



Take on the South is a series of eight one-hour, live-to-tape debates produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. The Foundation's mission is, "to improve education in the American South by funding its schools and students, preserving its history, encouraging responsible scholarship, and promoting the memory and values of our spiritual founders."

"Does the Road to the White House Run Through the South?"

Dr. Walter Edgar
Moderator

Renée Layson
SCETV Executive Producer/Director

Teacher's Guide by Dianne L. Gregory

Take on the South

“Does the Road to the White House Run Through the South?”

Description of Program

The first program in the series of eight one-hour, live-to-tape debates, produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc., is “Does the Road to the White House Run Through the South?” Although the program was taped prior to the 2008 election, the questions, discussion and debate are relevant today.

Dr. Walter Edgar, Director of the Institute for Southern Studies at the University of South Carolina, is the moderator for the debate. The program will restore the time-honored tradition of a true debate, providing thought-provoking positions, which are relevant and substantive, leading to inquiry and truth. Two distinguished scholars will present different positions with compelling reason concerning sectional dynamics. The topic of the debate is “Southern Politics.”

The first scholar is Dr. Earl Black, Herbert S. Autrey Professor of Political Science at Rice University. The changing politics of the American South is his focus. He has co-authored many books with his brother, Merle Black, most recently *Divided America: The Ferocious Power Struggle in American Politics* (2007). Additionally, the brothers have written *Politics and Society in the South* (1987), *The Vital South: How Presidents are Elected* (1992) and *The Rise of Southern Republicans* (2002). Dr. Thomas Schaller (Ph.D., North Carolina, 1997) is associate professor of political science at the University of Maryland, Baltimore County, teaching American government. Dr. Schaller has contributed many political commentaries and has written *Whistling Past Dixie: How Democrats can Win Without the South* and co-author of *Devolution and Black State Legislators: Challenges and Choices in the Twenty-first Century*. Both distinguished scholars bring interesting perspectives to the topic of southern politics.

Dr. Walter Edgar highlights the importance of debate arguments that are meaningful and relevant in coming to a thoughtful conclusion. History has proven the significance of such debates, such as the question of amending the Articles of Confederation at the Constitutional Convention of 1787. Other important debates include the establishment of the first bank in 1791, the issue of state's sovereignty in 1830, the Lincoln-Douglas debate of 1860, as well as the Nixon-Kennedy debate of 1960, which emphasized the trivial over the importance of substance impacting the debate process.

Does the candidate need to win the South to win the Presidency? Dr. Black presented his evidence for each political party by answering “yes and no”. For the Republicans to win the Presidency, all 11 southern states would have to cast their electoral votes for the Republican candidate. Dr. Black explained the need to win 270 electoral votes in order to win the Presidency, thus needing all southern states' and 30% of all other states' electoral votes. He examined several scenarios in which candidates had won with a variety of combinations. The key to a Republican victory hinged on the South. For the Democrats, the answer is “no,” the party does not need to win any southern states to win the Presidency. Democrats have more options in winning the electoral vote. Examples of Presidential election statistics were given to support this statement. Although building a southern coalition would benefit a candidate, the 11 southern states would not have to support a Democratic candidate in order to win the White House. In conclusion, Dr. Black noted that the answer to the question, “Does the road to the White House run through the South?” is “yes and no.”

The process of the electoral vote and understanding the importance of the Electoral College were key factors in developing Dr. Black's argument. The Electoral College, established by the U.S. Constitution, is the vehicle instituted to elect our President. Administered by the National Archives and Records Administration, the Electoral College determines the outcome of our country's leadership.

Dr. Thomas Schaller's answer to the question concerning the importance of the South in the determination of our President differed from Dr. Black's answer. "No, the road to the White House does not run through the South." He reaffirmed the statement that Democrats can be competitive without the South. Although he noted that the South's population is growing and the number of electoral votes could increase, creating a stronger reason to focus on the South. The Midwest and the Southwest seem to be the key regions that now control Presidential elections. Dr. Schaller noted that in recent history, the South predominately supported the Democratic Party, prior to being a Republican stronghold. Cultural diversity, social beliefs, leadership of women, and unionization were discussed as reasons the Democratic Party had lost its foothold on the South. Dr. Schaller also broached the topic of race, confirming that there is a direct relationship between attitudes on race and Presidential choice in the South. Dr. Schaller concluded by stating that "no, the road to the White House does not run through the South."

Each scholar was given the opportunity to ask one question of the other participant. "How would you account for the greater success of the Democrats in non-presidential elections in the South?" Dr. Schaller thoughtfully brought out the change of focus in local elections, as voters focus on community issues and taxation. The question of how one can live similar lives and vote differently was answered by Dr. Black. He stressed the importance of the coalition that the Republicans had built from K-Mart upward boiling it down to the bottom line, determining "who's on my side."

The entire purpose of *Take on the South* is to provoke thought and discussion. This debate effectively succeeded in creating a thoughtful dialogue on the topic of "Southern Politics."

Guide Components:

- **Description of Program**
- **Vocabulary**
- **Classroom Activities**
- **Discussion Topics**
- **National Social Studies Standards**
- **Selected Internet Resources**
- **Selected Literature**

Grade Level:

The program is recommended to support the National Social Studies Standards for High School. The program is also suitable for viewing in middle grades.

Vocabulary:

Encarta Dictionary

Biracial - relating to; made up of; or involving people of two different races

Coalition - political alliance; a temporary union between two or more groups

Culture - shared beliefs and values of groups; the beliefs, customs, practices, and social behavior of a particular group of people

Debate - talk or argue about something; think about something; public meeting for discussion

Distinguished - recognized for excellence; successful

Electoral College - Presidential electing body in the United States; the formal body elected by voters to choose the president and vice president. Although U.S. voters, in effect, choose a president and vice president, they are formally voting for members of the Electoral College who make the choice on their behalf.

Electorate - group of voters

Federalize - join states in federal union; put something under federal control

Gerrymandering - try to get extra votes unfairly; to manipulate an electoral area, usually by altering its boundaries, in order to gain an unfair political advantage in an election

Ideologue - zealous supporter of ideology

Ideology - system of social beliefs; meaningful belief system

Party - political organization; a nationally based organization who share the same broad political views and goals, such as Republicans and Democrats

Relevant - connected; having social significance

Substantive - with practical importance; essential

Taxation - system of levying taxes; money collected in taxes

Classroom Activities: Activities should be simplified or enriched, based on the level of the student.

1. **Timeline: Individual, Small Group or Class**
Establish a timeline with dates of significant debates in the history of the United States.
2. **Research: Individual or Small Group**
Select one of the debates mentioned in the program to study. Who were the major debaters and which side of the issue were each debating? What impact did the debate have on the country? Debates to consider studying: the Constitutional Convention of 1787 considering the amending of the Articles of Confederation; the 1791 debate to consider the first bank; the 1830 debate of state sovereignty; the debate between Stephen Douglas and Abraham Lincoln in 1860; the Nixon-Kennedy debate in 1960, as well as more recent historical debates.
3. **Research: Small Group or Class**
Using a variety of reference material and Internet resources, list the components of the formal debate process and procedures.
4. **Compare and Contrast: Individual, Small Group or Class**
Compare and contrast a formal debate with the informal process used in the media currently listing the components. How does each style impact the audience?

5. Debate: Class or School-wide
Select a classroom, school, or community topic to formally debate, following the official rules of debating.
6. Culture: Individual, Small Group or Class
Compare and contrast the cultural and social differences of each region of the country and the significance those differences would play in a Presidential election.
7. Research: Individual, Small Group or Class
Using the National Archives and Records Administration website or documents, study the history of the Electoral College.
Questions to consider:
What determines the number of electors for your state?
How many electors are designated for your state?
What are the qualifications of an elector?
8. Analyze: Individual, Small Group or Class
By using the Electoral College calculator on the National Archives and Records Administration website at <http://www.archives.gov/federal-register/electoral-college/calculator.html>, develop potential election scenarios for the next Presidential election. Analyze and explain your results.
This activity can be assigned, based on a variety of variables.
9. Election: Individual or Class
Assist in a class or school-wide election. Students could assist in the election procedures or by supporting a specific candidate. Reports should be given to the class to examine the many tasks involved in the democratic process of voting.
10. Interview: Individual, Small Group or Class
Invite to the class or visit an elected official to discuss the process that the official went through to win the election. Suggested discussions to consider are community issues at the time of the election and the elected official's base in the community.

Resource Speakers:
Elected Officials
Campaign Chairmen
Republican or Democratic Party Chairman or Leaders
Election Commission Officials

Discussion Topics:

- What current Southern cultural and social issues impact the Presidential election in the South?
- How does the Electoral College process work in your state?
- Since the number of electors in the Electoral College is dependent on census data, what population trends in your state could increase or decrease the number of electors?
- How does population stability or transiency impact the predictability of Presidential elections?

National Curriculum Standards for Social Studies
Copyright 2010
National Council for the Social Studies
High School

- 1. CULTURE:** Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

Knowledge: Learners will understand:

- “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;
- How culture develops and changes in ways that allow human societies to address their needs and concerns;
- That behaviors, values, beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;
- That awareness and knowledge of other cultures is important in a connected society and an interdependent world;

Processes: Learners will be able to:

- Ask questions related to culture and find, select, organize, and interpret data from research to address research question;
- Give examples of the value of cultural unity and cultural diversity, within and across groups;
- Evaluate how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- Analyze historic and current issues to determine the role that culture has played.

- 2. TIME, CONTINUITY, AND CHANGE:** Social Studies programs should include experiences that provide for the study of the past and its legacy.

Knowledge: Learners will understand:

- Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g., the history of democratic principles and institutions, the development of political and economic philosophies; the rise of modern nation-states, and the establishment and breakdown of colonial systems);

Processes: Learners will be able to:

- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments and compare different interpretations of the causes and consequences of these decisions and developments;

- 3. PEOPLE, PLACES, AND ENVIRONMENTS:** Social Studies programs should include experiences that provide for the study of people, places, and environments.

Knowledge: Learners will understand:

- Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.

Processes: Learners will be able to:

- Ask and find answers to geographic questions related to regions, nations, and the world in the past and present.

- 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Knowledge: Learners will understand:

- The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;
- How the various forms of groups and institutions change over time;
- How the beliefs of dominant groups tend to become norms in a society;
- How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.

Processes: Learners will be able to:

- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings;
- Understand examples of tensions between belief systems and governmental actions and policies;
- Investigate how groups and institutions work to meet individual needs, promote or fail to promote the common good, and address persistent social issues;

- 6. POWER, AUTHORITY, AND GOVERNANCE:** Social Studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Knowledge: Learners will understand:

- Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);
- Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);
- The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States;
- Ideas, theories, and modes of inquiry drawn from political science.

Processes: Learners will be able to:

- Examine persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in relation to the general welfare;
- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations,

- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
- Apply modes of inquiry used in political science to research issues concerning power, authority, and governance.

Suggested Internet Resources:

Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication.

- US Electoral College, National Archives and Records Administration
www.archives.gov/federal-register/electoral-college/about.html
- Federal Election Commission
www.fec.gov
- Presidential election information and directory
www.presidentialelection.com
- South Carolina Educational Television
www.scetv.org
- Our Government/The White House
www.whitehouse.gov/our-government
- US Government's Official website
www.usa.gov

Suggested Literature:

Bass, Jack and W. Scott Poole. *The Palmetto State: The Making of Modern South Carolina*. Columbia: University of South Carolina Press, 2009.

Black, Earl and Merle Black. *Divided America: The Ferocious Power Struggle in American Politics*. Simon & Schuster, 2007.

Black, Earl and Merle Black. *Politics and Society in the South*. Cambridge, Mass.: Harvard University Press, 1987.

Carter, Luther F. and David S. Mann, eds. *Government in the Palmetto State*. Columbia, SC: Bureau of Governmental Research and Service, University of South Carolina, c1983-1988.

Edgar, Walter. *South Carolina A History*. Columbia, SC: University of South Carolina, c1998.

Genovese, Eugene D. *The Southern Front: History and Politics in the Cultural War*. Columbia: University of Missouri Press, c1995.

Graham Jr., Cole Blease and William V. Moore. *South Carolina Politics & Government*. Lincoln: University of Nebraska Press, c1994.

Grantham, Dewey W. *The Life and Death of the Solid South: A Political History*. Lexington, Ky.: University Press of Kentucky, 1988.

Lea, James F., ed. *Contemporary Southern Politics*. Baton Rouge: Louisiana State University Press, c1988.

Schaller, Thomas F. *Whistling Past Dixie: How Democrats Can Win Without the South*. New York: Simon & Schuster, 2006.

Steed, Robert P., Laurence W. Moreland and Tod A. Baker, eds. *Southern Parties and Elections: Studies in Regional Political Change*. Tuscaloosa: University of Alabama Press, c1997.

Tyer, Charlie B., ed. *South Carolina Government: An Introduction*. Columbia, SC: Institute for Public Service and Policy Research, University of South Carolina, c2002.



About South Carolina ETV

South Carolina ETV is the state's public educational broadcasting network with 11 television and eight radio transmitters, and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the Web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.

Additional programming available through South Carolina Educational Television:
www.scetv.org Descriptions and information found on the SCETV website.

Carolina Stories weekly series highlights the rich cultural and historical landscape that is South Carolina. From the Upstate to the Lowcountry, the stories are as geographically diverse as their subject matter and they are all produced by ETV's production teams.

Connections is SCETV's weekly public affairs program and online discussion about issues that affect the South Carolina minority population. The host is P. A. Bennett.

ETV Shorts is a weekly web series of stories gathered from around the state. From the mountains to the sea, South Carolina has so much to offer residents and visitors alike. **ETV Shorts** will spotlight our beautiful state and highlight our amazing people!

NatureNotes Webisodes - Naturalist Rudy Mancke shares his knowledge, as well as his fascination, with the amazing variety of plants and animals found all around us on NatureNotes.

Riverbanks Roundup – ITV is working with the outstanding Riverbanks Zoo and Garden to feature educational aspects of the many zoo animals and their habitats. Each themed-program, which is designed to support elementary science standards, is produced on site at Riverbanks, allowing viewers to go behind-the-scenes with host Katie Mixon to meet the amazing animals and the zoo experts who take care of them.

The ***S.C. Hall of Fame*** was founded in Myrtle Beach, South Carolina in 1973 to recognize and honor contemporary and past citizens who have made outstanding contributions to South Carolina's heritage, history and progress.

Southern Lens is a showcase for independent film from and about the South, culled from film festivals and presented by South Carolina ETV. By turns warm, humorous, compelling, and heart-breaking, each film presents a place and time in Southern culture as seen through the eyes of one filmmaker. Watch films on **Thursdays at 9:00 pm**. Southern Lens follows ETV's **Carolina Stories** series.

The Big Picture is a weekly program designed to inform, entertain and enlighten viewers by providing an in-depth look at the issues and topics of interest to South Carolinians.