Course Description

What can we learn about presidential politics from Charleston’s history? Quite a lot! From the arrival of enslaved Africans in the port of Charleston to the first ever Republican presidential candidate—a College of Charleston alum—our city was at the forefront of national politics in the early-to mid-1800s. A century and a half later the legacy of slavery is still relevant in national politics, as evidenced by the 2016 election, and Charleston continues to play an important part in presidential elections. For example, South Carolina has a critical role in contemporary presidential primaries, with dozens of presidential hopefuls stopping in Charleston—and on our campus—every four years. Consistent with the College’s 250th theme, this class will focus on Charleston’s unique role in presidential politics both past and present.

Course Overview

I have divided the course into four sections. Each section we will focus on two broad themes: (1) how Charleston had a direct effect on presidential politics and (2) what we can learn about presidential politics from Charleston’s history. In the first section, we will focus on three political institutions and Charleston’s role in their formation—slavery, the electoral college, and political parties. Second, we will examine four key political figures with ties to Charleston and our campus—Andrew Jackson, John C. Calhoun, John C. Frémont, and Robert Smalls—and discuss how they shaped presidential politics. In the third section, we will connect the past to the present, examining slavery’s legacy as well as Charleston’s role in recent presidential nomination contests. Fourth, and finally, we will review the basic elements of social science and conduct quantitative research on contemporary presidential politics. So, the section-by-section outline looks as follows:

Institutions ..................... 8/26 to 9/18
Individuals ..................... 9/21 to 10/12
Past is Prologue ............... 10/14 to 11/6
Social Science ................. 11/9 to 12/4

Keep in mind that this class represents a very limited introduction to a number of complex and historically important topics. It is simply impossible in one semester to cover the above topics in the depth they deserve. Fortunately, there are a number of classes at the College of Charleston that go into greater detail on these items—taught by very talented faculty in the departments of political science, sociology, communication, English, and history.

Key Dates

Start Semester Online ............... 8/26
Exam #1 .......................... 9/18
Switch to Face-to-Face ............. 9/21
Exam #2 .......................... 10/12
Exam #3 .......................... 11/6
Research Proposal Due ........... 11/23
End Semester Online .............. 12/1
Research Paper Due ............... 12/14
Course Format

We are scheduled to meet in person—and as a whole class—this semester. According to the College, our classroom can hold every student and maintain six feet of social distance. As you know, however, face-to-face instruction is delayed until the week of September 14. Additionally, since our first exam is Friday the 18th, we will remain online for one additional week. When we are online, this course will be asynchronous. In other words, there will be no set meeting times and your learning will be self-paced. During this period I will record short lecture videos and post a range of online assignments with due dates. Check OAKS every few days and stay on top of deadlines.

No matter what this semester brings—whether we are in person or online—this class will utilize broad range of assignments, activities, and learning strategies. Over the semester you will write a quantitative research paper, complete a mix of readings, write short reaction essays, take three exams, participate in in-class and online discussions, and even visit historic landmarks in the city. During lecture I make frequent use of video, charts and figures, and discussion. Students have diverse learning styles and my hope is that this course reflects this fact. Finally, this class will use OAKS throughout the semester, including the grade-book feature and as a repository for various class materials. Please check OAKS as directed.

Note that this course, FYSE 131, is offered alongside FYSS 101, the corresponding synthesis seminar. Your FYSS peer facilitator is Caroline Reece and your section meets on Thursday in RSS 103 from 6:05-6:55pm. Caroline will offer you help with the course content as well as various items: time management, adjusting to college life, how to access library resources, etc. Please keep in mind that the synthesis seminar assignments count as 10% of your course grade. Caroline can be reached at: reecceb@g.cofc.edu.

Continuity of Learning and Interruption of Instruction

Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. Although we are scheduled to meet in person and as a whole class, I reserve the right to amend the syllabus and move portions of the course online. Any changes in the course format or delivery will be communicated by email. Likewise, if in-person classes are suspended, I will announce a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and internet access. Resources are available to provide students with these essential tools.

Recording of Classes

Class sessions and office hours will not be recorded. As noted above, when we are online, the class will be conducted asynchronously. When we are scheduled to meet in-person students who are absent from class should do one or more of the following: obtain notes from a classmate, review the required readings, or meet with me via Zoom to discuss what was missed. As noted below, attendance will not be taken this semester.

FYSE Objectives

At the end of the semester, students should have the following skills and abilities: (1) To identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources. (2) To use appropriate tools and search strategies for identifying particular types of information specific to the discipline; Evaluate the relevance, quality, and appropriateness of different sources of information; Recognize and classify the information contained within a bibliographic citation; Access and use information ethically and legally. (3) To use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences.

POLI Objectives

In this class the primary objective is to provide students with a broad understanding of presidential politics, both past and present. After completing this course, students should: (1) possess a basic understanding of the process by which we elect presidents, (2) be able to explain and critically assess how political key
institutions shape presidential politics, (3) identify the central issues in landmark presidential elections, and (4) possess a basic understanding of social scientific inquiry. Additionally, this course seeks to develop your skill set, including: (1) reading comprehension, (2) effective oral and written communication, (3) critical thinking, and (4) basic data proficiency.

**Required Readings**

Each day’s required reading(s) can be found below. Standalone texts such as journal articles, book chapters, and newspaper articles will be made available on OAKS. We will also read the following books. Please note that you only need to purchase the “Deep Roots” and “Life of the Parties” books. I will give you a free copy of “First in the South.”

- Knotts, H. Gibbs and Jordan Ragusa “First in the South: Why South Carolina’s Presidential Primary Matters” (2020, University of South Carolina Press).

**Graded Items**

A plurality of your grade, 45% in total, will be determined by three examinations. Each exam will be given online in OAKS during our regular class meeting and will be a mix of multiple choice, true/false, and short answer. Exams will be open notes/readings and no proctoring service will be used. A quantitative research paper is due at the end of the semester and is worth 20% of your course grade. For this paper you are required to formulate a research question, propose a hypothesis, and analyze election data. Paper instructions will be provided later in the semester. A range of short assignments (reading responses, quizzes, online discussion posts, etc.) will be due throughout semester. As part of these assignments, you will be asked to visit two Charleston landmarks, take a selfie, and respond to a short discussion prompt. Given that many of the things we will discuss in this class occurred on or near our campus, it is worthwhile to have you do a little experiential learning and get outside the classroom. A list landmarks, and the response prompt, are in a separate folder in OAKS. Collectively, these short assignments comprise 20%. Rounding out your grade are 10% for the synthesis seminar (see above) and 5% for in-class participation (please do the required readings and be prepared to discuss the day’s issues).

**Grade Distribution**

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**Grade Policy**

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**Student Responsibilities**

Attendance will not be taken in this class or in the synthesis seminar. If you are feeling ill, even just a little, please do the socially responsible thing and stay home. I will trust your reason for missing class, treat your absence as excused, and will not request any documentation. I will also make reasonable accommodations for make-up work. However, it is imperative that you communicate with me in a timely manner. Reasonable accommodations will only be given with prompt communication. Nonetheless, please know that your
presence in class is absolutely crucial to earning a good grade in this course. You cannot simply review the required readings a day or two before the exam and expect to earn a good grade.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. For any questions please consult the Student Handbook. When in doubt, feel free to reach out to me as well.

Center For Student Learning

The Center for Student Learning, or CSL, offers a wide variety of tutoring and other academic resources in support of students. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, peer academic coaching, and supplemental instruction. All services are described and all lab schedules are posted on the CSL website. Note: I will offer you a 2.5% bonus on the research paper if you meet with an advisor in the Writing Lab for help with your paper.

Students With Disabilities

The Center for Disability Services, better known as the SNAP Office, assists students with disabilities. SNAP provides a number of services including academic advisement and exam assistance. Any student eligible for and needing accommodations because of a disability is asked to speak with me during the first two weeks of class or as soon as they have been approved for services so that reasonable accommodations can be arranged.

COURSE SCHEDULE

What follows is each day’s class content. Required readings and assignments should be completed prior to that class meeting (unless the class is online, in which case they are due by 11:59pm that day). Check OAKS for assignment instructions and standalone readings. Please review each day’s learning objectives before class and when preparing for the exam. If you can answer these questions, you should do well in this course.

Institutions: Slavery, the Electoral College, and Parties

Introduction (begin semester online) W (8/26)

Reading(s)
  → None
Assignment(s)
  → Watch the course introduction video (Module 1)
  → Complete the syllabus quiz (Module 1)
Objective(s)
  → What are the course policies, requirements, objectives and structure?
### Charleston’s Founding

**Reading(s)**
- Fraser “The Propriety Colony” (Module 2)

**Assignment(s)**
- Complete the reading response prompt (Module 2)

**Objective(s)**
- What does Fraser mean when he writes that Charleston is “both beautiful and ugly?”

### Charleston’s Role in the Slave Trade

**Reading(s)**
- Hicks “A Chronicle of Human Bondage in the Holy City” (Module 3)

**Assignment(s)**
- Listen to the Hansen interview with Dr. Bernard Powers (Module 3)
- Watch the lecture video (Module 3)

**Objectives(s)**
- In what ways was Charleston important in the slave trade?
- How did the presence of enslaved Africans shape Charleston’s development?

### America’s Founding and the Electoral College

**Reading(s)**
- Longley “Electoral College Primer” (Module 4)

**Assignment(s)**
- Watch the lecture video (Module 4)

**Objective(s)**
- How does the Electoral College work?
- In the Founding era, what were the arguments for the Electoral College?

### Debating the Electoral College

**Reading(s)**
- None

**Assignment(s)**
- Complete the Electoral College discussion post (Module 5)

**Objective(s)**
- What are the common arguments for and against the Electoral College?

### Connecting the Dots: Charleston, Slavery and the Electoral College

**Reading(s)**
- Blake “The Overlooked Racial Dynamics of the Electoral College” (Module 6)

**Assignment(s)**
- Watch the lecture video (Module 6)
- Complete the Electoral College quiz (Module 6)

**Objectives(s)**
- How did slavery shape Framers’ decision to create the Electoral College?
- What are the contemporary effects of the Electoral College?

### George Washington’s Visit to Charleston

**Reading(s)**
- None

**Assignment(s)**
- Listen to the Charleston Time Machine podcast on Washington’s visit (Module 7)
- Complete the podcast response prompt (Module 7)

**Objective(s)**
- Why was Washington’s tour of the South consequential? What were his objectives?
George Washington’s Views on Parties
Reading(s)
→ Washington “A Farewell Address” (Module 8)
Assignment(s)
→ Watch the lecture video (Module 8)
Objective(s)
→ Why did Washington warn of the dangers of parties? What are their negative effects, in his mind?
→ What are the benefits of parties? What purpose do they serve?

The First Party System (we will remain online until after first exam)
Reading(s)
→ Reichley Chapter 3 (pages 29-41)
Assignment(s)
→ Watch the lecture video (Module 9)
Objective(s)
→ What are the main theories on party formation?
→ What were the policy positions of the Federalists and Democratic-Republicans?

Election of 1800
Reading(s)
→ Reichley Chapter 3 (pages 41-49)
Assignment(s)
→ Watch the lecture video (Module 10)
→ Complete the First Party System quiz (Module 10)
Objective(s)
→ What is a political realignment? Why was 1800 a realigning election?
→ How did the 12th Amendment alter the functioning of the Electoral College?

Exam 1 (Module 11 in OAKS during our regular class time)

Individuals: Jackson, Calhoun, Frémont, and Smalls

Andrew Jackson: South Carolina’s Only President (begin meeting in-person)
Reading(s)
→ Feller “Jackson’s Life Before the Presidency” (Module 12)
Assignment(s)
→ None
Objective(s)
→ What was Jackson’s connection to Charleston?
→ Why was the election of 1824 consequential?

Election of 1828 and the Second Party System
Reading(s)
→ Feller “Andrew Jackson and the American Franchise” (Module 12)
→ Reichley Chapter 5 (pages 69-75)
Assignment(s)
→ None
Objective(s)
→ Why was the election of 1828 consequential?
→ What were the main policy positions of Jackson’s Democratic party?
John C. Calhoun: South Carolina’s Most Infamous Politician

Reading(s)
→ Kelly “The First Secession” (pages 170-178)(Module 13)
→ Cobb “Terrorism in Charleston” (Module 13)
→ Williams “Centuries of Violence” (Module 13)

Assignment(s)
→ None

Objective(s)
→ How, and why, did Calhoun’s political philosophy change over his career?

The Nullification Crisis

Reading(s)
→ Cogan “The Theory of Nullification” (Module 13)
→ Kelly “The First Secession” (pages 178-203)(Module 13)

Assignment(s)
→ None

Objective(s)
→ What is the theory of nullification? What are the theory’s basic claims?

John C. Frémont: CofC’s Most Important Alum

Reading(s)
→ Berry “On Roads Hard Won” (Module 14)

Assignment(s)
→ Complete the reading response prompt (Module 14)

Objective(s)
→ What were the policy positions of the Whig Party? Why did the Whigs collapse?
→ What was Frémont’s path from CofC to the first ever Republican presidential candidate?

Election of 1856 and the Third Party System

Reading(s)
→ Reichley Chapter 6 (pages 93-106)

Assignment(s)
→ None

Objective(s)
→ What were the policy positions of the newly formed Republican party?

Charleston in 1860: From the Democratic Convention to Secession

Reading(s)
→ Kelly “War” (Module 15)
→ Lovegrove “Clyburn Speech Is SC’s First Convention Moment Since 1860” (Module 15)

Assignment(s)
→ None

Objective(s)
→ Why did the 1860 Democratic convention deadlock?
→ What was the main justification for South Carolina’s ordinance of secession?

Reconstruction and the Election of 1876

Reading(s)
→ Fraser “War and Peace” (Module 16)
→ Reichley Chapter 7 (pages 120-127)

Assignment(s)
→ None

Objective(s)
→ What were elections like in South Carolina (and the South) during Reconstruction?
→ Why was the election of 1876 consequential for both Reconstruction and subsequent elections?
Robert Smalls: From Charleston to Congress F (10/9)

Reading(s)
→ Fraser “Redemption and the Charleston Style” (Module 17)
→ House.gov “Black Americans in Congress” (Module 17)

Assignment(s)
→ None

Objective(s)
→ What were elections like in South Carolina (and the South) after Reconstruction?
→ How does Robert Smalls’ career in Congress mirror national political trends?

Exam 2 (Module 18 in OAKS during our regular class time) M (10/12)

Past is Prologue: Charleston’s Current Role in Presidential Politics

The Fifth Party System W (10/14)

Reading(s)
→ Reichley Chapter 12 (pages 201-212)
→ Fraser “Burnet Rhett Maybank and the Great Depression” (Module 19)
→ Reichley Chapter 13 (pages 231-234)

Assignment(s)
→ None

Objective(s)
→ What where the “New Deal” and “Conservative” coalitions?
→ How was Maybank’s relationship with FDR and the federal government?
→ Why did Southerners remain Democrats in this period?

Segregation and the College: Julius Waites Waring and George Grice F (10/16)

Reading(s)
→ Edgar “All in One Lifetime” (pages 512-520)(Module 20)
→ Morrison “Grice and Privitization” (Module 20)

Assignment(s)
→ None

Objective(s)
→ How did the New Deal and World War II alter politics in South Carolina?
→ What role did Waring and Grice play in changing city, state and national politics?

Election of 1948 M (10/19)

Reading(s)
→ Reichley Chapter 14 (pages 241-250)

Assignment(s)
→ None

Objective(s)
→ Who were the “Dixicrats” and what did they hope to accomplish in 1948?

Changing Parties? Strom Thurmond and James F. Byrnes W (10/21)

Reading(s)
→ Edgar “All in One Lifetime” (Module 21)
→ Reichley Chapter 16 (pages 261-269)

Assignment(s)
→ None

Objective(s)
→ What role did Thurmond and Byrnes play in changing city, state, and national politics?
The Sixth Party System
Reading(s)
→ Feinstein and Schickler “The Civil Rights Realignment Reconsidered” (Module 22)
Assignment(s)
→ None
Objective(s)
→ What was the southern realignment? What were its basic features?
→ How did the Democratic Party, not the Republican Party, come to champion civil rights?

A Primer on the South Carolina Primary
Reading(s)
→ Knotts and Ragusa Chapter 1 (all)
Assignment(s)
→ None
Objective(s)
→ In what ways does South Carolina’s presidential primary matter?
→ How did South Carolina become first in the South?

Who Votes in South Carolina and Why It Matters
Reading(s)
→ Knotts and Ragusa Chapter 3 (all)
Assignment(s)
→ None
Objective(s)
→ What are the key features of South Carolina’s Republican and Democratic primary electorates?
→ Why does demographic representatives matter?

The Road to the White House Leads Though South Carolina
Reading(s)
→ Knotts and Ragusa Chapter 4 (all)
→ Owens “Jim Clyburn Changed Everything For Joe Biden’s Campaign” (Module 23)
Assignment(s)
→ None
Objective(s)
→ What are the characteristics of winning candidates in the South Carolina primary?

Pre Election Open Forum
Reading(s)
→ None
Assignment(s)
→ Complete the pre-election assignment (Module 24)
Objective(s)
→ None

Post Election Open Forum
Reading(s)
→ None
Assignment(s)
→ None
Objective(s)
→ None

Exam 3 (Module 25 in OAKS during our regular class time)
Social Science: Using Data to Understand Presidential Politics

Research Questions, Theories, and Hypotheses M (11/9)
Reading(s)
→ None
Assignment(s)
→ None
Objective(s)
→ What is empirical research? What are the basic features of empirical research?

A Theory of Behavioral Path Dependence W (11/11)
Reading(s)
→ Acharya, Blackwell, and Sen Chapter 1 (pages 1-5)
→ Acharya, Blackwell, and Sen Chapter 2 (pages 25-38)
Assignment(s)
→ Complete the response prompt (Module 26)
Objective(s)
→ What are the key claims of the theory of behavioral path dependence?
→ Is the theory relevant to presidential politics? If so, how?

Variables and Hypothesis Testing F (11/13)
Reading(s)
→ None
Assignment(s)
→ None
Objective(s)
→ What is an independent variable? What is a dependent variable?
→ What is statistical significance?

How Slavery Predicts White Political Attitudes Today M (11/16)
Reading(s)
→ Acharya, Blackwell, and Sen Chapter 3 (all)
Assignment(s)
→ Complete the response prompt (Module 27)
Objective(s)
→ Does slavery still shape American politics? If so, what is the evidence?

The Origins of Divergence W (11/18)
Reading(s)
→ Acharya, Blackwell, and Sen Chapter 5 (pages 105-120)
→ Acharya, Blackwell, and Sen Chapter 6 (all)
Assignment(s)
→ Complete the response prompt (Module 28)
Objective(s)
→ Why does slavery still predict White political attitudes? What is the theoretical cause?

Introduction to SPSS and the CCES Dataset F (11/20)
Reading(s)
→ None
Assignment(s)
→ None
Objective(s)
→ Start brainstorming your research papers
Persistence and the Mechanisms of Reproduction  
Reading(s)  
→ Acharya, Blackwell, and Sen Chapter 7 (all)  
Assignment(s)  
→ Research proposal due (Module 29)  
Objective(s)  
→ Why does slavery still predict White political attitudes? What is the theoretical cause?

Thanksgiving Break (No Class)

Paper Lab Sessions (end semester online)  
Reading(s)  
→ None  
Assignment(s)  
→ Schedule a 15 minute Zoom meeting (Module 30)  
→ Review the various research paper and data analysis resources (Module 30)  
Objective(s)  
→ None

Reading Day (No Class)

Research Papers Due