History of Georgia
History 3304
TTh, 9:30-10:45
Social Sciences, 2035

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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The primary objectives of the course are to develop your skills as critical readers of primary and secondary historical documents, to improve your ability to communicate in an organized and analytical fashion, and to provide you with fundamental knowledge about the events, people, and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, memoir, and fiction, all of which is essential to understanding how we, as historians, tell about the past.

Readings

You have a wide variety of readings for this course, including an edited collection of primary sources and essays, two book-length works of nonfiction, and one work of fiction. 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.

Required Texts:
Christopher Meyers, *The Empire State of the South: Georgia History in Documents and Essays*
Jacqueline Jones, *Saving Savannah: The City and the Civil War*
Laura Wexler, *Fire in a Canebrake: The Last Mass Lynching in America*
James Dickey, *Deliverance*

**Course Requirements**

**Exams:** You will have **three exams** this semester, two midterms and the final. Exams will consist of identifications and essays. On the **final exam**, the identification section will not be cumulative, but the essay questions will ask you to think broadly about the material we have covered throughout the entire semester. 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 a **blue book** for each exam, which you can buy in the KSU bookstore.

**Quizzes/Wiki Posts:** We will have frequent **unannounced quizzes** that will assess your understanding of the reading assignments from Meyers and other readings. In addition, you will also participate in ongoing **wiki discussions** on GA View Vista that will reflect your thoughts as you read your book-length assignments. These online discussions will begin with a question or comment from me, to be followed with your short reaction (no more than 250 words). I expect this to be an online conversation, with your comments playing off of the comments of previous posts. I will announce the due dates for wiki discussions in class. You will not have an opportunity to make up quizzes or wiki discussions, but you can drop your lowest quiz grade.

**Book Review:** You will choose between our three books to write **one 4-5 page paper** that should focus on a central theme or question that you found interesting in the book. I will offer a couple of broad questions for each book that should get you started, but feel free to develop your own topic as well (with my approval). We will further discuss my expectations for these papers in class. **You will choose which book you would like to review on the second day of class (01/12).**

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, or stop by Room 242 in the English Building.

**Class Participation:** Finally, 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.

**Grading**

Exam I: 15%
Exam II: 15%
Final Exam: 20%
Book Review: 20%
Quizzes/Wikis: 20%
Class Participation: 10%

**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:

You should pay particular attention to Section II.A., which I have included 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. 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, 1/10: Course Introduction

Th, 1/12: Native Americans and Spanish Exploration  
Read: *Meyers, Introduction and Chapter 1 (Read Document #1 and Essay #1)*

**Week 2**

Tu 1/17: James Oglethorpe’s Noble Experiment  
Read: *Meyers, Finish Chapter 1*

Th, 1/19: Life in Georgia as a Royal Colony  
Read: *Begin Jones, Saving Savannah*

**Week 3**

Tu, 1/24: Revolution and Early Republic in Georgia  
Read: *Meyers, Chapter 2*

Th, 1/26: Slavery on the Coast  
Read: *Meyers, Chapter 6 (intro and documents 1-9)  
*Jones, pgs. 1-116*

**Week 4**

Tu, 1/31: Negotiation and Betrayal  
Read: *Meyers, Chapter 4  
*Continue Jones*

Th, 2/02: Antebellum Slavery and the Coming of War  
Read: *Jones, 117-212*

**Week 5**

Tu, 2/07: The Civil War in Georgia  
Read: *Meyers, Chapter 7*

Th, 2/09: EXAM I

**Week 6**
Tu, 2/14: Reconstruction
Read: *Jones, pgs. 213-301
  *Meyers, Chapter 9

Th, 2/16: Postwar Economy and Ideology
Read: *Jones, pgs. 302-end
  *Meyers, Chapter 10

Week 7

Tu, 2/21: Jim Crow and the Atlanta Race Riot
Read: *Meyers, Chapter 11
  *Jones Essay Due

Th, 2/23: From Populism to Progressivism
Read: *Meyers, Chapter 12
  *Begin Wexler, *Fire in a Canebrake

Week 8

Tu, 2/28: Georgia’s Old Order in the Age of Modernism
Read: *Meyers, Chapter 8

Th, 3/01: Rural Life during Georgia’s Long Depression
Read: *Meyers, Chapter 13 (Documents 1-2, Essay #1)
  *Continue Wexler, *Fire in a Canebrake, through pg. 114

Week 9

SPRING BREAK

Week 10
Tu, 3/13: Ol’ Gene and Georgia’s New Deal
Read: *Meyers, Chapter 13 (Docs 3-11, Essay #2)
  *Continue Wexler, *Fire in a Canebrake, through pg. 194
  *March 12 is the Last Day to Withdraw without Academic Penalty

Th, 3/15: Finish Discussion of Wexler, *Fire in a Canebrake
View: *http://withoutsanctuary.org/main.html
Note: View images and read the information on each photograph first, then view “Movie.” Be prepared to view very disturbing images.

Week 11

Tu, 3/20: World War II Hits Home
  *Wexler Essay Due
Th, 3/22: EXAM II

Week 12

Tu, 3/27: The Civil Rights Movement I
Read: *Meyers, Chapter 15 (Docs 1-5, Essay #1)

Th, 3/29: NO CLASS

Week 13

Tu, 4/03: The Civil Rights Movement II
Read: *Meyers, Chapter 15 (Docs 6-9, Essay #2)

Th, 4/05: The Sunbelt and Urban Renewal in Atlanta
Read: *Selection of News Coverage from Atlanta Journal (Vista)

Week 14

Tu, 4/10: Sunbelt Politics
Read: *Meyers, Chapter 16 (Docs 1-2, Essay #1)
*Continue Deliverance

Th, 4/12: Rural Georgia in a Modern Age: A Countryside Transformed
Read: *Jack Temple Kirby, “Retro Frontiersmen” (Vista)
*Continue Deliverance, through pg. 89

Week 15

Tu, 4/17: Countercultural Georgia: Music, Politics, and the Great Speckled Bird
View: *The Great Speckled Bird* (http://www.youtube.com/watch?v=sV4TVfKSPCk)
*Continue Deliverance, through pg. 165

Th, 4/19: The Rise of Suburban Politics
Read: *Epilogue from Kevin Kruse, White Flight (Vista)
*Continue Deliverance

Week 16:

Tu, 4/24: Finish Discussion of Deliverance
*View portions of film in class

Th, 4/26: Making Sense of the Atlanta Olympics (and the East Dublin Redneck Games)
Read: *Meyers, Chapter 16 (Docs 4-9, Essay #2)
*James Cobb, Selection from Georgia Odyssey (Vista)
*Deliverance Essay Due

Thursday, May 3: FINAL EXAM, 8:00 am-10:00 am