

### **Rationale for LL Designation Requested: Gender**

**Students should have an understanding of gender and the impact it has on our lives in modern communities.**

This course seeks to explain the ways in which gender and race framed the white and black southern experience during the antebellum and Civil War eras. By the end of the course, students will have an understanding of the legacies of slavery and gender inequality that exist in the twenty-first century.

- **Students should be able to explain how gender and sexuality shape our daily lives. They should understand how gender is a central category of analysis that informs our interpretation of human experience.**
  - The reading assignments for this course are designed to “explain how gender and sexuality” shaped daily life for black and white southerners in the antebellum South by introducing them to a range of experiences during the time period. The course specifically focuses on enslaved men and women, middle and upper class white men, middle and upper class white women, and poor white men. We will discuss how society defined manhood and womanhood and the ways in which the aforementioned groups of people successfully or unsuccessfully upheld societal gender expectations. Over the course of the semester, students will evaluate how these expectations changed during the antebellum era, especially when fugitive slave escape and wartime allowed—or sometimes demanded that—these groups redefine these meanings of femininity and masculinity to survive in their new realities.
  - The class discussion and written assignments (essays) require students to consider the intersections of race and gender in the nineteenth century and how these categories of analyses “inform our interpretation of human experience.” In reading Frederick Douglass’ slave narrative and *Halls of Honor*, a book about the experiences of college-aged white men in the South, students evaluate what manhood meant in the nineteenth century for enslaved men and middle-class white men with access to higher education. To discuss southern women’s lives, I use Harriet Jacobs’ slave narrative, which recounts her owner’s sexual obsession with her, and *Scarlett’s Sisters*, a monograph about the life cycle of white middle-class southern women. Students learn what femininity looked like for enslaved women and white middle-class women. Through classroom discussions, students think about the meaning of manhood and womanhood for Douglass and Jacobs when the law legally recognized them as chattel (moveable) property, how ideas of southern honor and reputation formed young white men’s identities and their understandings of masculinity, the strategies young southern white women devised to escape the rigid social expectations their families and society at large placed on them, how socioeconomic status shaped gender roles and expectations, and the degree to which the Civil War transformed white men, white women, and enslaved men and women’s lives in southern society.

- **Students should understand that gender is socially constructed. They should be able to analyze family, education, labor, religion, and government as they are shaped by gendered constructs. Further, they should be able to explain how gender intersects with other constructed patterns of privilege and oppression in society, such as race, ethnicity, class, and sexual orientation.**

The range of assigned readings and the comparative approach to understanding race and gender will allow students to analyze how “family, education, labor, religion, and government” were shaped by gendered constructs in the antebellum South. In reading both Harriet Jacobs’ and Frederick Douglass’ slave narratives, students learn that enslaved women faced the constant threat of sexual assault and harassment, had limited mobility because women of all races and socio-economic statuses could not travel without a male chaperone, and the expectation of childrearing and motherhood did not allow female slaves to escape at the same rate as male slaves. Enslaved men had more mobility as slaveholders hired them out to work outside of the plantation, and they did not endure the threat of sexual assault. For white men and women, *Halls of Honor* and *Scarlett’s Sisters* show that young men faced less rigid societal expectations in their youth. These lax guidelines allowed them to delay adulthood and engage in “bad” behavior (examples include drinking, gambling, smoking) before and even during the early years of marriage while young white women endured a truncated childhood and had to serve others, devote themselves to piety and religion, and were relegated to the domestic sphere. To challenge students to rethink their assumptions about white manhood and privilege, we read *Confessions of Edward Isham*, which discusses the life of a poor, white southern man. Unable to use southern honor or socioeconomic status to his advantage like the men featured in *Halls of Honor*, Isham is remained on the margins of society. He had to carve out a meager existence for himself as a day laborer and was often unsuccessful in providing for his most basic needs as the southern elite politically and economically controlled the region.

- **Students should develop skills in the application of gender research and theory to problems in the contemporary world.**
  - Through course readings, specifically during the weeks *Scarlett’s Sisters* and *Confederate Reckoning* are assigned, students discuss the legacies of gender inequality and the exclusion of women from positions of power in the corporate and political worlds. In analyzing charts that depict the wage gap based on race and gender, examining reasons for defunding Planned Parenthood, and complicating the continued notions of “girl clothes” and “women’s work”, students apply “gender research and theory to problems in the contemporary world.” For the final assignment, students design and execute a research paper for this course. By selecting a topic of their choosing, they not only pursue a more in-depth study of race and gender in the antebellum South, but also further “develop skills in the application of gender research and theory.”

**Syllabus:** See page 5.

**Department/School Approval:** See attached email exchange from the History Department Chair, Cynthia Paces.

**HIS 375 – Race and Gender in the 19<sup>th</sup> Century American South Learning Goals**

In keeping with the learning goals of the History Major, students will “read, analyze, and synthesize primary and secondary sources” and understand history as a “dynamic relationship between the present and the past, in which people debate and disagree over the meanings and interpretations of historic events.” They will be able to “identify central questions” that monographs and primary source materials raise and compare and contrast different approaches to historical interpretation. Students will also “analyze primary sources and demonstrate or explain connections between the sources and their historical context.” During this course, students will study more in-depth on a topic of their choosing and write a research paper based on both primary and secondary research.

In keeping with the learning goals of the School of Humanities and Social Sciences, writing will be a focus of instruction in this course. Students sharpen their abilities to “critique the arguments of others in the discipline and the construction of one’s own arguments in the discipline, using data/evidence are a focus of instruction and/or the ability to analyze linguistic and cultural patterns” (critical analysis and reasoning); develop an “understanding of multiculturalism in US society and/or the world is an important focus of instruction” (respect for diversity); and understand the importance of other cultures and/or subcultures (intercultural competence).

**Student Assessment:** Students will be assessed primarily through the evaluation of their written work. In order to help ensure that students progress toward the stated learning goals, students will be assessed through classroom discussion, research skills, and papers ranging from 3 to 12 pages long throughout the semester. Students will be expected to regularly participate in classroom discussion and are required to deliver an individual presentation based on original research at the end of the semester. Students will be expected to demonstrate the following:

- Develop an understanding of the chronology of the nineteenth-century U.S. South from 1800 to 1865 with an understanding of the major political, social, and economic turning points.
- Explain and assess the following themes in U.S. southern history including, but not limited to: slavery and freedom, gender and slavery, motherhood, masculinity, femininity, education, socioeconomic class, gender roles, secession, and states’ rights.
- Discuss the ways in which gender and race framed the white and black southern experience during the antebellum and Civil War eras.
- Interrogate the ways in which the coming of the Civil War transformed southern society politically, socially, and economically.
- Understand the legacies of slavery and gender inequality in the twenty-first century.

**Learning Activities** Because this course addresses a range of experiences in the nineteenth-century American South, the instructor uses a variety of texts and pedagogical approaches to

engage with these histories. HIS 375 examines the lives of enslaved men and women, white women, college-aged men, and poor whites in order to explore the history of this region during the antebellum and Civil War eras. Moreover, this course debunks stereotypes about the South in the nineteenth century, including, but not limited to, the happy, dutiful slave and the southern belle. Lastly, students consider the ways in which the legacies of slavery and gender inequality continue to inform the world in which we live.

### **Syllabus**

#### **HIS 375**

**Race and Gender in the Nineteenth-Century American South**  
**Mondays and Thursdays, 11:00am to 12:20pm**  
**Social Science 227**

Dr. Mekala Audain

Office Hours: Mondays and Thursdays, 12:30pm-1:30pm or by appointment

Office Location: Social Science 236

E-mail: [audainm@tcnj.edu](mailto:audainm@tcnj.edu) (preferred method of contact)

Phone: (609) 771-2216

### **Course Description**

Popular ideas about the nineteenth-century American South typically include wealthy, white male slaveholders who live on vast plantations with their happy, dutiful slaves. However, these tropes perpetuate myths about the South and exclude other segments of the population. This course will examine the lives of enslaved men and women, white women, college-aged men, and poor whites in order to explore the history of this region during the antebellum and Civil War eras. Topics include the plantation system, southern racial order, the relationship between masters and slaves in the antebellum period, the changing gender and class relations of southern society, the defense of slavery, secession, and the Confederacy. Throughout this course, students will uncover the larger themes and patterns about nineteenth-century southern society from the early 1800s through the Civil War.

This course satisfies the race and ethnicity and gender components of TCNJ's liberal learning requirements.

### **Course Objectives**

1. Develop an understanding of the chronology of the nineteenth-century U.S. South from 1800 to 1865 with an understanding of the major political, social, and economic turning points.
2. Explain and assess the following themes in U.S. southern history including, but not limited to: slavery and freedom, gender and slavery, motherhood, masculinity, femininity, education, socioeconomic class, gender roles, secession, and states' rights.
3. Discuss the ways in which gender and race framed the white and black southern experience during the antebellum and Civil War eras.
4. Interrogate the ways in which the coming of the Civil War transformed southern society politically, socially, and economically.
5. Understand the legacies of slavery and gender inequality in the twenty-first century.
6. Analyze a range of primary sources.
7. Communicate complex ideas effectively, in standard written English, to a general audience.

### **HSS Learning Goals and Outcomes for Middle States Project**

1. Written Communication: Writing is a focus of instruction.
2. Critical Analysis and Reasoning: Ability to critique the arguments of others in the discipline and the construction of one's own arguments in the discipline, using data/evidence are a focus of instruction and/or the ability to analyze linguistic and cultural patterns
3. Information Literacy: Evaluating the validity and/or reliability of a source is a focus of instruction
4. Intercultural Competence: The development of understanding of other cultures and/or subcultures (practices, perspectives, behavior patterns, etc.) is an important focus of instruction in the course.
5. Ethical Reasoning and Compassion: The development of ethical reasoning and/or compassion is an important focus of this course.
6. Respect for Diversity: An understanding of multiculturalism in US society and/or the world is an important focus of instruction.
7. Analyze primary sources & demonstrate or explain connections between sources and their historical context (analysis)
8. Critically read & analyze secondary sources & identify central questions addressed; compare and contrast different approaches to historical interpretation (interpretation)

## **Liberal Learning Outcomes**

### **Gender**

1. Students should have an understanding of gender and the impact it has on our lives in modern communities.
2. Students should be able to explain how gender and sexuality shape our daily lives. They should understand how gender is a central category of analysis that informs our interpretation of human experience.
3. Students should understand that gender is socially constructed. They should be able to analyze family, education, labor, religion, and government as they are shaped by gendered constructs. Further, they should be able to explain how gender intersects with other constructed patterns of privilege and oppression in society, such as race, ethnicity, class, and sexual orientation.
4. Students should develop skills in the application of gender research and theory to problems in the contemporary world.

### **Race and ethnicity**

1. Students should have an understanding of the nature of race and ethnicity and the impact both have on our lives in modern communities.
2. Students should be able to explain the broad spectrum of human racial and ethnic experience. They should understand the differences and similarities between race and ethnicity as concepts.
3. Students should understand the arbitrary and socially defined nature of race as well as analyze the ways race and racism maintain positions of class, power, and privilege in America.
4. Students should develop thoughtful and equitable personal, ethical, and political decision-making abilities when considerations of race and ethnicity are involved. They should identify the limits of ethnocentric and parochial thinking.

### **Social Change in Historical Perspective**

1. Students should understand how social contexts change over time and how human events have been, and continue to be, shaped by social and historical forces.
2. Students should acquire an informed and critical understanding of change in societies. They should understand broad patterns of social development in pre-modern and modern societies.
3. Students should appreciate the wide range of actors; women and men, elites and ordinary people, classes and ethnic groups; and their role in social change.
4. Students should understand how historical information is acquired and relevant hypotheses confirmed or disconfirmed. They should gain skills in comprehending both secondary works and primary sources, and develop a fluid and effective style of writing and speaking about social change.

### **Assignments**

1. Short Paper: Students will write a 3-4 page, double-spaced paper about the ways in which gender informed the slavery experience, using Frederick Douglass' and Harriet Jacobs' slave

narratives. Please use course readings and lectures to complete this assignment. Please submit a hardcopy and upload your paper to Canvas. This essay is due **Thursday, September 22, 2016**.

2. Youth in the Antebellum South Paper: Students will write a 5 to 7 page, double-spaced paper about gender and age in the antebellum American South. Please use course readings and lectures to complete this assignment. A formal handout detailing the particulars of this assignment will follow in the coming weeks. This paper will be due **Thursday, October 20, 2016**.

3. Final Paper Topics and Sources: Write one paragraph about your proposed final paper topic. The topic should be related to nineteenth-century U.S. southern society in some way. The paragraph will be due **Thursday, October 6, 2016**. On **Thursday, November 3, 2016**, students will submit 5 to 7 sources that they anticipate using for their papers. This bibliography should include both primary and secondary sources and a short description (1-2 sentences) about how you will use each source in the paper. Two of your sources must be primary sources. One of your primary sources must be from the Early American Newspapers database.

4. Presentation: Students will have 10 minutes to present about the topic selected for his or her final paper. There will also be a question and answer section after each presentation. Your final paper does not have to be complete in order to do well on this presentation, but you should have written about half of your paper. Your presentation should include a thesis and thoughtful analysis (historical context and your opinion). You will be graded on the presentation's style, content, and how well you respond to questions from the audience. Sign-up sheets for presentation time slots will be available later in the semester. **Presentations will be during the last two weeks of the course.**

5. Final Paper: Students will write an 8 to 12 page paper about the Antebellum and/or Civil War South. Students will select their own topics. In lieu of class on Monday, November 21st, I will hold meetings to discuss any issues or problems that you are having with your final paper. The paper will be due on or before **the date of the final exam, which is TBD**. Please upload the final paper to Canvas and e-mail me or submit a hard copy.

**\*The short paper, youth in the antebellum South paper, and list of sources for the final paper should cite sources using Chicago Style. A guide to Chicago Style citations is uploaded to Canvas in the "Files" section.**

### Writing

Please familiarize yourself with my grading rubric for this course's writing assignments (see below).

#### **I. Content (60 points)**

The paper:

1. Contains a clear and concise thesis
2. Provides evidence from the text(s) to support your argument
3. Includes correct historical facts
4. Incorporates critical analysis into each paragraph to support your claim
5. Uses quotation marks to directly cite an author or authors
6. Demonstrates a strong understanding of the reading(s) and historical content
7. Contains analysis (historical context and your opinion)

#### **II. Grammar (30 points)**

The paper:

1. Has strong topic sentences
2. Uses proper spelling, capitalization, and punctuation
3. Introduces a quote
4. Includes limited to no passive voice
5. Uses formal language and a formal tone
6. Has no contractions
7. Contains no run-on sentences
8. Is well-organized
9. Transitions well between paragraphs

### **III. Format (10 points)**

1. Double-spaced
2. Written in 12-point Times New Roman font
3. One-inch margins
4. Properly uses Chicago Style citations
5. Meets the assignment's minimum page length requirement and does not exceed the assignment's maximum page length by more than two pages
6. Contains no extra spacing between paragraphs (Some Microsoft Word versions automatically add extra spacing between paragraphs. Please remove these extra spaces before submitting your paper.)
7. Has page numbers

If you need assistance with improving your writing skills, I encourage you to contact The College of New Jersey's Tutoring Center before the first writing assignment is due. For your convenience, I have included the Tutoring Center's contact information below:

Location: Roscoe West Hall, Suite 101

Phone: (609) 771-3325

E-mail: [tutoring@tcnj.edu](mailto:tutoring@tcnj.edu)

### **Fourth Hour**

This course satisfies the College's fourth hour requirement because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous, and no additional classroom space is needed.

### **Class Attendance**

You are allowed two absences without penalty to your participation grade for the semester. It is the student's responsibility to obtain class notes from his or her peer for the days missed. The student must initiate arrangements with the professor for any make-up work.

### **Participation**

Every student is expected to participate in each of his/her courses through regular attendance of lecture sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. Your participation grade is assessed not only by



the number of times you contribute to the classroom discussion, but also the quality of your contributions. A “check” for participation notes that you participated in the class discussion for that day. A “check-plus” indicates that a comment was particularly insightful. Receiving an “A” for participation means that the student was an active participant in each class meeting and was an essential part of the classroom discussion.

### **Grading**

Participation: 15%

Short Paper: 15%

Youth Paper: 20%

Paper Topic (2.5%) and List of Sources (2.5%): 5%

Presentation: 20%

Final Paper: 25%

### **Grading Scale**

A: 93-100      A-: 92-90

B+: 89-87      B: 86-84      B-: 83-80

C+: 79-77      C: 76-74      C-: 73-70

D: 69-60      F: 59 and below

### **Academic Dishonesty and Plagiarism**

The College of New Jersey’s official Academic Integrity Policy prohibits “any attempt by the student to gain academic advantage through dishonest means.” It specifically prohibits “submitting a work for credit that includes words, ideas, data, or creative work of others without acknowledging the source.” It also prohibits “using another author’s words without enclosing them in quotation marks...or without citing the source appropriately.” Teachers at TCNJ are obligated to report any instance in which they believe a student has intentionally violated Academic Integrity Policy. The typical penalty for infractions of the Academic Integrity Policy is a grade of “F” for the course. Repeat violators may be dismissed from the college.

Students should familiarize themselves with, and abide by, The College of New Jersey’s Undergraduate Student Conduct Code: <http://conduct.tcnj.edu/student-conduct-code/> and its Academic Integrity Policy: <http://academicaffairs.pages.tcnj.edu/college-governance/policies/academic-integrity/>. Any instances of academic dishonesty will not be tolerated in this course, no exceptions. If you are unsure about how to cite your work, please do not hesitate to ask me. A link detailing how to cite in Chicago Style, the method you will use in this course, is here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). A copy of this information is also on Canvas.

### **Differing Abilities and Special Accommodations**

Please inform me during the first two weeks of class if you have a disability or think that you will need accommodations for this course. You may speak with me after class or during office hours about this matter. If you have not done so already, be sure to register with The College of New Jersey’s Office of Differing Abilities Services. Documentation is required in advance before I can make accommodations. For more information, please contact the Office of Differing Abilities at (609) 771-3199 to schedule a meeting with Meghan Sooy or e-mail the office at

[DSS@tcnj.edu](mailto:DSS@tcnj.edu). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

### **Course Rules and Other Matters**

Students are expected to arrive on time, be attentive and remain in the classroom during all class sessions except when breaks are provided. Cell phones should be turned to “vibrate” and put away during class time. Phone calls and text messaging are not permitted in class.

1. Please respect others’ ideas and express yourself in a respectful manner. In order for class discussion to be fruitful, students should be in an environment where they can talk about the readings and their opinions in a safe and open space.
2. I expect you to come to class prepared by bringing the day’s readings to each meeting and being ready to fully participate in the class discussion.
3. I will not tolerate sleeping, reading newspapers or magazines, texting, talking to classmates about unrelated subjects, and/or using social media (Facebook, Twitter, or G-chat) during class.
4. For every day that a paper is late, I will deduct 5 points from the paper’s final grade. You may turn in your paper late—and without penalty—if you have made arrangements with me in advance or there is an urgent emergency (ex. hospitalization).
5. Please do not disrupt the class by entering the room late or leaving the class early, unless you have my permission to do so.
6. Please purchase a notebook, if you do not already have one, for this course. You will use this notebook to take notes on the books that you are reading. These notes will be helpful when you are writing your Youth in the Antebellum South paper or need to refer to your notes for your final paper.
7. When sending me an e-mail, please use professional language and identify the course that you are enrolled in.

### **Required Books**

- Douglass, Frederick and Harriet Jacobs. *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl*. Introduction by Kwame Anthony Appiah. New York: Random House, 2004. [ISBN-13: 978-0345478238]
- Isham, Edward. *The Confessions of Edward Isham: A Poor White Life of the Old South*. Edited by Charles C. Bolton. Athens, GA: University of Georgia Press, 1998. [ISBN-13: 978-0820320731]
- Jabour, Anya. *Scarlett’s Sisters: Young Women in the Old South*. Chapel Hill, NC: University of North Carolina Press, 2007. [ISBN-13: 978-0807859605]
- McCurry, Stephanie. *Confederate Reckoning: Power and Politics in the Civil War South*. Cambridge, MA: Harvard University Press, 2012. [ISBN-13: 978-0674064218]
- Pace, Robert F. *Halls of Honor: College Men in the Old South*. Baton Rouge, LA: Louisiana State University Press, 2011. [ISBN-13: 978-0807138717]

Rampolla, Mary Lynn. *A Pocket Guide to Writing History*, 8<sup>th</sup> ed. New York: Bedford's/St. Martin's, 2015. [ISBN-13: 978-1457690884]

### Schedule

Week 1 - Introduction

September 1: Syllabus Overview

Week 2 - Frederick Douglass

September 6: Douglass, *Narrative of the Life of Frederick Douglass*, Introduction and pgs. 1-57

September 8: Douglass, *Narrative of the Life of Frederick Douglass*, pgs. 58-114

Week 3 - Harriet Jacobs

September 12: Jacobs, *Incidents in the Life of a Slave Girl*, pgs. 115-235

September 15: Jacobs, *Incidents in the Life of a Slave Girl*, pgs. 235-354

Week 4 - Young White Men in the Antebellum South

September 19: Pace, *Halls of Honor*, pgs. 1-55

September 22: Pace, *Halls of Honor*, pgs. 56-118

### **\*Gender and Slavery Papers Due\***

Week 5 - Young White Women in the Antebellum South

September 26: Jabour, *Scarlett's Sisters*, pgs. 1-46

September 29: Jabour, *Scarlett's Sisters*, pgs. 47-112

Week 6- Young White Women in the Antebellum South

October 3: Jabour, *Scarlett's Sisters*, pgs. 113-239

October 6: Jabour, *Scarlett's Sisters*, pgs. 239-281

### **\*Final Paper Topics Due\***

Week 7 Fall Break and Poor White Southerners

October 10: No Class, Fall Break

October 13: *Confessions of Edward Isham*, Introduction and pgs. 1-70

Week 8 – Poor White Southerners and Library Information Session

October 17: *Confessions of Edward Isham*, pgs. 71-116

October 20: Library Informational Session

**\*Youth in the Antebellum American South Papers Due\***Week 9 Representations of the Nineteenth-Century South in Film

October 24: *Gone with the Wind* – Part I

October 27: *Gone with the Wind* – Part I

Week 10 Secession and the Origins of the Confederacy

October 31: McCurry, *Confederate Reckoning*, pgs. 1-37

Primary Source: Alexander H. Stephens, Cornerstone Address [Canvas]

November 3: McCurry, *Confederate Reckoning*, pgs. 38-84

Primary Source: Lincoln's War Aims [Canvas]

**\*Sources for Final Papers Due\***Week 11 The Confederacy

November 7: McCurry, *Confederate Reckoning*, pgs. 85-177

November 10: McCurry, *Confederate Reckoning*, pgs. 178-263

Week 12 The Confederacy

November 14: McCurry, *Confederate Reckoning*, pgs. 264-309

November 17: McCurry, *Confederate Reckoning*, pgs. 310-362

Week 13 Final Paper Meetings and Thanksgiving Break

November 21: Individual Final Paper Meetings

November 24: No Class, Thanksgiving Break

Week 14 Class Presentations

November 28: Class Presentations

December 1: Class Presentations

Week 15      Class Presentations  
December 5: Class Presentations

December 8: Class Presentations, Final Thoughts

Final papers will be due during final exam. Final exam TBD.

Note: Dr. Audain reserves the right to change the syllabus, readings, assignments, and exams as she sees necessary to meet the course objectives.

## Assignments

### **Paper 1: Gender and Slavery**

Slavery presented unique challenges for enslaved men and women. Using Frederick Douglass' and Harriet Jacobs' slave narratives, in what ways did gender inform the slavery experience? Hint: Think about how factors such as treatment, punishment, mobility, etc. shaped the ways that black men and women experienced slavery.

### **Paper 2: Youth in the Antebellum South**

Students select and answer one question.

1. Anya Jabour's *Scarlett's Sisters* traces the life cycle of young southern women. How did a girl become a woman in southern society's eyes? What strategies did she use to delay or speed up this process? Did the southern belle exist?
2. Both Robert F. Pace's *Halls of Honor* and Anya Jabour's *Scarlett's Sisters* provide insight into the lives of young southern men and women in the antebellum era and during the Civil War. What expectations did southern society place on them? In what ways did they adapt or falter under these pressures?

### **Paper 3: Final Paper (Research Paper)**

Students will write an 8 to 12 page paper about a topic relating to the Antebellum and/or Civil War South in some capacity. The paper must include primary and secondary sources, a thesis, and thoughtful analysis. In lieu of class on Monday, November 21st, I will hold meetings to discuss any issues or problems that you are having with your final papers.

Instead of writing an introduction that you are most familiar with (general ideas about a topic and your thesis), for this paper, please begin your papers with a story about one of your primary sources. Use this story to introduce the reader to your topic and to explain important issues related to your topic. Examples of how to write an introduction using a primary source will be in the "Files" section of Canvas shortly.