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 three required books for the class: Thomas A. Scott, *Cornerstones of Georgia History: Documents That Formed the State*; David S. Williams, *From Mounds to Megachurches: Georgia's Religious Heritage*; and William Craft, *Running a Thousand Miles for Freedom: The Escape of William an Ellen Craft from Slavery*. 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 must attend at least 24 class sessions to pass the course. (That is, students may miss no more than five sessions.) 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 are three scheduled book quizzes listed on the syllabus. Quizzes will count 15% 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 reviews based on articles in the *Georgia Historical Quarterly*. Each review should be 600-700 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. These papers should be written thoughtfully and carefully. They should scrupulously follow “A Few Writing Tips,” available on D2L. There should be no typos, no
punctuation errors, no grammatical slips. These writing mistakes will result in a lower paper grade. The article reviews will count for 30% 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 had to take a friend to the airport” 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 to the professor as well). Students should not study for other classes during ours. For the seventy-five minutes from 8:00 to 9:15 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:

“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 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.

“Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic 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.”

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/](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.

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. 18** M introduction

**20** W *Cornerstones*, chap. 1

*NGE:* [Etowah Mounds](http://www.georgiaencyclopedia.org/search?q=etowah+mounds)  
[Spanish Missions](http://www.georgiaencyclopedia.org/search?q=spanish+missions)

**25** M *Cornerstones*, chap. 2 (“Origins of Disease and Medicine,” “How the World Was Made,” “Gender Relationships”)

*NGE:* [Yamacraw Indians](http://www.georgiaencyclopedia.org/search?q=yamacraw+indians)  
[Tomochichi](http://www.georgiaencyclopedia.org/search?q=tomochichi)  
[James Edward Oglethorpe](http://www.georgiaencyclopedia.org/search?q=james+edward+oglethorpe)  
[Mary Musgrove](http://www.georgiaencyclopedia.org/search?q=mary+musgrove)

**27** W *Cornerstones*, chap. 3

*NGE:* [Malcontents](http://www.georgiaencyclopedia.org/search?q=malcontents)  
[Slavery in Colonial Georgia](http://www.georgiaencyclopedia.org/search?q=slavery+in+colonial+georgia)
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<tr>
<td>Sept. 1</td>
<td>M</td>
<td>no class</td>
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<tr>
<td>3</td>
<td>W</td>
<td><em>NGE</em>: Slavery in Revolutionary Georgia</td>
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| 8 | M | *Cornerstones*, chap. 2 ("Views of an Indian Agent"), chap. 5  
*NGE*: Creek Indians  
Cherokee Indians |
| 10 | 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 |
| 15 | M | *NGE*: Rice  
Cotton  
Slavery in Antebellum Georgia  
Slave Women |
<p>| 17 | W | <em>Cornerstones</em>, chap. 6 |
| 22 | M | Glenn McNair, “Slave Women, Capital Crime, and Criminal Justice in Georgia,” <em>GHQ</em> 93, no. 2 (Summer 2009): 135-58; article review |
| 24 | W | <em>NGE</em>: Georgia in 1860 |
| 29 | M | Craft, <em>Running a Thousand Miles for Freedom</em> (all); book quiz |
| Oct. 1 | W | <em>Cornerstones</em>, chap. 7 |</p>
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| Oct. 6 | M | *Cornerstones*, chap. 8  
*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 |
| 8 | 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 |
| 13 | M | midterm exam |
| 15 | W | *Cornerstones*, chap. 9  
*NGE:* Ku Klux Klan in the Reconstruction Era  
Reconstruction in Georgia  
Amos T. Akerman |
| 20 | M | Williams, *From Mounds to Megachurches*, pp. 1-69; book quiz |
| 22 | W | *Cornerstones*, chap. 10 (“A Business Perspective on the Southern Problem,” “The Mill Workers,” “The Farm Laborers”)  
*NGE:* Henry Grady |
| 27 | M | K. Stephen Prince, “A Rebel Yell for Yankee Doodle: Selling the New South at the 1881 Atlanta International Cotton Exposition,” *GHQ* 92, no. 3 (Fall 2008): 340-71; article review |
Oct.  29  W  *Cornerstones*, chap. 11

*NGE:  [Atlanta Compromise Speech](http://www.cornerstones.org/)
W. E. B. Du Bois in Georgia
segregation
lynching

Nov.  3  M  *NGE:  [Progressive Era](http://www.nge.org/)

Without Sanctuary  ([http://www.withoutsanctuary.org/](http://www.withoutsanctuary.org/))
note: This website contains gruesome photographs of lynchings.

5  W  *Cornerstones*, chap. 12

*NGE:  [Convict Lease System](http://www.cornerstones.org/)
County Unit System
Leo Frank Case

Bartow Elmore, “Hydrology and Residential Segregation in the Postwar South: An Environmental History of Atlanta, 1865-1895,” *GHQ* 94, no. 1 (Spring 2010): 30-61; [article review](http://www.cornerstones.org/)

10  M  *Cornerstones*, chap. 13

*NGE:  [Lost Cause Religion](http://www.cornerstones.org/)
Rebecca Latimer Felton
woman suffrage

12  W  *Cornerstones*, chap. 14

*NGE:  [Eugene Talmadge](http://www.cornerstones.org/)
Great Depression
New Deal in Georgia
Nov. 17 M Cornerstones, chap. 15

NGE: Ellis Arnall
    Three Governors Controversy
    Cocking Affair

19 W Cornerstones, chap. 16

NGE: Civil Rights Movement
    Albany Movement
    Martin Luther King Jr.

24 M no class

26 W no class

Dec. 1 M Williams, From Mounds to Megachurches, pp. 70-150; book quiz

3 W Cornerstones, chap. 17

NGE: Jimmy Carter
    Dixiecrats
    Gubernatorial Election of 1966
    Lester Maddox

8 M 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)

10 W final examination (8:00-10:00)