

SOUTH CAROLINA HISTORY
History J640
Lacy K. Ford
Summer I 2008

SUMMARY

History J640 provides a one-semester overview of South Carolina History, beginning with the colonial period and continuing through to the modern period. Since this course covers three centuries of South Carolina history, it necessarily focuses on some issues more than others. Special attention will be paid to the history of politics, race relations, and economic development in South Carolina.

REQUIREMENTS

The required readings for the course are listed below. In addition to the required reading, all students will view sixteen pre-recorded lectures prepared and delivered by experts on various aspects of South Carolina's history, geography, and culture (please consult the "Course Schedule" section of the syllabus; when you receive your DVDs, please note that you are **only** required to watch the sixteen **listed on the syllabus**). Students will also attend two Saturday morning classes (June 14 and June 28) at USC-Columbia. At these sessions, the lectures and readings will be discussed as part of a review for the mid-term and final exams.

Students enrolled for undergraduate credit are required to take a midterm and a final exam. Each exam will count as 50 percent of the student's final grade.

Students enrolled for graduate credit are required to take the midterm and final exams and to write reviews (3-5 typed, double-spaced pages) of the two monographs (Joyner and Carlton) assigned as part of the course readings. Each exam and each review will count as 25 percent of the graduate student's final grade.

For additional information about the course, please consult the **Brief Study Guide** which accompanies this syllabus.

EXAMS

Two exams are scheduled and will be administered at the Distance Education testing site of your choice on June 17 and July 2. Please go to this Web page to submit the testing site selection form: <http://www.sc.edu/de/histj640/>. Contact the appropriate exam coordinator to schedule a time to take each exam.

The mid-term exam will cover the first eight lectures and Down By the Riverside. The final exam will cover the last eight lectures and Mill and Town in South Carolina. These exams will test material from the pre-recorded lectures using objective (multiple-choice) questions; they will test material from the assigned readings through a choice of essay questions.

READINGS:

Charles Joyner, Down By the Riverside: A South Carolina Slave Community

David Carlton, Mill and Town in South Carolina, 1880-1920

COURSE SCHEDULE (Videos and Readings):

June 2-6:

View: "South Carolina Geography," Charles Kovacik, USC

"The First European Settlers," David Moltke-Hansen, UNC-CH

"Colonial Life and Politics," Walter B. Edgar, USC

"The Colonial Black Experience," George Devlin, Benedict College

Read: Joyner, Down By the Riverside, 1-126.

June 9-13:

View: "Art and Architecture," Lise Swensson, SC State Museum

"Winds of Discontent," Robert M. Weir, USC

"Life and Politics in the New State," Rodger Stroup, SC History Center

"The Antebellum Period" Lacy K. Ford, USC

Read: Joyner, Down By the Riverside, 127-242.

June 14(Saturday): On-Campus Meeting (10:00 am-1:00 pm, Gambrell Hall, Room 151)

June 17: First Book Review Due (for graduate students)—turn in with midterm

June 17: MID-TERM EXAM

June 18-20:

View: "Southern Discontent" John B. Edmonds, USC-Spartanburg

"South Carolina and the Civil War" Thomas L. Connelly, USC

"Reconstruction and Redemption," A.V. Huff, Furman University

"The Era of the Populist," Lewis P. Jones, Wofford University

Read: Carlton, Mill and Town in South Carolina, 1-128.

June 23-27:

View: "Southern Rebirth," Thomas E. Terrill, USC

"SC Enters 20th Century," Daniel W. Hollis, USC

"Desegregation in South Carolina," John G. Sproat, USC

"South Carolina Today," Thomas S. Morgan, Winthrop University

Read: Carlton, Mill and Town in South Carolina, 129-272.

June 28 (Saturday): On-campus meeting (10:00am-1:00pm, Gambrell Hall, Room 151)

July 2: Second Book Review Due (for graduate students)—turn in with final

July 2: FINAL EXAM

Information re Professor:

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Note: The best method for contacting me (Professor Ford) is by e-mail at the address listed above. E-mail received on weekdays will normally receive a response within 24 hours. If phone conversations are needed, they can be easily and best arranged by a preliminary e-mail. Also, my office phone has voice-mail which is checked regularly; be sure to leave a number for a return call. But I check my e-mail far more often than my voice-mail.

Lacy Ford

Brief Study Guide
for
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Viewing the DVDs

The DVDs used in this course were burned from lectures given a number of years ago as part of an instructional television series sponsored by the South Carolina Historical Society, the state Department of Education, and SCETV. It was a low-budget production that required lecturers to stand at the podium and use relatively few visual aids. When viewing these DVDs, students in this class need watch only the lectures themselves. You are not required to watch the post-lecture discussion between the lecturers and the guest teachers unless you want to. **Also, you are only required to watch the sixteen lectures listed in the course syllabus. Please note that there are several lectures on the DVDs that I have omitted from this course.**

We will discuss the lectures, as time permits, at our two Saturday sessions. I will try to answer any questions you might have about the recorded lectures at that time. The scheduled tests will ask objective (multiple-choice) questions about the material on the DVDs. Thus you will probably want to take notes when you view the DVDs, much like you would if you were attending a regular classroom lecture.

Readings

Both books assigned as required reading for this course are historical monographs; that is, they are specialized studies of a specific historical topic written by a professional historian. Given the time constraints involved in covering all of South Carolina history in five weeks, and feeling that needed background information and the broad historical overview can be garnered from the videotapes and the two Saturday morning classes, I decided that covering a couple of historical issues in some detail is preferable to assigned readings trying to briefly touch on every aspect of the state's history.

Strictly speaking, there is no college-level textbook for South Carolina history on the market. However, there is an excellent one-volume history of the state, written by one of my colleagues and published in 1998 by the University of South Carolina Press; thus I advise students who want or need to supplement the assigned reading for this course with a general history, surrogate text, or reference work to consult:

Walter B. Edgar, South Carolina: A History (1998).

How to Approach the Assigned Reading

When reading the assigned books, you should focus on the big picture rather than on details. What are the major points the author is trying to make? Does the evidence presented support the author's points? What does the book tell you about South Carolina history generally? A good way to approach these books is chapter-by-chapter. If you understand the author's main point (or points) in each chapter, then you can use those points to understand what the author is trying to accomplish in the book as a whole. Do not get bogged down trying to remember excessive details. Understanding the book's interpretive thrust is much more important. You will be "tested" on these books through essay questions rather than objective questions. Shape your study of them accordingly.

Tests

As stated on the syllabus, both mid-term and final exams will consist of both objective (multiple-choice) and essay questions. The objective questions will be drawn from the recorded lectures. The essay questions will be drawn from the assigned reading. The lectures may provide information that can be used in the essays but the essay questions will focus on the assigned reading.

Book Reviews (graduate students only)

Students taking the course for graduate-degree credit are required to write reviews (3-5 typed, double-spaced pages) of the two assigned books. These reviews should be interpretive/analytical in nature **and not** mere book summaries. While these reviews should include a brief synopsis of the book, their emphasis should be on offering a critical analysis of the author's principal interpretations, including the reviewer's own opinion of the book and its argument. As a general rule, roughly one-half the review should be devoted to synopsis and summary and roughly one-half to analysis. Also, under normal circumstances, book reviews should be turned in at the testing site at the time of the mid-term and final exams respectively. But save a security copy of your review in case problems arise with campus mail.

General Information

Summer session courses move at a fast pace but are over quickly. Take advantage of the flexibility that a Distance Education course offers (view the lectures at your convenience, view them as many times as necessary to get good notes, etc), but try not to fall behind the pace suggested by the syllabus.

The Saturday sessions scheduled for June 14 and 28 (10:00am-1:00pm) in Columbia will serve largely as review sessions for the upcoming exams. We will go over the lectures and discuss the assigned readings with the exams in mind. Most students who attend these sessions find them very useful, but students who are unable to attend these sessions are not penalized for their absence.