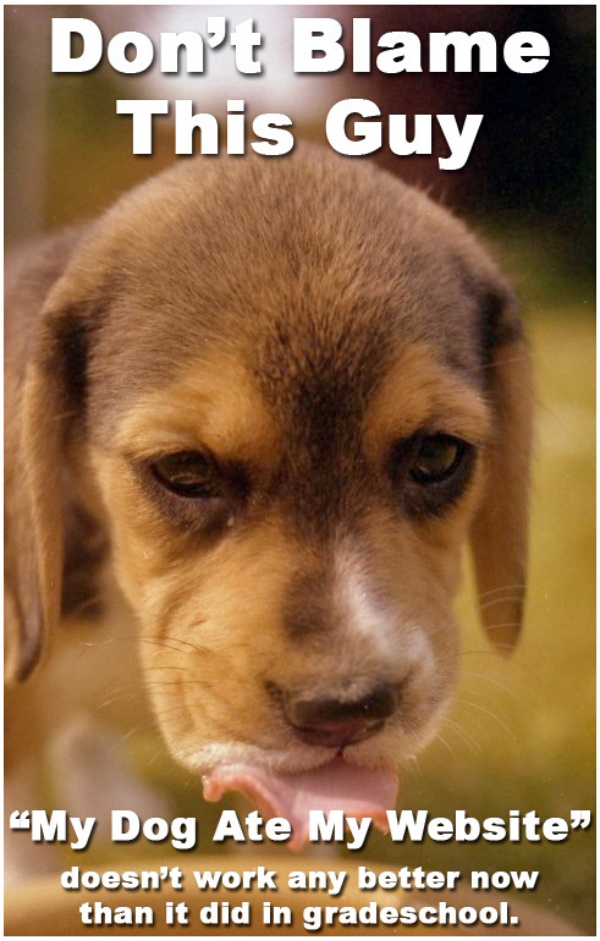
Vacations, and other non-emergency reasons for being out of town for missing an exam are **not** eligible reasons for a make-up exam being granted.

Generally, notification should be given to me at least 24 hours before the exam, or as soon as possible if it is not possible to communicate that to me. Original and verifiable documentation will be requested and required to be eligible to make-up an exam.

Make-up exams cannot be given prior to the date and time of the regularly scheduled exam.

Late Submission Policy

- Homework assignments are always due at ***midnight.***
- Work submitted ***after the midnight deadline up to 9.00am the following day*** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted ***after 9.00am the following day after a deadline up to midnight*** is considered late but can still be submitted but will only receive half credit.
- *No late work will be accepted for credit after this.*



Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. **Such extensions will not be granted unless they genuinely are unexpected or extenuating circumstances beyond the control of the students**. Basically, it is an extremely high bar!

Here are some *unacceptable* excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"I did the assignment but Canvas somehow deleted all the answers..."*

- *"The internet is broken...."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the quiz but forgot to submit it..."*
- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*
- *"I didn't understand the assignment..."*
- *"I forgot what time zone I lived in..."*

The above are all **actual excuses** I have received! Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and will not fly! It's your responsibility to plan ahead and avoid procrastination.

Incomplete Grades

Grades of “Incomplete” are only given when the student has completed the vast majority of work for the semester and emergency circumstances prevent submission of assignments in the final weeks of class.

Since degrees will not be certified with an incomplete on the degree audit, "I" grades will be changed to "F" if not resolved by the stipulated deadlines. "I" grades are considered "unsatisfactory" grades until resolved for program of study purposes.

Please also note that incomplete grades are not counted as completed courses or recognized as such by Financial Aid. Therefore, students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell

Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but

is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Artificial Intelligence (AI) & Group Chats

Use of AI

When you submit any work for our class my assumption is that it involves your own words, thoughts, ideas and reflections. Therefore, content produced or inspired by generative AI is not permitted for any assignment in this course.

Developing strong competencies in writing and critical thinking will prepare you for a competitive workplace. Part of why you learn to write is learning how to think and how to be a smarter, more articulate, better functioning version of yourself. **You lose that if you hand it off to a machine.**

Group Chats

Group chats -- via GroupMe, Whats App, etc -- are increasingly common and can be used positively for collaboration and connection with your peers. That is good. However, they can also be used for nefarious purposes such as sharing answers and other forms of cheating.

Recently I've had to unfortunately deal with instances where students are reporting other students for sharing information and answers via the class group chat. **Any students on a group chat where there are violations of academic integrity will all be included in any disciplinary action that results from content shared on the chat.**

How can this be avoided, you ask? Just do you own work, ask me if you want help or clarification on any of the material, and don't cut corners. It's pretty easy to avoid.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu

- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Disclaimer

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given to students of any such changes.

Class Schedule

The Course schedule shows the topic and assigned reading for each day. Try and make sure that assigned readings should be completed prior to the class.

Week 1

Monday, January 6th: Course Introduction/Overview

Friday, January 10th: Where and What is the South?

Required reading:

- Jeanette Keith. "Did Liberty Grow from Slavery?" (all)
- Christopher A. Cooper and H. Gibbs Knotts. "The Roots of Southern Identity." (all)

Friday, January 10th: Assignment due -- Identifying Famous Southerners

Note this assignment will completed during our first class meeting and will be used for demonstrating student academic engagement during the first week of class for financial aid requirements.

Sunday January 12th: Assignment due on the movie *In the Heat of the Night.*

Week 2

Monday, January 13th: Why Study the Politics of the South?

Required reading:

- Jonathan Knuckey. "The Political South: A Distinct Region in American Politics." (all)

Friday, January 17th: The Road to Secession & War (Part I)

Required reading:

- Jeanette Keith. "Defending 'Our Way of Life': Southern Politics to 1860" (pp. 99-120, but you can really skim the material up to the section on "The Missouri Crisis").

Week 3

Monday, January 20th: No Class – Holiday in honor of Martin Luther King, Jr.

Wednesday January 22nd: Assignment due on *"Letter from a Birmingham Jail."*

Friday, January 24th The Road to Secession & War (Part II)

Required reading

- Jeanette Keith. "Defending 'Our Way of Life': Southern Politics to 1860" (pp. 120-140)

Week 4

Monday, January 27th: Southern Politics in the Reconstruction Era (Part I)

Required reading

- Jeanette Keith. "Reconstruction, 1862-1877" (pp. 184-198)

Friday, January 31st: Southern Politics in the Reconstruction Era (Part II)

Required reading

- Jeanette Keith. "Reconstruction, 1862-1877" (pp. 199-215)

Week 5

Monday, February 3rd: Toward Democratic Hegemony - Creating the "Solid South."

Required reading

- Jonathan Knuckey. "Creating the 'Solid South.'" (all)

Friday, February 7th: The Politics of the One-Party "Solid South."

Required reading

- Richard K. Scher. "Race, Democrats, and the Old Style Southern Politics." (all)

Week 6

Monday, February 10th: *First Exam*

Refer to the first exam guidelines for details on format, topics, and study tips.

Friday, February 14th: The New Deal Era and Southern Politics

Required reading

- Jeanette Keith. "The South and the Nation: 1940-1946." (pp. 124-148)

Week 7

Monday, February 17th: World War II and Its Effect on the South's Economy & Race Relations

Required reading

- Jeanette Keith. "The South and the Nation: 1940-1946." (pp. 148-155)

Friday, February 21st: The Dixiecrats & the First Cracks in the "Solid South."

Required reading

- Earl Black & Merle Black, "White Revolt in the Deep South." (pp. 141-149).

Sunday February 23rd: Assignment due on Eyes of the Prize documentary - Episode 1, "Awakenings"

Week 8

Monday, February 24th: The Origins of the Civil Rights Movement; The Emergence of Republican Voting in the South; the Rise of White "Massive Resistance."

Required reading

- Earl Black & Merle Black, "Republican Breakthrough in the Peripheral South" (pp. 176-189).
- Richard K. Scher, "'I Have a Dream': Toward the Civil Rights Movement" (all).

- Richard K. Scher, "'We Shall Overcome': The Politics of the Civil Rights Movement" (pp. 193-207)

Wednesday, February 26th: Assignment due on Eyes of the Prize documentary - Episode 2, "Fighting Back."

Friday, February 28th: No Class -- work on upcoming Eyes on the Prize Assignments

Friday, February 28th: Assignment due on Eyes of the Prize documentary - Episode 3, "Ain't Scared of Your Jails"

Sunday, March 2nd: Assignment due on Eyes of the Prize documentary - Episode 4, "No Easy Walk"

Week 9

Monday, March 3rd: The Politics of Civil Rights in the 1960s; The Two-Party South in Presidential Elections

Required reading

- Earl Black & Merle Black, "Republican Breakthrough in the Peripheral South" (pp. 189-199)
- Richard K. Scher, "'We Shall Overcome': The Politics of the Civil Rights Movement" (pp. 207-224)

Wednesday, March 5th: Assignment due on Eyes of the Prize documentary - Episode 5, "Mississippi: Is this America?"

Friday, March 7th: The 1964 Civil Rights Act; the Emergence of the Republican "Southern Strategy"

Required reading

- Earl Black & Merle Black, "White Revolt in the Deep South" (pp. 149-15).

- Earl Black & Merle Black, "Republican Breakthrough in the Peripheral South" (pp. 199-210)
- Richard K. Scher, "'We Shall Overcome': The Politics of the Civil Rights Movement" (pp. 224-230)

Sunday, March 9th: Assignment due on Eyes of the Prize documentary

- Episode 6, "Bridge to Freedom"

Week 10

Monday, **March 10th:** The 1965 Voting Rights Act; The Collapse of the "Solid South" in the 1968 Presidential Election

Required reading:

- Earl Black & Merle Black, "White Revolt in the Deep South" (pp. 149-158).
- Earl Black & Merle Black, "Republican Dominance After the Great Society" (pp. 298-303)

Friday, March 14th: No Class

Spring Break

Week 11

Monday, March 24th: Retrospective on the Civil Rights Movement -- Its Effect and Legacy for the South & the Nation

Required reading

- Richard K. Scher, "'We Shall Overcome': The Politics of the Civil Rights Movement" (pp. 224-230).

Friday, March 28th: *Second Exam*

Refer to the second exam guidelines for details on format and study tips.

Week 12

Monday, March 31st: Nixon, the "Southern Strategy" & the Republican Advantage in Presidential Elections

Required reading

- Earl Black & Merle Black, "Republican Dominance After the Great Society" (pp. 307-326)

Friday, April 4th: Reagan & the Realignment of Southern Whites

- Earl Black & Merle Black, "Republican Dominance After the Great Society" (pp. 303-307)
- Earl Black & Merle Black, "The Democratic Interlude" (all).

Week 13

Monday, April 7th: The Republican South (Part I)

Required reading

- Seth McKee. "The Republican Present" (pp. 93-125)

Wednesday, April 11th: The Republican South (Part II)

Required reading

- Seth McKee. "The Republican Present" (pp. 125-134)

Week 14

Monday, April 14th: Demographic Change & the "Newest" Southern Politics - Can the Democrats Compete Again in the South?

Required reading

- Charles S. Bullock. "Growth versus Stagnation and a New Alignment" (all)
- Charles S. Bullock et al. "The Latino Surge in the New South and Its Political Implications." (all)

Friday, April 18th: The Past, Present & Future of Southern Politics (Part I)

Required reading

- Jonathan Knuckey. "How the Past Continues to Shape the Present and Future of Southern Politics."

Week 15

Monday, April 21st: The Past, Present & Future of Southern Politics (Part II)/Review for Final Exam

Final Exam: Monday, April 28th (1pm-3.40pm)

Refer to the final exam guidelines for details on format, topics and study tips.