Email: jbrock@westga.edu
**Please use my UWG email address instead of writing me on CourseDen--I’m much quicker via email**

Phone: 678-839-6141
Office: Center for Public History, Ingram Library, ground floor
Online office hours (through Blackboard Collaborate on CourseDen): Fridays, 10-12, and by appointment

Course description:
The course catalog describes this offering in the following way: “A survey of Georgia history from prehistory to the present, emphasizing politics and society.” To go a bit further, the course considers the social, cultural, political, environmental, and economic contours of Georgia’s past well before European settlement and into the twenty-first century—and how these contours tie the state to southern and national history. We’ll explore this past through primary and secondary source readings, images, websites, and film, in the hopes that the historical landscape that surrounds you will come to life.

Specific learning outcomes for the course include:
1. Identify and explain how social, economic, cultural, and political forces shaped Georgia’s history from before European settlement to the twenty-first century.
2. Identify and discuss the experiences of diverse groups in Georgia history.
3. Identify and explain connections between themes in Georgia history and those of the broader region and nation.
4. Interpret primary sources in order to construct historical arguments.
5. Prepare unit plans for an 8th grade Georgia Studies course.
6. Write research-based essay on a topic within Georgia history.

Required texts:

Grading policy:
I will use a 0-100 percentage-based system to calculate your grades. The weight of each assignment, and the relationship of percentage points to your final letter grade, is broken down below:

<table>
<thead>
<tr>
<th>Weight of course assignments</th>
<th>Weight of percentage</th>
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HIST 5474: History of Georgia
Summer Session III, 100% Online
Dr. Julia Brock
Late Work Policy

Assignments should be submitted by 5:00 on the day they are due (see course calendar for dates). Any late assignment will be reduced by 10 percentage points from its final grade for each day it is late. For example, if you receive an 92% on an assignment but it is a day late, the grade will be reduced to a 82% and so on.

To receive an ‘A’

...the student must display superior performance in his/her/their work. This includes demonstration of the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An ‘A’ student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she/they will demonstrate excellence in communication skills and the ability to contextualize the material.

To receive a ‘B’

...the student needs to display above average performance in his/her coursework, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A ‘B’ student will go beyond the minimum requirements in terms of preparation and presentation of assigned coursework. He/she/they will demonstrate above average communication skills and ability to contextualize material.

To receive a ‘C’

...the student must meet the minimum requirements for the course, displaying adequate performance in his/her/their coursework, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A ‘C’ student demonstrates competence in terms of preparation and presentation of assigned work. He/she/they will demonstrate adequate communication skills and ability to contextualize materials.

To receive a ‘D’

...the student is performing below the minimum requirements for the course. This could include failure to turn in or complete assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A ‘D’ student performs below the average in terms of preparation and presentation of assigned work. He/she/they may not be demonstrating
adequate communication skills or ability to contextualize materials.

To receive an ‘F’

...the student has failed to meet the requirements of this course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An ‘F’ student has not performed in a manner satisfactory to the standards of the class.

Grading Turnaround

All assignments will be graded within several days of the end of each module. I will let you know if grading takes longer than this.

**There is no extra credit offered in the course.

Assessments:

All assignments have corresponding rubrics so that you can see how your work will be assessed. Find these in the ‘Rubrics’ folder on CourseDen. Assignments are due at the end of each course module by midnight (see calendar for details).

Discussion posts:

Discussion posts are a way to build community around content and a way for you to process the material in a more informal way than an essay, for example. In each module I will ask you specific questions that you will answer in a discussion post, and will also ask that you respond to at least one of your classmates’ posts. (Meets course objectives 1-4)

Primary source analysis:

Primary sources are the bedrock of historical analysis, and, should you teach Social Studies or History, will be an important part of your pedagogy. In each module I’ll give you a specific primary source to analyze and interpret as well as specific instruction for the analysis. You will submit the analysis in a dropbox or in a discussion thread in the corresponding week’s folder (Meets course objective 4)

Short essay:

You will write two 3-4 page essays in which you will pull in strands from secondary sources and primary sources in order to build an argument about specific events, people, movements, or time periods in Georgia’s history. You can choose the weeks you turn in the essays--each week’s assignments will have an essay prompt included. You will submit these via a dropbox in the corresponding module. Writing guidelines are listed below. (Meets course objectives 1-4)

Final project:

For your final project in the course, you can choose to complete a unit plan for an 8th Grade Georgia Studies course or an eight-page research paper on a topic of your choice in Georgia history. Both are due on the last day of instruction by 5:00 p.m. (Meets course objective 5 and 6)

If you choose the unit plan I will give you specific instruction in terms of building the plan. My hope for this assignment is that you begin to think about how you would teach Georgia history content; I’d also like to connect you to resources in which to do so. You might also consider creating a teaching portfolio for job interviews--this unit plan would be good to include in a
collection of your work.

**Course Policies:**

**University policies and academic support**
Please carefully review the following Common Language for all university course syllabi at this link: UWG’s Common Language for Course Syllabi
It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

**Academic honesty**
Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: http://www.westga.edu/handbook/

**Disability Act/accessibility for the course**
Students with ADA-defined disabilities needing academic accommodation should; (1) know that they are welcome in the course (2) register with and provide documentation to the UWG Office of Accessibility Services: https://www.westga.edu/accessibility/(3) bring a letter to the me indicating the need for accommodation and what type. This should be done during the first week of class. You can contact to the Office of Accessibility Services at 678-839-6428.

**Technical requirements and assistance**
Having a correctly configured computer will help ensure your success in an online course. Be sure that your computer meets all of the necessary requirements in terms of hardware and software for the course (this includes being able to access CourseDen, download any attachments, and stream video, for example). For technical assistance and basic online information, visit the UWG Online Learning website “UWG Online Student Help”--https://uwgonline.westga.edu/students.php. This link will provide you with tutorials on how to navigate the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor system (MS Word, for ex.) that will be used for some written assignments.

**Attendance, Participation, and Late Work**
Attendance and participation are required. You are expected to participate in discussion posts and to interact with other students and me regularly. It is expected that you will demonstrate a respectful and courteous manner toward other participants in the discussion and observe good discussion ‘netiquette’ (see below for guidelines on ‘netiquette’).

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have problems, let me know as soon as possible. **Late submissions will not be accepted without a valid reason (that I determine) and proper documentation. A pattern of late submissions will result in a ‘0’ for assignments not turned in by the deadline.**
Time commitment

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. You should be prepared to spend time studying and working with course materials several hours per week offline. It will helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, planning. Remember, this is a short session (7 weeks) so the pace will go even faster than the normal 16-week semester.

Communicating Online

In an online environment, communication patterns are different than in a face-to-face classroom. You cannot see the other students you are sharing ideas and corresponding with. Instructors cannot see your facial expression or body language to determine whether you understand the material. Because of this, it becomes more important for you to become an active contributor to the learning process. To be successful in an online course you must be self-disciplined and remain actively involved. You will not be able to sit back and wait if you do not understand something. That said, ask for questions when you need help or clarification.

Netiquette Guide

1. Focus on one subject per message and use pertinent subtitles.
2. Do not use text spea, pls.
3. Capitalize words with care--capitalizing is the equivalent to SHOUTING in a discussion thread!
4. Cite all quotes, references, and sources.
5. Warn your readers at the outset if posting a long message.
6. *Do not* forward someone else’s messages without their express permission.
7. It’s fine to use humor, but please do so carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or insensitivity. Feel free to use emoticons to let others know you’re being humorous, but use them sparingly and not in every sentence or post. :)
8. Respect and courtesy are mandated. Failure to adhere to these important principles will result in a grade reduction from your final course grade as well as possible additional disciplinary action. I will not tolerate inappropriate behavior in this class.

Guidelines for writing assignments

Discussion and essays should adhere to the following requirements:

1. Writing assignments should meet the minimum length requirement as stated in each assignment--I will subtract points if the paper does not meet the required length. If the assignment is an essay, your paper should be double-spaced and should use a 12-point font. Use normal margins on all sides (Word standard is 1” on all sides). Remember that ‘A’ papers will go beyond the minimum requirements for each assignment.
2. Writing assignments (and emails) are to be written using rules of grammar and spelling, both of which will be taken into consideration in the evaluation of the
assignment. Be sure to proofread your writing as grammar and spell checks don’t catch words use in incorrect contexts, for example.

3. Writing assignments must be original and analytical. They should be well-thought-out response to the specific prompt or question. An assignment should not be a string of quotes with limited analysis (don’t do a book report!); rather, most of the written assignment should be in your own words with a few quotes to illustrate your points.

4. You must provide specific examples from the primary and secondary sources to support your main points. When using examples from the readings, you must cite these sources following the MLA style, the University of Chicago Press’s Chicago Manual of Style, or Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. Refer to the online sources Guide to the MLA Style or Turabian and Chicago Styles Citations

5. If you use direct quotations, you must not only cite the source but use quotation marks.

6. You may ONLY use the assigned reading for your assignment unless otherwise directed.

Course calendar:

Each course week runs from Wednesday until the following Tuesday (I based this on the start and end dates). I will not open materials for week 2 until week 1 officially ends, and so on (this is to ensure that you pace yourself and focus on each week’s material).

Week 1, 5/31-6/6
Early “Georgia”
Reading:
- New Georgia Encyclopedia entries: “PaleoIndian Period,” “Archaic Period,” “Woodland Period,” “Mississippian Period,” “Spanish Missions,” “English Trade in Deer and Indian Slaves” (all online)
- Meyers, chapter 1, “Colonial Beginnings to 1764”

Week 2, 6/7-6/13
Revolutionary Georgia
Reading:
- Meyers, chapter 2, “The Revolutionary Era, 1765-1787” (pp. 26-48)
- New Georgia Encyclopedia, “Slavery in Revolutionary Georgia,” online
- Ben Marsh, “Women the American Revolution in Georgia,” Georgia Historical Quarterly vol. 88, no. 2 (Summer 2004), 157-178 (CourseDen)

Week 3, 6/14-6/20
Expansion and Indian Removal
Reading:
- Meyers, Chapter 4, “The Native American Nations,” Documents 4-8 (pp. 79-84) and both essays (pp. 86-92)
- Tiya Miles, House on Diamond Hill, Introduction, Chapters 1-4, Epilogue
Week 4, 6/21-6/27
Antebellum Georgia and the Civil War
Reading:
- Meyers, Chapter 7, “The Civil War Era, 1845-1865,” Intro (pp. 127-129), Documents 4-6 (pp. 134-137), essay 2 by James P. Jones on Wilson’s Raid (pp. 145-149)
- Craft and Craft, Running a Thousand Miles for Freedom (entire narrative including Intro--pp. vi-69--but not supplemental readings)
- Teresa Crisp Williams and David Williams, “‘The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women,” Georgia Historical Quarterly 86.1 (Spring 2002), 49-83. (CourseDen)

Explore:

Week 5, 6/27-7/4
Reconstruction and New South Georgia
Reading:
- Meyers, chapters 9-10 (pp. 171-210)
- “KKK Threat to Davie Jeems, ca. 1868,” The Gilder Lehman Institute for the Study of American History (CourseDen)

Week 6, 7/5-7/11
Modernizing Georgia (Progressivism, New Deal, World Wars)
Reading:
- Meyers, chapters 11-14 (pp. 215-295)

Explore:
- “Georgia Journeys,” online exhibit, Kennesaw State University’s Museum of History and Holocaust Education, http://georgiajourneys.kennesaw.edu/

Week 7, 7/12-7/18
Civil Rights Movement and Sunbelt Georgia
Reading:
- Tuck, Beyond Atlanta, entire book (pp. 1-244)
- Meyers, Chapter 16, “Modern Georgia”
Unit plans or research papers due Friday 7/21 at 5:00 p.m (via dropbox on CourseDen)