OVERVIEW

In his classic book, *The Mind of the South*, Wilbur J. Cash considered the South “not quite a nation within a nation, but the next thing to it.” Despite their many differences, southerners of all shades and dispositions have long shared this view. In this course, we will take seriously their claims of the region’s ‘exceptionalism’ and even its ‘sovereignty,’ and investigate the post-bellum political development of the eleven states of the former Confederacy. From the 1890s until the close of World War II, these highly agrarian states were ruled as racially exclusionary, authoritarian enclaves. Having secured an extraordinary degree of autonomy from national political institutions and actors, Southern Democratic party-states sought to serve the needs of landowning elites and industrialists. From the mid-1940s until the early 1970s, the South’s rulers negotiated a tense transition to democracy in response to political insurgency. Today, the region’s politics and economics have been transformed; home to much of the country’s most rapid economic growth, the South is now marked by often high rates of African-American political participation and officeholding as Democrats, and by rapid gains on the part of the now virtually all-white Republicans.

The political development of the South has been remarkable, but needn't be thought of as *inevitable*. Why has the South developed as it has? How did Southern rulers maintain power for so long? Why did the black freedom struggle take so long to bear fruit? How did whites, whether on farms or in factories or offices, understand their political and economic interests? By what techniques did Southern rulers seek to maintain their rule after World War II? How has the South’s political development shaped America's recent national politics?

This course puts the U.S. in comparative perspective. Specifically, we will treat Southern states as a set of enclaves of authoritarian rule that have only recently undergone democratization. In doing so, we will explore a set of related questions that preoccupy
scholars of comparative politics. First, how can authoritarian politics persist within a
democratic country? Second, how does the presence of such enclaves shape the country as a
whole? Third, how are such enclaves democratized? Fourth, what are the benefits of
democratization? In tackling these questions, we will trace how the legacies of the Southern
past continue to shape America's policymaking, political institutions, and party competition.

This course is very demanding and, it is hoped, highly rewarding. The reading load is
difficult in both quantity and quality, and course lectures will supplement—not review—
reading assignments, so class attendance is a must. In addition to lectures, the course will
feature optional video presentations. Those attending will collectively choose from among
documentaries on the Jim Crow South, the American civil rights movement, and South
Africa's transition to democracy, as well as dramatic films portraying life under authoritarian
rule in Eastern Europe and Latin America.

GENERAL COURSE REQUIREMENTS

Besides class attendance and participation, the course has two sets of assignments upon
which your grade will be based. First, there will be a few surprise in-class quizzes to help
stimulate class attendance and the timely completion of reading assignments. These will
comprise 10% of your final grade. Second, you must write four essays which will comprise
90% of the final grade. These essays, of various lengths, will not require your doing
additional, research, but will require mastery of reading assignments.

Grade grievances

If you believe that you have been unfairly graded, you must follow this procedure:

1. Wait 24 hours after receiving the grade before approaching the professor.
2. Provide a brief explanation in writing for why the grade you received was unfair.

Departmental grade grievance procedures are outlined on the political science website at

Readings

The following books are available at Shaman Drum Bookstore:

Rouge: LSU Press, 1995)

**James C. Cobb, The Most Southern Place on Earth: The Mississippi Delta and the Roots of Regional
Identity (New York: Oxford University Press, 1992)

**Eric Foner, Reconstruction, 1863-1877

**V. O. Key, Jr., Southern Politics in State and Nation (University of Tennessee Press, 1984)

**C. Vann Woodward, The Origins of the New South, 1877-1913 (1951)

**Gavin Wright, Old South, New South (New York: Basic Books, 1986)
Other readings are available either via MIRLYN or PDF files on the Coursetools site. Also, hard copies of required readings will be available at the University Reserves (in the Shapiro Undergraduate Library).

This is not a history course, although you will learn some history along the way. For a good, and brief, overview of recent southern history, I recommend Dewey W. Grantham, *The Life and Death of the Solid South: A Political History* (Louisville: University of Kentucky Press, 1988). There will be no required readings from this text.

**GENERAL POLICIES**

**I. Class sessions**
The class will start at exactly 10:10 and end at 11:30; you must be in lecture on time.

Cell phones must silenced for class and may not be used. In general, disruptive behavior — conversations, reading a newspaper or texts for other classes — will not be tolerated.

**II. Religious Observances and Other Scheduling Conflicts**
In keeping with the University of Michigan policy of respecting students’ religious commitments (http://www.provost.umich.edu/calendar/religious_holidays_05-06.html#conflicts), all attempts will be made to accommodate conflicts arising out of religious observances. The following is a list of some major religious and cultural holidays during the semester:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eastern Orthodox Christmas</td>
<td>January 7</td>
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<tr>
<td>Id Alabama-Adha</td>
<td>Jan. 10</td>
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<tr>
<td>Sankranti</td>
<td>Jan. 14</td>
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<tr>
<td>Chinese New Year &amp; Tet</td>
<td>Jan. 29</td>
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<tr>
<td>Ash Wednesday</td>
<td>March 1</td>
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<tr>
<td>Pesach (Passover)</td>
<td>April 12-20</td>
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<td>Baisakhi</td>
<td>Apr. 13</td>
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<tr>
<td>Good Friday</td>
<td>Apr. 14</td>
</tr>
<tr>
<td>Eastern Orthodox Good Friday</td>
<td>Apr. 21</td>
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</table>

This list is not inclusive, and you are encouraged to let the professor know about other religious commitments and holidays. (Documentation may be necessary.)

Furthermore, we are aware of and, in principle, sympathetic to the many other pressures students have in their lives and are willing to accommodate reasonable requests for extensions (except in the case of exams) and other issues that involve scheduling conflicts. It is, however, your responsibility to bring conflicts to the professor’s attention, and to do so in advance. Student athletes will, in most cases, need a letter from the Athletic Department about the scheduling conflicts. As a rule, no late assignments will be accepted without prior permission except in cases of a documented emergency.

**III. Academic integrity**
Plagiarism and cheating are violations of academic integrity and thus violations of the LS&A Academic Conduct Code, and they will result automatically in a failure in the course.
Furthermore, as the LS&A Academic Judiciary Manual of Procedures specifies, a student may be expelled from the university for academic misconduct. For the purposes of this class, plagiarism will be defined as submitting a piece of work which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source. For more information, see the LSA statement at http://www.lsa.umich.edu/saa/standards/acadjudic.html.

Meeting the learning objectives in this course requires that you apply your current knowledge and skills to the questions and exercises and, through them, improve that knowledge and those skills. Shortcuts won’t get you there, however appealing they might seem. Because of this, the use of commercial study guides such as Cliff Notes, Sparknotes.com, and other similar resources outside this course is considered a violation of academic integrity. You will automatically fail this course if caught using such resources.

ADDITIONAL COURSE INFORMATION

Disabled student accommodations. If you would like to request academic accommodations due to a disability, please make an appointment to see Prof. Mickey. If you haven’t done so already, you are also encouraged to contact Services for Students with Disabilities (SSD), Rm. G-625 Haven Hall 1045, tel. 763-3000 (Voice/TTY/TDD).

Office hours. You are strongly encouraged to take advantage of Professor Mickey’s office hours for any course-related issues. You can also e-mail any questions you might have.

Course website. Updates of this syllabus, announcements and other course materials will be available at the course website on CourseTools.
COURSE CALENDAR
This is the calendar of readings and some of the main assignments. Additional assignments, page numbers, and/or changes will be posted on the course website.

Thursday, Jan. 5  Introductory Remarks

Tuesday, Jan. 10  Finding the South

Note: There will be a map quiz at the beginning of class this week. Consult the course website for preparation.

V. O. Key, Jr., “Of the South,” chapter 1 in Southern Politics in State and Nation (Knoxville: University of Tennessee Press, 1984 [1949]), 3-12. [COURSETOOLS]

Thurs., Jan. 12  Introduction to Political Development


Tues., Jan. 17  NO CLASS

Thurs., Jan. 19  The South’s Antebellum Political Economy


Tues., Jan. 24  NO CLASS

Thurs., Jan. 26  The Onset of the Civil War


Tues., Jan. 31  Reconstruction

Eric Foner, Reconstruction, chapters 1-2 (1-76), pp. 110-123, and chapter 4 (124-175).

Thurs., February 2  The Demise of Reconstruction and the South’s ‘Redemption’

Eric Foner, *Reconstruction*, chapter 6 (221-280) and chapter 8 (346-411).


review Gavin Wright, *Old South, New South*, ch. 2

Tues., Feb. 7  Partisan Chaos and the Birth of 'Southern Democracy', 1877-1910

Foner, *Reconstruction*, chapter 12 and epilogue (564-611).


Thurs., Feb. 9  The Birth of Southern Democracy, Cont’d


*Skim* Gavin Wright, *Old South, New South*, chapter 4 (especially pp. 107-123).


**MON., FEB. 13**  **FIRST ESSAY DUE AT 5PM VIA EMAIL**

Tues., Feb. 14  Regime Change in the South: The Birth of Authoritarian Enclaves

Review (or complete) Woodward readings.

Thurs., Feb. 16  The Development and Consequences of One-Party Politics, Cont’d


Tues., Feb. 21  Political Violence: Varieties, Causes and Consequences


Thurs., Feb. 23  Black Workers, White Workers, and the Paternalisms of Jim Crow


Tues., Feb. 28 and Thurs., March 2  “Winter” Break—No Class

Tues., Mar. 7  The Great Depression in the South


Gavin Wright, “The Interwar Years: Assault on the Low-Wage Economy,” chapter 7 in *Old South, New South*, 198-238.

Thurs., Mar. 9  Change Begins: The New Deal and World War II in the South


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Thurs., Mar. 16  Southern Insurgency

**SECOND ESSAY DUE**


Tues., Mar. 21  Southern Insurgency, Cont’d


Thurs., Mar. 23  NO CLASS

Tues., Mar. 28  New Laws For a New Day: Consolidating Democracy


Thurs., Mar. 30  Democracy-Building: The Case of Mississippi

Frank Parker, “Mississippi in 1965: The Struggle for the Right to Vote” and “Mississippi’s Massive Resistance to Black Political Empowerment” (chapters 1-2) in *Black


Tues., April 4 Causes and Consequences of Different Democratization Processes


Thurs., April 6 Overview of Partisan Change in the New New South

THIRD ESSAY DUE (hard copy must be handed in at the beginning of class)


James M. Glaser, “The Puzzles of Southern Realignment” (ch. 1) in Race, Campaign Politics, and the Realignment in the South (Yale, 1996), 1-31. [COURSETOOLS]

skim: James M. Glaser, “Courting White Voters” (ch. 4) in Race, Campaign Politics, and the Realignment in the South (Yale, 1996), 80-141. [COURSETOOLS]

Tues., Apr. 11 New Southern Politics, New American Politics

Thurs., Apr. 13  Transitional Justice: Politics of Symbols; Unearthing the Past and Punishing Transgressors


Tues., Apr. 18  Summing Up


Tues., Apr. 18  MOVIE NIGHT (OPTIONAL) (location and time TBA)

Hoxie: The First Stand (2002) (approx. 56 minutes)

At the River I Stand: Memphis, the 1968 Strike, and Martin Luther King (1993) (approx. 56 minutes)

Wed., Apr. 19  Review Session (OPTIONAL) (location and time TBA)

Monday, Apr. 24  FOURTH ESSAY DUE AT 5PM (BY EMAIL)