**Georgia During the Civil War Era**

Fall 2014. INTA 3803HP, Honors Program.

Profs. S. E. Goodman and J. J. Royster

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TuTh 3:05 – 4:20

Habersham Building, Nunn Conference Room

Brief course description: The Civil War brought more death, destruction, and hardship to Georgia and Georgians, and to the United States more generally, than all of America’s other wars combined. Black and white, rich and poor, men and women, old and young – almost everyone had a huge stake in its course and outcome as in no other conflict. During this period Georgia became the industrial, transportation, and arsenal hub of the Confederacy. It also attracted huge numbers of people who were not here in 1860, including two large armies, many thousands of wounded, sick, and displaced persons and prisoners as the Confederacy contracted. Georgia’s people and products showed up on every front. Exactly 150 years ago from May through December, Georgia became the object of William T. Sherman’s visit to the deep South. What happened, or did not happen, over the different stages of the war and this campaign? And what happened to all of these people in the immediate aftermath of the war? As the first war where a sizeable fraction of people were literate, there is a wealth of material from and about the human and economic cost of the war.

This syllabus is current as of August 26, 2014. It will be updated as we make choices and take advantage of opportunities during the semester.

Grades and assignments:

45% All written and oral work for the semester projects.

30% Class participation, including attendance

25% Other written and oral assignments as specified below

Each assignment will be discussed in detail in class on the day it is assigned. The results of each assignment will usually be put up on T-Square and get some class coverage within a week of their due dates.

Readings:

Alexander, Adele Logan, ***Ambiguous Lives: Free Women of Color in Rural Georgia, 1789-1879,*** Chs. 3 and 4, paperback edition 1992.

Bierce, Ambrose, “Chickamauga,” in ***In the Midst of Life: Tales of Soldiers and Civilians***, 1926 (first edition 1891), pp.46-57.

Kennett, Lee, ***Marching Through Georgia: The Story of Soldiers and Civilians During Sherman’s Campaign***, New York: HaperCollins, 1995

Ramsdell, Charles, ***Behind the Lines in the Southern Confederacy***, Baton Rouge: LSU, 1972 (originally published in 1937).

Venet, Wendy Hamand, ***A Changing Wind: Commerce and Conflict in Civil War Atlanta***, New Haven: Yale, 2014.

Wiley, Bell Irvin***, The Plain People of the Confederacy***, Chicago: Encounter, 1963 (originally published in1943).

A shelf of material for this class will be kept in 307 Habersham, the CISTP library and conference room. It will include some of the readings listed above, and other relevant books, maps, etc. Members of this class are welcome to study, to hold group meetings, and to explore the other reading material in 307 whenever it is not being used for CISTP purposes.

**Georgia during the Civil War: Learning Goals and Measures**

**Basic Learning Goals**

This course is designed to help students to:

* Build your knowledge about the human, economic, institutional, and political landscape of Georgia before, during, and in the decades immediately following the Civil War.
* Expand your awareness of specific geographical details of Georgia and the Confederacy and to use this knowledge to explain the Civil War as a “theatre” of conflict.
* Bring your critical thinking skills and abilities to bear in finding useful resources and making effective decisions as writers and researchers.
* Gain multi-modal experience (as readers, writers, speakers, listeners, observers, critical investigators) in addressing—individually and in collaboration with others—specific problems, issues, and concerns related to the theme of the course.

**Major Measures of Course Goals**

In order to reach course goals, students will be required to:

* Participate actively in class (30%):
  + Attend class and participate in daily discussions.
  + Read all assigned materials and be prepared to discuss them in class.
  + Participate in a field trip.
  + Listen to the work of classmates and respond using paradigms for critique developed in class.
  + Prepare short written reflections (1 page or less) occasionally on various experiences related to the course as a basis for class discussion.
* Prepare a research paper by the end of the term in which you explore a topic of their choice related to the focus of the course. (30%)
* Prepare an annotated bibliography (5%)
* Present your research orally to the class and respond to questions. (10%)
* Work in small groups on specific problems, including 2 mapping exercises and a group research project, and present this information to the class. (25%)

Week 1

Aug 19: How everything changed for everyone in Georgia between 1860 and 1865.

Introduction to the human, physical, economic, institutional, and political geographies of Georgia in 1860. Georgia *vis a vis* the South and the United States.

Initial pass over the syllabus

Personal statement assignment. Due 8/21

Aug 21: A detailed pass over the syllabus with particular attention to the semester projects. Start discussion of possible term project topics.

Selection of groups and subjects to present on the state of the state at the beginning of the Civil War. This will be done during Week 3. Group topics: demographics; economic geography; institutions (other than businesses); history of the state to 1860; Georgia in comparative statistics within the new Confederacy and the “Old Union.”

Personal statements due

Georgia map assignment. Due 8/26

Week 2

Aug 26: Continued discussion of the human, economic, institutional and political landscape of Georgia up to the Civil War.

Read: Venet, Prologue

Georgia map assignment due.

Aug 28: Continued discussion of the human, economic, institutional and political landscape of Georgia up to the Civil War.

Read: Alexander, Chs. 3 and 4;

Venet, Chs 1 and 2: Gate City, Unionism and Secessionism

Week 3

Sep 2: Group presentations: human and political geographies of Georgia in 1860.

Note: This class will be held in Habersham 136 (this day only)

Sep 4: Group presentations: the economy and institutions of Georgia in 1860.

Group written reports due.

Map assignment on the Confederacy. Due 9/9

Week 4

Sep 9: Formation of the CSA.

Georgia in the context of the Confederacy.

Discussion of semester projects. Proposals due 9/18 and 9/23

Map assignment on the Confederacy due.

Read: Venet, Chs 3 and 4: Rise of a Confederate City and A City of Considerable Importance

Sep 11: 1861

Emerging wartime social, political and economic problems.

Further discussion of semester projects

Read: Ramsdell, Emergence of Wartime Social And Political Problems

Week 5

Sep 16: 1862

Read: Ramsdell: Experiments in Political Control

Sep 18: 1863

Project proposals and selections.

Read: Wiley, The Common Soldiers

Venet, Chs 5 and 6: Second City of the Confederacy and Difficult Questions and the Search for Answers

Week 6

Sep 23: 1863

Project proposals and selections completed

Read: Bierce, Chickamauga

Wiley, The Folk at Home and The Colored Folk

Sep 25: 1864: Invasion and contraction

Read: Kennett Part One: Invasion

Venet, Ch 7, Civilian Loyalty

Week 7

Sep 30: 1864: Atlanta

Read: Kennett Part Two: Atlanta

Oct 2: 1864: To Savannah

Read: Half of Kennett Part Three: The March

Week 8

Oct 7: 1864-65

Read: Finish Kennett Part Three: The March

Venet, Ch 8, The Barbarous War

Oct 9: 1865

Start project status reports and reviews

Read: Ramsdell: Failure and Disintegration

Week 9

Oct 14: (Fall recess) Visit to the Atlanta History Center or a field trip to Andersonville, Milledgeville, Columbus (?) If we do a class field trip it will have to be on a day when there are no other classes, and the prime candidates are this day or a Saturday.

Oct 16: Project status reports and reviews (This class might be cancelled if we take the field trip on the 14th.)

Week 10

Oct 21: Complete project status reports and reviews

The early Reconstruction Period

Read: TBD

Oct 23: Possible guest lecture: Doug Flamming or Wendy Venet?

Week 11

Oct 28: The 1870s into the 1880s. Possible guest lecture, Flamming or Venet.

Read: Venet, Ch 9, Rebuilding, Reconstruction, and the New City

Oct 30: The 1880s

Read: Venet, Ch 10, Remembering and Forgetting

Week 12

Nov 4: two project presentations

Nov 6: two project presentations

Week 13

Nov 11: two project presentations

Nov 13: two project presentations

Week 14

Nov 18: two project presentations

Nov 20: two project presentations

Week 15

Nov 25: two project presentations

Nov 27 (no class, Thanksgiving)

Week 16

Dec 2: The influence and legacy of the Civil War in Georgia.

Read: TBD

Dec 4: The legacy of the Civil War in Georgia. “Hot wash.”