

Senior Seminar
History 4499/01
Georgia History

Dr. David B. Parker
Social Science 4126
office hours: MW 11:00-12:00, 2:00-3:00
TTh 2:00-4:00

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Required books: none. Instead, student will read a dozen or so articles from the *Georgia Historical Quarterly (GHQ)*. Specific assignments are listed on the schedule.

The general topic of this course is Georgia History. The point of the class, however, is not simply to learn that history in greater detail; the point is to show that you have mastered the skills and knowledge that one might reasonably expect of a graduating history major at Kennesaw. Students will demonstrate this mastery through discussions of common readings and the submission of a thesis of approximately 6000 words (of text) that is an original contribution to knowledge.

I assume that students learned (and still remember!) the things that should have been covered in History 2270/2275: bibliography (including databases such as *America: History and Life* and *JSTOR*); citation forms; critical reading and evaluation skills; proper grammar, punctuation, and the like; and, in general, how to “do” history. We will have a little bit of a refresher on some of these from time to time, but my assumption will be that students are coming into this class prepared to write a senior thesis. I also assume that students have at least a textbook knowledge of Georgia history.

Grades for the course will be based on class participation etc. (1/3) and the thesis (2/3). Students who do not perform on at least a satisfactory level (C or better) in both of these areas will not pass the course.

In addition to the class sessions listed below, students will meet with the professor at least four times outside of class during the term. Each student should schedule an appointment in August, in September, in October, and in November to discuss progress in the course and especially on the thesis. This is a minimum; I hope students will see me more often.

Final versions (or at least very advanced drafts) of theses will be placed online for all in the class to read. The last three class sessions will be devoted to a discussion of theses.

Students should take this class seriously. Always do the assigned reading and come to class prepared to discuss it competently. Always come to class. Understand that the thesis is the biggest and most important course assignment you will have at Kennesaw State. Notice that the class meets rarely after September. This is to allow students to work on their theses. Students who enter October with their projects well begun should be able to complete them successfully by the end of November; students who don't, likely won't.

I am not scheduling a lot of interim steps to the completed theses (students should have a general topic by such a date, a thesis statement by another date, a list of five primary sources and five secondary sources and the a rough draft by whenever, etc.), because in my own experience, research and writing never proceeds smoothly along such a line. Here are two dates: August 17, the first day of class, at which time you have nothing; and December 7 (a day that will live in infamy), at which time you will have a successful thesis. Between those two dates, students will be at different places in their projects (although by the last week of November we should be able to discern the beginning of a convergence toward "done"). Along the way, I will talk with students in class and individually and advise them on their progress.

"Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating. . . . 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." -- official KSU policy statement

SCHEDULE

It is possible that we will have to make changes in this syllabus. Any such changes will be for good cause and will be announced in class (if possible) and through the e-mail function of WebCT. **Class meeting dates are given in bold.**

- Aug. 17 M** Today's session is an introduction to the course and to each other.
- 19 W** Georgia History--What is it good for?
- 24 M** Read about the Atlanta race riot of 1906 in the New Georgia Encyclopedia. While you're there, spend a few minutes looking around NGE. What sort of stuff do you see? How is it organized? How complete is it? For class, be ready to discuss the riot and NGE.
- Also, read and be prepared to discuss Harvey K. Newman and Glenda Crunk, "Religious Leaders in the Aftermath of Atlanta's 1906 Race Riot," *GHQ* 92, no. 4 (Winter 2008): 460-85.
- 26 W** Read Gregory Mixon, "'Good Negro--Bad Negro': The Dynamics of Race and Class in Atlanta During the Era of the 1906 Riot," *GHQ* 81, no. 3 (Fall 1997): 593-621 (available in .pdf on WebCT).
- Be prepared to discuss Gregory Mixon, *The Atlanta Riot: Race, Class, and Violence in a New South City*; Mark Bauerlein, *Negrophobia: A Race Riot in Atlanta, 1906*; Allison Dorsey, *To Build Our Lives Together: Community Formation in Black Atlanta, 1875-1906*; and David F. Godshalk, *Veiled Visions: The 1906 Atlanta Race Riot and the Reshaping of American Race Relations*.
- 31 M** discussion of databases etc.--no assignment
- Sept. 2 W** Read 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, and Brian Melton, "'The Town that Sherman Wouldn't Burn': Sherman's March and Madison, Georgia, in History, Memory, and Legend," *GHQ* 86, no. 2 (Summer 2002): 201-30.

- Sept. 7 M** no class--Happy Labor Day!
- 9 W** Read Daryl Black, “‘The Excitement of High and Holy Affections’: Baptist Revival and Cultural Creation in the Upper-Piedmont Georgia Cotton Belt, 1800-1828,” *GHQ* 87, no. 3/4 (Fall/Winter 2003): 329-58, and Briane Turley, “‘A Wheel Within a Wheel’: Southern Methodism and the Georgia Holiness Association,” *GHQ* 75, no. 2 (Summer 1991): 295-320 (available in .pdf on WebCT).
- 14 M** writing exercise (to be posted on WebCT)
- 16 W** Read “Lost Cause Religion” in NGE.
- Read the following articles (all available in .pdf on WebCT).
- Grace Elizabeth Hale, “Granite Stopped Time: The Stone Mountain Memorial and the Representation of White Southern Identity,” *GHQ* 82, no. 1 (Spring 1998): 22-44.
- Fred Arthur Bailey, “The Textbooks of the ‘Lost Cause’: Censorship and the Creation of Southern State Histories,” *GHQ* 75, no. 3 (Fall 1991): 507-33.
- Elizabeth Gillespie McRae, “Caretakers of Southern Civilization: Georgia Women and the Anti-Suffrage Campaign, 1914-1920,” *GHQ* 82, no. 4 (Winter 1998): 801-28.
- 21 M** discussion of thesis assignment
- 23 W** John Walker Davis, “An Air of Defiance: Georgia’s State Flag Change of 1956,” *GHQ* 82, no. 2 (Summer 1998): 305-30 (available in .pdf on WebCT).
- Robert A. Pratt, “The Rhetoric of Hate: The Demosthenian Literary Society and Its Opposition to the Desegregation of the University of Georgia, 1950-1964,” *GHQ* 90/2 (Summer 2006): 236-59.
- 28 M** footnotes (exercise to be posted on Web-CT) and more

- Sept. 30** **W** Susan M. McGrath, "From Tokenism to Community Control: Political Symbolism in the Desegregation of Atlanta's Public Schools, 1961-1973," *GHQ* 79, no. 4 (Winter 1995): 842-72 (available in .pdf on WebCT).
- Randy Sanders, "'The Sad Duty of Politics': Jimmy Carter and the Issue of Race in His 1970 Gubernatorial Campaign," *GHQ* 76, no. 3 (Fall 1992): 612-38 (available in .pdf on WebCT).
- Oct. 5** **M** no class--work on thesis!
- 7** **W** discussion of thesis topics, progress; motivational stuff
- 12** **M** no class--work on thesis!
- 14** **W** no class--work on thesis!
- 19** **M** no class--work on thesis!
- 21** **W** discussion of thesis progress; motivational stuff
- 26** **M** no class--work on thesis!
- 28** **W** no class--work on thesis!
- Nov. 2** **M** no class--work on thesis!
- 4** **W** no class--work on thesis!
- 9** **M** discussion of thesis progress; motivational stuff
- 11** **W** no class--work on thesis!
- 16** **M** no class--work on thesis!

- Nov.** 18 W no class--work on thesis!
- 23 M no class; first set of papers due (three students--to be chosen later)
- 25 W Happy Thanksgiving break!
- 30 M all other papers due; discussion of first group
- Dec.** 2 W continue discussion of papers
- 7 M continue discussion of papers; final papers due
(This class session is during our assigned final exam time, 12:30-2:30.)