The goal of this course is to teach students some of the main themes and events in Georgia history—“a consideration of Georgia’s political, economic, social, and cultural development from the colonial period to the present,” according to the KSU Catalog.

There are two required books for the class: Christopher C. Meyers and David Williams, *Georgia: A Brief History*, and Thomas A. Scott, *Cornerstones of Georgia History: Documents That Formed the State*. In addition, students will read a number of articles in the *New Georgia Encyclopedia* and the *Georgia Historical Quarterly*.

Students should attend all sessions of the class, from beginning to end. Students who arrive late or leave early will be counted present at the discretion of the instructor. **Students who miss more than five class sessions will not pass the course. (Students must attend at least 25 class sessions to pass. There is no distinction between “excused” and “unexcused” absences.)**

Grades will be based on a mid-term exam, a final exam, several article reviews, and quizzes.

**quizzes** There will be occasional unannounced quizzes. Quizzes might cover anything assigned or discussed in class to that point. No make-ups for missed quizzes. Quizzes will count 10% of the course grade.

**mid-term exam** The mid-term will cover the lectures and readings to that point in the class and is worth 25% of the course grade. Bring a blank bluebook (large) and pen.

**final exam** The final is a comprehensive test covering the entire course, with an emphasis on material since the mid-term. The final exam is worth 30% of the course grade. Students should bring a blank bluebook (large) and pen to the final.

**article reviews** Students will write a series of papers based on readings in the *Georgia Historical Quarterly*. Each review should be 500-600 words (about two pages). Your discussion of the articles should be should be more than summaries. What is the author’s point? How does the author prove the point? Does the article have any larger significance? And so forth. I will drop the lowest grade; the other seven will count for 35% of the course grade.
Assignments are due at class time on the scheduled day. Late work will be accepted only in truly exceptional circumstances. If you absolutely cannot get to class on a day when a paper is due, email a copy to me, with an explanation of why you are not in class to submit it, so I will know you have completed it on time. (I will respond to let you know I received it.) Again, except for truly exceptional circumstances, there will be no make-ups for missed exams. “I was in a documented coma in the hospital” is acceptable; “I didn’t feel well” is not. In general, if it’s possible for you to be in class for an exam or to submit an assignment, there’s no acceptable reason not to be.

Cell phones and similar devices should be turned off and put away during class. Laptop computers should be used for course work only; other laptop use can be distracting to other students (and sometimes to the professor as well). Students should not study for other classes during ours. For the seventy-five minutes from 9:30 to 10:45 a.m. on Mondays and Wednesdays, you should consider this class to be your full-time job.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate Catalog. Below are some (not all!) of those provisions:

“Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an ‘informal’ resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.”

“No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.).”

“When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.”

“Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating…. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).”

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services, and telecommunications. Should you require assistance or have further questions about the ADA, please contact the ADA Compliance Officer for Students at 770-423-6443.
SCHEDULE

Readings listed below should be completed before class. “NGE” refers to articles in the New Georgia Encyclopedia (http://www.georgiaencyclopedia.org/); if the links below fail for some reason, go to the NGE’s home page and type the name of the article into the search engine there. “GHQ” is the Georgia Historical Quarterly. “Cornerstones” is Scott, Cornerstones of Georgia History. “Georgia” is Meyers and Williams, Georgia: A Brief History.

It is possible that we will have to make changes in this syllabus, especially the schedule. Any such changes will be for good cause and will be announced in class (if possible) and through the e-mail function of Desire2Learn.

Aug. 19 M introduction

21 W Georgia, pp. 1-7

Cornerstones, chap. 1

NGE: Etowah Mounds
Spanish Missions

26 M Georgia, pp. 7-29

Cornerstones, chap. 2

NGE: Yamacraw Indians
Tomochichi
James Edward Oglethorpe
Mary Musgrove
Aug.  28  W  *Cornerstones*, chap. 3

*NGE:*  [Malcontents](#)  
[Slayery in Colonial Georgia](#)


Sept.  2  M  no class

4  W  *Georgia*, chap. 2

*NGE:*  [Slavery in Revolutionary Georgia](#)

7  M  *Georgia*, chap. 3  
*Cornerstones*, chap. 3

*NGE:*  [Creek Indians](#)  
[Creeking Indians](#)

11  W  H. David Williams, “Gambling Away the Inheritance: The Cherokee Nation and Georgia’s Gold and Land Lotteries of 1832-33,” *GHQ* 73, no. 3 (Fall 1989): 519-39;  [article review](#)

16  M  *Georgia*, pp. 75-84

*NGE:*  [Rice](#)  
[Cotton](#)
Sept. 18  W  *Georgia*, pp. 84-100

*Empire State*, chap. 6

*NGE*:  *Slavery in Antebellum Georgia*
*Slave Women*

23  M  *Cornerstones*, chap. 6

25  W  Glenn McNair, “Slave Women, Capital Crime, and Criminal Justice in Georgia,” *GHQ* 93, no. 2 (Summer 2009): 135-58; article review

30  M  *Georgia*, pp. 101-110

*Cornerstones*, chap. 7

*NGE*:  *Georgia in 1860*

Oct. 2  W  *Georgia*, pp. 110-29

*Cornerstones*, chap. 8

7  M  *NGE*:  *Sherman’s March to the Sea*
*The Andrews Raid*
*Unionists*
*Civil War: Atlanta Home Front*
*Deportation of Roswell Mill Women*
*Women during the Civil War*
Oct.  9   W   Teresa Crisp Williams and David Williams, “‘The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women,” *GHQ* 86, no. 1 (Spring 2002): 49-83; article review

14   M   midterm exam

16   W   *Georgia*, pp. 130-44  
*Cornerstones*, chap. 9

*NGE*:  
[Ku Klux Klan in the Reconstruction Era](http://example.com)  
[Reconstruction in Georgia](http://example.com)  
[Amos T. Akerman](http://example.com)

21   M   *Georgia*, pp. 144-57  
*Cornerstones*, chap. 10

*NGE*:  
[Henry Grady](http://example.com)

K. Stephen Prince, “A Rebel Yell for Yankee Doodle: Selling the New South at the 1881 Atlanta International Cotton Exposition,” *Georgia Historical Quarterly* 92, no. 3 (Fall 2008): 340-71; article review

23   W   *Georgia*, pp. 158-67  
*NGE*:  
[Progressive Era](http://example.com)

28   M   *Georgia*, pp. 167-80  
*Cornerstones*, chap. 11
Oct. 30 W  
*NGE:* Atlanta Compromise Speech
  W. E. B. Du Bois in Georgia
  segregation
  lynching

Without Sanctuary (http://www.withoutsanctuary.org/)

Ralph E. Reed, Jr., “Emory College and the Sledd Affair of 1902: A Case Study in Southern Honor and Racial Attitudes,” *GHQ* 72, no. 3 (Fall 1988): 463-92; article review

Nov. 4 M  
*Cornerstones*, chap. 12

*NGE:* Convict Lease System
  County Unit System
  Leo Frank Case

6 W  
*Cornerstones*, chap. 13

*NGE:* Lost Cause Religion
  Rebecca Latimer Felton
  woman suffrage


11 M  
*Georgia*, pp. 181-95

*Cornerstones*, chap. 14

*NGE:* Eugene Talmadge
  Great Depression
  New Deal in Georgia
Nov. 13  W  *Georgia*, pp. 196-203

*Cornerstones*, chap. 15

*NGE*:  Ellis Arnall

Three Governors Controversy

Cocking Affair

18  M  *Georgia*, chap. 9

20  W  *Cornerstones*, chap. 16

*NGE*:  Civil Rights Movement

Albany Movement

Martin Luther King Jr.

25  M  J. Michael Martinez, “The Georgia Confederate Flag Dispute,” *GHQ* 92, no. 2 (Summer 2008): 200-28; article review

27  W  no class (Happy Thanksgiving!)

Dec. 2  M  *Georgia*, chap. 10

*Cornerstones*, chap. 17

*NGE*:  Jimmy Carter

Dixiecrats

Gubernatorial Election of 1966

Lester Maddox
Dec. 4 W NGE: *Crypt of Civilization*

*Cornerstones*, chap. 18

Edward J. Cashin, “Will the Real Georgia History Rise and Be Recognized,” *GHQ* 65, no. 1 (Spring 1981): 1-6 (no article review)

11 M final examination (8:00-10:00)