

History of Tennessee 343 001
Spring 2009
Instructor: David W. Lee
Office Hours: TBA

Course Objective: Hopefully this study of “Rocky Top” will provide you with a fairly detailed overview of Tennessee history from its so called pre-history to the present. Undoubtedly we will not be able to cover all the fine points of this contrary and complex state. But we will- Elvis- willing- probe, prod, and poke the Tennessee personality for its strengths, weaknesses and glaring inconsistencies. Lecture themes, topics, and discussions will be as broad or narrow as possible and geared to pique your interest if not your ire. On a personal note I am a seventh generation EAST Tennessean and I certainly have opinions on what it means to be a denizen of the Mockingbird State; I trust that you as a student will come to each lecture prepared to thoughtfully express your opinions as well.

Readings: Tennessee: State of the Nation, Whiteaker; Cades Cove, Dunn; Every Day in Tennessee History, Jones; Suttree, McCarthy.

Exams: There will be a mid-term and a final exam. Essay questions on these exams will be composed from both the lectures and the texts- Tennessee: State of the Nation and Every Day in Tennessee History. Together both exams are worth 40% of your final grade. Exams: March 5th, Final TBA.

Papers and Group project: At an appropriate time I will assign to groups of students in this class a project that will deal with the “physical” Tennessee. In other words the geography, climate, county seats, topography, population, the State's national markings, etc.,etc.,etc.-you get the picture. Certainly I'll be more specific about what each group will do and how I expect it to be done. The group presentation will be 20% of your final grade. There must be evidence of equal participation from each member of a given group. **PAPERS:** There will be two short-6 to 8 pages- papers due prior to the final week of the semester. Write a critical review of both Suttree and Cades Cove. Your critique must include an understanding of where these books “fit” in the context of this course. Use your imagination. Don't think that there is a right or wrong to your response. I'm looking for how you handle these two interpretations of the “Tennessee psyche.” So enjoy these two fine books- and think. Both critical reviews constitute 40% of your final grade. Papers due: April 23.

Grading Scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

Attendance: Come to class on a regular basis and participate and we'll all learn something.

Tentative Lecture Schedule*

- I. EARLY INDIGENOUS PEOPLES: Pre-history to early 16th century.
- II. CONTACT & CONFLICT: Whose Tennessee and why? 1540's to 1790's.
- III. STATEHOOD TO SELL OUT: It's a white man's world after all. 1790's to 1840.
- IV. WHITHER THE VOLUNTEER STATE?: 1840's to 1890's.
- V. REFORMING, DRYING OUT, & EDUCATING: 1890's to 1920's
- VI. TVA! TVA! TVA!: 1930'S to 1970's.
- VII. BELLWETHER OR BELLBOY STATE? 1970's to 1990's.