History of Georgia
HIST 3304

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The main goal of this course is to teach students some of the main themes and events in Georgia history—“a consideration of Georgia’s political, economic, social, and cultural development from the colonial period to the present,” according to the KSU Catalog.

There are three required books for the class:

- Buddy Sullivan, Georgia: A State History
- Erskine Clarke, Dwelling Place: A Plantation Epic
- Rebecca Burns, Rage in the Gate City: The Story of the 1906 Atlanta Race Riot

In addition, students will read a number of articles in the New Georgia Encyclopedia, and there are several other readings listed on the schedule.

Grades will be based on a mid-term exam, a final exam, three papers, and a series of quizzes.

**quizzes** There will be occasional unannounced quizzes based on daily readings. No make-ups for missed quizzes. Quizzes count for 15% of the course grade.

**mid-term exam** The mid-term will cover the lectures and readings to that point in the class and is worth 20% of the course grade. Bring a blank bluebook (large) and pen.

**final exam** The final is a comprehensive test covering the entire course, with an emphasis on material since the mid-term. The final exam is worth 30% of the course grade. Students will need to bring a blank bluebook and pen to the final.

**papers** Assignments are described in greater detail elsewhere in the syllabus. Papers total 35% of the course grade.

Students should come to class prepared to discuss the assigned readings. Students who are unable to do so, especially when called on by the professor, will have their grade adjusted downward by up to ten percent (of the course grade).

Students who miss more than five class sessions will not pass the course.
Assignments are due at class time on the scheduled day. Late work will be accepted only in truly exceptional circumstances. If you absolutely cannot get to class on a day when a paper is due, email a copy to me so I will know you have completed it on time (I will respond to let you know I received it), and then submit a paper copy as soon as possible. Again, except for truly exceptional circumstances, there will be no make-ups for missed exams. “I was in a documented coma in the hospital” is acceptable; “I didn’t feel well” is not. In general, if it’s possible for you to be in class for an exam, there’s no acceptable reason not to be.

Students should attend all sessions of the class, from beginning to end. Students who arrive late or leave early will be counted present at the discretion of the instructor. As noted above, students who miss more than five class sessions will not pass the course.

Cell phones and similar devices should be turned off and put away during class. Laptop computers are allowed for course work only.

I expect students to do their own work. “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, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. 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.” (KSU Senate, 3/15/99) I deal harshly with students caught cheating or committing other acts of academic dishonesty.

It is possible that we will have to make changes in this syllabus, especially the schedule. Any such changes will be for good cause and will be announced in class (if possible) and through the e-mail function of WebCT.

The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants will work with you to help you become a better writer--regardless of your strengths or weaknesses. Commonly covered writing strategies include topic development, organization, revision, research, source documentation, and grammar, but the Writing Center listens to and works with each writer individually. For more information or to schedule an appointment, visit http://www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.
Paper assignments

Paper assignments should scrupulously follow “A Few Writing Tips,” available on WebCT. There should be no typos, no punctuation errors, no grammatical slips. These writing mistakes will result in a lower paper grade. **I will quit reading any paper that has more than two such mistakes per page** (for example, in a three-page paper, I will not read after the sixth error) and will return that paper ungraded.

**paper on Clarke, Dwelling Place (due Feb. 10, 12, or 19)** Students will choose one of the three reading assignments from *Dwelling Place* and write a paper discussing that section of the book. What do we learn from that section about plantation life, the southern economy, religion, slavery, family life, or whatever? Papers should be more analysis than summary. Papers should be 1000-1200 words (about 3-4 pages) and are worth 10% of the course grade.

**paper on Burns, Rage in the Gate City (due April 7)** Students will write an analytical paper on Rebecca Burns’s *Rage in the City*. The general topic for the paper is a full discussion of the social/cultural/economic/political/other factors that led to the riot. How can we explain and understand the violence? Papers should be 1200-1500 words (approx. 4-5 pages). This paper is worth 15% of the course grade.

**GAH article review (due April 28)** Students will read an article of their choosing from the *Georgia Historical Quarterly*. The GHQ can be found in the following locations:

- All issues from 1917 through 1999 are available on microfilm.

Students should **not** use the current issues, available in the current periodicals section of the reference area at the back of the first floor. The last few years of the *Quarterly* are available through EBSCOhost (GALILEO). Again, students should **not** use this source.


Choose any article (be sure that it is a full article, at least 15 pages long, and not a book review, “Georgia History in Pictures,” “Notes and Documents,” and the like) and write a brief paper, summarizing and analyzing the article. What is the author’s point? How does the author prove the point? Does the article have any larger significance? How does it fit in to our class discussions or textbook? Etc. Papers should be 1000-1200 words (approx. 3-4 pages). This paper is worth 10% of the course grade.
SCHEDULE

Readings listed below should be completed before class. “NGE” refers to articles in the New Georgia Encyclopedia (http://www.georgiaencyclopedia.org/). If the links below fail for some reason, go to the NGE’s home page and type the name of the article into the search engine there.

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<td>13</td>
<td>T</td>
<td>Mooney’s Myths of the Cherokee (on WebCT)</td>
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<td>NGE: <a href="http://www.georgiaencyclopedia.org/">Mississippian Period: Overview</a></td>
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<td>Late Prehistoric/Early Historic Chiefdoms</td>
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<td>Etowah Mounds</td>
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<td>Sullivan, chap. 1</td>
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<td>NGE: <a href="http://www.georgiaencyclopedia.org/">Hernando de Soto in Georgia</a></td>
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<td>Sullivan, chap. 2</td>
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<td>English Trade in Deerskins and Indian Slaves</td>
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<td>NGE: <a href="http://www.georgiaencyclopedia.org/">Slavery in Colonial Georgia</a></td>
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<td>Antebellum Industrialization</td>
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Feb.  3  T  Sullivan, chap. 6
NGE:  [Creek Indians](#)
      [Worcester v. Georgia](#)

5  Th  slavery readings (on WebCT)
NGE:  [Slavery in Antebellum Georgia](#)

10  T  Clarke, *Dwelling Place* (to p. 151)

12  Th  Clarke, *Dwelling Place* (p. 152 to 299)

17  T  no new assignment

19  Th  Clarke, *Dwelling Place* (p. 300 to end)

24  T  Sullivan, chap. 7

26  Th  mid-term exam

Mar.  3  T  Sullivan, chap. 8 (to p. 118)
NGE:  [Battle of Kennesaw Mountain](#)
      [Sherman’s March to the Sea](#)
      [The Andrews Raid](#)

5  Th  NGE:  [Deportation of Roswell Mill Women](#)
      [Women during the Civil War](#)

10  T  no class

12  Th  no class

17  T  Sullivan, chap. 8 (p. 118 to end)
NGE:  [The Camilla Massacre](#)
      [Ku Klux Klan in the Reconstruction Era](#)
      [Amos T. Akerman](#)
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<td>Mar. 19</td>
<td>Th</td>
<td>Sullivan, chap. 9</td>
<td><strong>Lost Cause Religion</strong></td>
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| 24 | T | Sullivan, chap. 10 | **Atlanta Compromise Speech**  
**W. E. B. Du Bois in Georgia**  
**segregation** |
| 26 | Th | **Without Sanctuary** ([http://www.withoutsanctuary.org/](http://www.withoutsanctuary.org/)) | **Lynching** |
| 31 | T | | **Progressive Era**  
**Convict Lease System**  
**County Unit System**  
**Rebecca Latimer Felton** |
| April 2 | Th | | **Ku Klux Klan in the Twentieth Century**  
**Thomas E. Watson**  
**Leo Frank Case** |
| 7 | T | Burns, *Rage in the Gate City* | |
| 9 | Th | Sullivan, chap. 11 | **Eugene Talmadge** |
| 14 | T | Sullivan, chap. 12 | **Ellis Arnall**  
**Three Governors Controversy**  
**The Cocking Affair** |
<p>| 16 | Th | | <strong>Civil Rights Movement</strong> |</p>
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| April 21 | T | Sullivan, chap. 13  
              “There is no prejudice in Arkansas” (on WebCT)  
              NGE: [Albany Movement](#)  
              [Martin Luther King Jr.](#) |
| 23 | Th | NGE: [Jimmy Carter](#)  
              [Dixiecrats](#)  
              [Gubernatorial Election of 1966](#)  
              [Lester Maddox](#) |
| 28 | T | GHQ article review |
| 30 | Th | NGE: [Crypt of Civilization](#) |
| May 7 | Th | final examination  
              11:00-1:00 (section 2)  
              5:00-7:00 (section 3) |