

SST 602 - Southern Studies Graduate Seminar II
Tuesday @ 1-3:30 pm | Barnard Observatory Conference Room

Instructors: Professor Melanie Ho and Dr. Ryan Parsons
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Course Objectives and Outcomes

SST 602 is a reading, discussion, and research and writing course focused on exploring various perspectives on Southern society, its development and its institutions, social classes, and ethnic and racial groups.

Required Materials:

All course materials will be available on Blackboard.

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|----------|----------|---------------|
| A 93-100 | B- 80-82 | D+ 68-69 |
| A- 90-92 | C+ 78-79 | D 63-67 |
| B+ 88-89 | C 73-77 | D- 60-62 |
| B 83-87 | C- 70-72 | F Don't Even! |

Evaluation:

1. **12 Discussion Board Posts**, with comments on peers' posts
(10 points each, 120 points total)
2. **Prospectus Outline (80 points)**
3. **Prospectus Draft + Revisions**, 12-15 pages (**100 points**)
4. **Annotated Bibliography + Thesis Outline (100 points)**
5. **Participation (100 Points)** The participation grade is based on a combination of attendance, class participation, discussion, and your overall performance in this class.

Grades: 500 possible points. Final grade is your total divided by 500.

Course Policies

Attendance:

Class attendance is important. A significant portion of your grade comes from discussion and participation. If you aren't in class, you can't participate. More than two unexcused absences will reduce your overall grade by one letter.

Academic Integrity:

We take academic integrity seriously. A student caught plagiarizing on a written assignment will receive a zero for that assignment. Depending on the degree of the transgression you may also receive an F for the class.

Our Role as Facilitators, Your Role as Learners:

In alignment with policy by the Board of Trustees of State Institutions of Higher Learning (IHL) and the University of Mississippi, all University faculty, instructors and teaching staff have academic freedom in the classroom in discussing their subject, which includes exploring, discussing, and providing instruction on the topic of their course. The topic of the course and the concepts covered in the class are determined by the faculty who developed the curriculum. This class may present difficult, objectionable, or controversial concepts for consideration. Teaching a concept is neither endorsement of that concept, nor promotion of that concept. When discussing concepts in the course, faculty are committed to do so through a scholarly lens designed to encourage critical thinking and facilitate understanding. While a student may be taught concepts considered to be divisive if they are related to the subject of the class, no student will ever be required to assent or agree with any concept considered “divisive” under Mississippi law, and no student will be penalized for refusing to support or endorse such a concept. All students are strongly encouraged to think independently and analytically about all material presented in class and may express their views in a time, place, and manner, consistent with class organization and structure, and in accordance with the University’s commitment to free and open thought, inquiry, and expressions.

Disability Access and Inclusion:

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at **662-915-7128** so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students.

Course Schedule (subject to change so refer to weekly folders in BB for the latest information)

- Week 1: **Introduction and Course Objectives**
Expectations from students after SST 601
- Week 2: **Frameworks and Perspectives I: Wakework**
Read: *In the Wake* by Christina Sharpe. You should be able to access PDFs of the book here (will require logging in with your UM ID): <https://doi-org.umiss.idm.oclc.org/10.2307/j.ctv1134g6v>
- Week 3: **Writing as Responsibility**
Read: *The Message* by Ta-Nehisi Coates
- Week 4: **Frameworks and Perspectives II: Afropessimism**
Read: *Afropessimism* by Frank Wilderson
- Week 5: **Story Through Observations + Consciousness**
Read: *As Consciousness Is Harnessed to Flesh: Journals and Notebooks, 1964-1980* by Susan Sontag
- Week 6: **Frameworks and Perspectives III: Black Geographies**
Read: *Development Arrested* by Clyde Woods
Prospectus Outline Due
- Week 7: **Memory, Experience, Conversations**
Read: *A Dialogue* by James Baldwin and Nikki Giovanni
View: *Nikki Giovanni and James Baldwin in conversation on 'SOUL!'*
- Week 8: **Spring Break**
- Week 9: **Interpreting the South**
Read: *Sing, Unburied, Sing* by Jesmyn Ward
Prospectus Draft Due
- Week 10: **Communal Voices + Critique**
Read: *The Bitter Southerner* - selected articles
Tentative UM Archive Visit

Week 11: What does a thesis look like?

Read: Two past students' theses [will be on Blackboard]

Week 12: "Autonomous Organization" - Who are you in conversation with?

Read: *This Bridge Called My Back: Writings by Radical Women of Color* edited by Cherríe

Moraga and Gloria Anzaldúa

Week 13: Student Directed Readings

Read: Students' choice

Week 14: Student Directed Readings

Read: Students' choice

Week 15: Wrap Up + Reflections

Final Prospectus, Annotated Bibliography, and Thesis Outline Due

Discussion Board Posts:

Please respond to the discussion board by EOD Monday. Engage with at least two of your peers with thoughts, questions, etc. We will be bringing in your answers into our discussions on Tuesday. Write enough to contribute at least 10-15 minutes of conversation..

Class Discussion:

We will be rotating students to lead the class discussion every week. Please take a look at the syllabus and sign up for two.