Course Description

This course will cover the history of Georgia from the pre-contact period until present day. With such a broad chronological purview, we could never hope to cover everything with equal weight; instead, we will discuss the major historical themes, trends, and events that have created the Georgia we know today. From the pre-colonial native inhabitants, Spanish exploration and English settlement, Cherokee removal, and slavery, to the state’s role in Civil War and Reconstruction, Jim Crow segregation, the Civil Rights Movement and Massive Resistance, the New Right, Suburbanization, and more, we will study the history of Georgia as both a microcosm and aberration of the broader American experience. In many ways, Georgia is a prototypical representative of a national culture, but unique decisions and historical forces also converged to make it a distinctive place on the national map.

Course Objectives
The primary objectives of the course are to develop your skills as critical readers of primary and secondary historical documents, to improve your ability to communicate in an organized and analytical fashion, and to provide you with fundamental knowledge about the events, people, and institutions that have shaped Georgia’s past.

To accomplish these objectives, we will approach the subject matter in a variety of ways. The traditional stuff of a history course – reading, writing, discussion, and lecture – will be central to the student’s workload. The required reading list includes a balance of good historical writing, primary documents, slave narrative, and memoir, all of which is essential to understanding how we, as historians, tell about the past. **This course is reading and writing intensive, so please study the course schedule and plan ahead.**

Readings
You are not required to purchase a general textbook; for general reference questions, I suggest that you consult the New Georgia Encyclopedia (georgiaencyclopedia.org), or purchase a copy of Kenneth Coleman, et al., *A History of Georgia*. You will read several articles from the New Georgia Encyclopedia early in the semester.

Required Texts:


**Course Requirements**

**Exams:** You will have **two exams** this semester (a midterm and a final). They will consist of identification and essay questions, which will be taken from the lectures, and assigned readings from Meyers’s *Empire State of the South* and the New Georgia Encyclopedia. The final exam will take place on the designated day for the final in this course, but it will not be comprehensive—it will only cover material since the midterm. We will discuss some strategies for studying for these exams, as well as how to write an effective exam essay in class. You will need to bring a large blue book to class for each exam.

**Book Essays:** You will write **three** analytical essays on our books this semester. They will cover the Craft, Crews, and Pomerantz books (NOT Meyers). These essays will be **3-4 pages** in length, and will address a question or theme that we develop in class. You should feel free to develop your own topic as well (with my approval). We will further discuss my expectations for these papers in class, and you should also consult the writing guide posted on Vista.

I encourage you to make an appointment with the KSU Writing Center if you need further assistance on any writing project. Experienced writing assistants work with you on any aspect of your writing – topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit [www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

**Site Analysis:** Go out and observe an historical site that interests you. All places are historical, so it can be anywhere you like—on campus, downtown, along a river, a city or state or national park, a national forest, your grandmother’s farm—anything that you consider an historical site. Take a notebook and write down everything you see in this landscape, whatever your vantage point. What do you see in terms of objects, boundaries, patterns, natural features? Can you read any historical activity into this landscape? Does the place have a human-defined purpose? Is it a public or private space? Who uses the landscape? Also, take a camera and snap some pictures for inclusion in your paper. After spending a little time with it, **find at least two primary sources and one secondary source** about your chosen landscape. The primary sources may be a photograph, a newspaper article, a map, correspondence—any primary document that refers to that particular place. The secondary source needs to be an article or book that provides some historical context about the place; it doesn’t have to specifically mention the place, but
does need to provide context. Write a **3-4 page essay** addressing the differences between what that document tells you about the landscape and what you see there today. Include copies of the primary source (if possible) and your pictures of the site in an appendix to your paper. Your site will most likely be local, but feel free to choose something farther afield—just remember that you must find the historical documentation. (Also be careful to respect private property.)

**Grading**

- Midterm Exam: 20%
- Final Exam: 20%
- Essay #1: 15%
- Essay #2: 15%
- Essay #3: 15%
- Site Analysis: 15%

**Class Participation**

In addition to the above, you are expected to fully participate in classroom discussion. You should come to class each day prepared to engage the readings with thoughtful comments and questions. Be ready to present, articulate, and defend your ideas, as well as listen to and comment on the ideas of others. The success of this class depends, in large part, on your willingness to participate in discussion. **Your grade for the course will be adjusted downward by up to 10% if you do not participate.**

**Academic Integrity**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of your academic careers. If you have not already read KSU’s Student Code of Conduct, you should do so immediately. You can find it here: [http://www.kennesaw.edu/scai/code_of_conduct.shtml](http://www.kennesaw.edu/scai/code_of_conduct.shtml).

You should pay particular attention to Section II.A., which I have copied here:

**A. Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

**Attendance**

Attendance is mandatory, and I will take role every day. If you are more than fifteen minutes late for class, or if you leave early, it will count as a ½ day. Each absence over
four will result in five points subtracted from your final grade. Your physical and mental presence in the classroom is essential to your ability to do well in this course.

**Contacting Me**
I will hold regular office hours on Tuesdays and Thursdays, 11:00-12:00. If these hours do not work for you, feel free to knock on the door to see if I’m in, or we can make an appointment for a convenient time. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

**Classroom Rules**
I aim to create a congenial classroom experience guided by the imperative of mutual respect among participants. The ring of the cell phone, the bowed head and hidden hands of the texter, and the disinterested gaze of the web surfer all amount to a breach of that respect. So, turn off all of your electronic devices before entering the classroom; it’s just that simple. I will allow the use of laptops to take notes, but if I see that you are using it for other means, you will not be allowed to use it for the remainder of the semester.

**Course Schedule**

>This schedule is a general outline for the semester. If I need to change anything, I will give you plenty of notice.

**Week 1**
Tu, 8/21: Course Introduction

Th, 8/23: Native Americans and the Spanish
Read: *NGE: Mississippian Period: Overview
Late Prehistoric/Early Historic Chiefdoms
*Meyers, Introduction

**Week 2**

Tu 8/28: Native Americans and the Spanish
Read: *Meyers, Chapter 1 (Read Document #1 and Essay #1)

Th, 8/30: James Oglethorpe’s Noble Experiment
Read: *Meyers, Finish Chapter 1

Begin *Running a Thousand Miles for Freedom*

**Week 3**

Tu, 9/04: Trustee Georgia
Read: *NGE, Trustee Georgia
Malcontents
Colonial Immigration
George Whitefield
John Wesley
Women in Colonial Georgia
War of Jenkins’ Ear

Th, 9/06: Royal Georgia and Revolution
Read: *Meyers, Chapter 2

Week 4

Tu, 9/11: Slavery on the Coast
Read: *Meyers, Chapter 6

Th, 9/13: Discuss Running a Thousand Miles for Freedom

Week 5

Tu, 9/18: Slavery and Inland Expansion
Read: *Meyers, Chapters 3 & 5

Th, 9/20: Negotiation and Betrayal
Read: *Meyers, Chapter 4
**ESSAY #1 DUE

Week 6

Tu, 9/25: The Coming of War
Read: *Meyers, Chapter 7

Th, 9/27: The Civil War in Georgia
Read: *Where Peachtree Meets Sweet Auburn*, pgs. 1-55
*NGE, Joseph Brown
Battle of Kennesaw Mountain
Atlanta Campaign
Sherman’s March to the Sea
The Andrews Raid
Unionists
Women during the Civil War

Week 7

Tu, 10/02: EXAM I

Th, 10/04: Site Analysis Basics

Week 8
Tu, 10/09: Reconstruction
Read: *Meyers, Chapter 9
   *Begin Reading Crews, *A Childhood*

Th, 10/11: Postwar Economy and Ideology
Read: *Meyers, Chapter 10
   *OCT 12 is the last day to withdraw without academic penalty

**Week 9**

Tu, 10/16: Jim Crow and the Atlanta Race Riot
Read: *Meyers, Chapter 11
   *Where Peachtree Meets Sweet Auburn*, pgs. 57-85

Th, 10/18: From Populism to Progressivism
Read: *Meyers, Chapter 12

**Week 10**

Tu, 10/23: Georgia’s Old Order in the Age of Modernism
Read: *Meyers, Chapter 8
View: *http://withoutsanctuary.org/main.html*

Th, 10/25: Depression, New Deal, and Ol’ Gene
Read: *Meyers, Chapter 13

**Week 11**

Tu, 10/30: Discuss Harry Crews, *A Childhood: The Biography of a Place*

Th, 11/01: World War II Hits Home
Read: *Meyers, Chapter 14
   **ESSAY #2 DUE**

**Week 12**

Tu, 11/06: The Civil Rights Movement I
Read: *Meyers, Chapter 15 (Docs 1-5, Essay #1)
   *Where Peachtree Meets Sweet Auburn*, pgs. 86-191

Th, 11/08: The Civil Rights Movement II
Read: *Meyers, Chapter 15 (Docs 6-9, Essay #2)
   *Where Peachtree Meets Sweet Auburn*, pgs. 192-286

**Week 13**
Tu, 11/13: The Sunbelt and Urban Renewal in Atlanta
Read: *Selection of News Coverage from Atlanta Journal (Vista)
    *Where Peachtree Meets Sweet Auburn, pgs. 287-351

Th, 11/15: Discuss Where Peachtree Meets Sweet Auburn

Week 14

Tu, 11/20: The Rise of Suburban Politics
Read: *Meyers, Chapter 16
    *Epilogue from Kevin Kruse, White Flight (Vista)
    *ESSAY #3 DUE

Th, 11/22: FALL BREAK

Week 15

Tu, 11/27: Rural Georgia in a Modern Age: A Countryside Transformed
Read: *Jack Temple Kirby, “Retro Frontiersmen” (Vista)

Th, 11/29: Making Sense of the Atlanta Olympics (and the East Dublin Redneck Games)
Read: *James Cobb, Selection from Georgia Odyssey (Vista)

Week 16:

Tu, 12/04: SITE ANALYSIS DUE IN CLASS

Tuesday, December 11: FINAL EXAM, 10:30 pm-12:30 pm