History 6689 examines three centuries of Georgia history, from the establishment of Georgia as an English colony in 1732 to the emergence, persistence, and ultimate collapse of a plantation-oriented colonial society in the nineteenth and twentieth centuries. We pay particular attention to the state’s dramatic transformation in the decades since World War II brought on by urbanization, industrialization, and the Civil Rights Movement.

This course is designed to achieve several learning outcomes. Students will be responsible for demonstrating an understanding of Georgia history and major historiographical debates through discussion and written assignments. We will use primary documents, essays and books written by historians, short films, and regular discussions to analyze the historical foundations of contemporary society within the state. Students will be encouraged to develop their own independent opinions about central issues in the state’s history.

Course Grade
- Participation- 25%
- Discussion leader- 10%
- Critical essays (3 total)- 40%
- Research Paper- 25%

No extra credit is offered in this course.

Critical essays- Students will write three, typed, double-spaced (12-pt font), critical essays that are three to five pages in length on assigned books. A paper copy must be turned in for all written assignments. Each essay should summarize the central arguments of the entire book assigned for that week. Cobb’s Georgia Odyssey cannot be used as one the books examined in an essay. Your essays should address the following questions:
- Does the book have a clear and convincing thesis? Is the book well-researched? How does the book address larger historiographical debates among scholars? What are the book’s main strengths and weaknesses?
- Sample book reviews can be found on the database JSTOR available through the UWG Library website.
- Two of your essays must be turned in on or prior to Oct. 8. The third essay is due by Nov. 26.
- You will have an option of doing a second draft on the first two essays you turn in if you are not satisfied with your initial grade. In order for the instructor to consider changing your grade on the second draft, it must correct mistakes pointed out in the first draft and address any comments made on it.
- Your essays must adhere to the Chicago Manual of Style for citations, style and grammar. If the essay does not utilize the proper format for citations (footnotes or endnotes), I will not put a grade on it. Please consult the History Department’s Writing Guide. http://www.westga.edu/dsw/index_10083.php

Research Paper- Each student will write a typed (twelve-point font), double-spaced research paper between twelve and fourteen pages in length. The paper must utilize at least six sources bearing on an important question related to Georgia history. The paper must include footnotes or endnotes (see last paragraph in the section “Book Reviews” for guidance on this) and a bibliography. Your paper should provide an argument that engages existing historiography while also examining several primary sources.
- Students need to set up meetings with me at some point during the first three weeks of class to decide on a topic and begin research. By Sept. 24 students will turn in an introduction and annotated bibliography of sources. The bibliography must include at least two primary sources. The introduction should explain the historical question being posed in the paper and your tentative answer to the question. The finished version of the paper must be turned in by the last day of class.

Participation- Debating ideas and defending arguments is a central skill at the graduate level and, therefore, participation is a major component of the course. Students should have read the assigned works closely before each class period and be ready to debate the strengths and weaknesses of the texts. Failure to engage in class and focus on the assigned material will have a negative impact on your grade.
**Discussion leader** - Each student in the class is required to lead discussions over one of the assigned books. (Scott and Cobb are excluded from the texts you can choose.) At least 48 hours before you lead discussion, you will need to send me a list of questions you intend to ask in class. You will also need to give a brief historiographic presentation (5-10 minutes) at the start of class explaining how your book fits into the existing literature on the topic. Book reviews in academic journals can be of assistance in this regard.

**Late policy** If two critical essays are not turned in by Oct. 8, I will deduct ten points from the grade on each paper (including weekends since papers can be submitted as email attachments) for every day they are overdue unless the student provides written documentation (i.e. note from a doctor) explaining the tardiness. If you claim that you sent a paper via email and I did not receive it, in order to avoid a late penalty you will need to provide proof that you attempted to send it on the day and time that you claim.

**Attendance** - Regular attendance is critical to earning a passing grade in this course. Attendance will be taken at the start of each class and is considered at the end of the semester in assigning course grades. If a student misses class, it is his/her responsibility to find out what was missed.

Students who need to leave during class must provide an excuse to the instructor before the class begins.

**Cheating** - Cheating in any form (including plagiarism - presenting someone else's words as your own without properly citing them) will not be tolerated. Students caught cheating will receive an F on the assignment and probably an F in the course.

**Writing Center** - Students who need assistance with writing are encouraged to submit early drafts of papers to the instructor and/or go to the Writing Center on the UWG campus. The website for the Center is: http://www.westga.edu/~writing/

**UWG Honor Code, UWG Email Policy, Credit Hour Policy, and Americans With Disability Act** - Please review these important university policies by going to: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

**Reading Assignments** - The books must be read prior to the dates given in the course schedule. There is no textbook in this course. Students wishing to utilize a textbook should consult Christopher Meyers and David Williams, *Georgia: A Brief History*.

Bullock, Charles, et al., *The Three Governors' Controversy*

Cobb, James C., *Georgia Odyssey A Short History of the State*

Flamming, Douglas, *Creating the Modern South*

Greene, Melissa Faye, *Praying for Sheetrock*

Jennison, W.W., *Cultivating Race*

Kuhn, Clifford, *Contesting the New South Order*

Kruse, Kevin, *White Flight*

Link, William, *Atlanta, Cradle of the New South*

Miles, Tiya, *The House on Diamond Hill: A Cherokee Plantation Story*

O’Donovan, Susan, *Becoming Free in the Cotton South*

Pressly, Paul, *On the Rim of the Caribbean*


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**Schedule of Class meetings and assignments**
Week One- Aug 20  Class introduction

Week Two  Aug 27  Pressly, *On the Rim of the Caribbean*

Sept 3- Labor Day- no classes

Week Three- Sept 10  Miles, *The House on Diamond Hill*

Week Four- Sept 17  Jennison, *Cultivating Race*

Week Five- Sept 24  ARTICLES ON COURSE DEN
INTRODUCTORY PARAGRAPH & ANNOTATED BIBLIOGRAPHY DUE MON, SEPT 24

Week Six- Oct 1  O'Donovan, *Becoming Free in the Cotton South*

Week Seven- Oct 8  Link, *Atlanta: Cradle of the New South* TWO BOOK REVIEWS DUE BY MON, OCT. 8

Week Eight- Oct 15  Flamming, *Creating the Modern South*

Week Nine- Oct 22  Kuhn, *Contesting the New South Order*

Week Ten- Oct 29  Bullock, *The Three Governors' Controversy*

Week Eleven- Nov 5  Tuck, *Beyond Equality*

Week Twelve- Nov 12  Kruse, *White Flight*

Thanksgiving Break- Nov 19-23

Week Thirteen- Nov. 26  Greene, *Praying for Sheetrock*  THIRD BOOK REVIEW DUE MON, NOV. 26

Week Fourteen- Dec. 3  RESEARCH PAPER DUE WEDNESDAY, DEC. 5  Last class meeting  Cobb, *Georgia Odyssey*

There is no midterm or final exam in this class.