History of Georgia
History 3304, Spring 2014
TTh, 2:00-3:15
Social Sciences Building, 3007

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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The primary objectives of the course are to develop your skills as critical readers of primary and secondary historical documents, to improve your ability to communicate in an organized and analytical fashion, and to provide you with fundamental knowledge about the events, people, and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, 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. 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 choose between the Joyner, Carter, and Dickey books to write **two** formal analytical essays. 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 guides posted on D2L.

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.

**Quizzes:** You will have in-class quizzes on all of the readings throughout the semester. These quizzes will focus most heavily on the Meyers book and the New Georgia Encyclopedia articles, but the other books are fair game as well. You will not have an opportunity to make up quizzes, but I will drop your **two** lowest grades.

**Grading**

- **Midterm Exam:** 20%
- **Final Exam:** 20%
- **Essay #1:** 20%
- **Essay #2:** 20%
- **Quizzes:** 20%

**Late Work**

Your formal papers are due at the beginning of class on the due dates listed below. Late work will lose one letter grade for each day the work is late. If an emergency results in a
missed exam, you should contact me as soon as possible. Under ordinary circumstances, no make-ups will be permitted if you do not contact me within 24 hours.

**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.

**Students with Disabilities**

If you have a disability that requires accommodation, please notify me as soon as possible and provide the necessary documentation from Disabled Student Support

**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 lowered 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:**
Th, 1/9: Course Introduction

**Week 2:**
Tu, 1/14: The Pre-contact Southeast  
Read: *NGE: Geographic Regions of Georgia  
Mississippian Period: Overview  
Late Prehistoric/Early Historic Chiefdoms  
*Meyers, Introduction*

Th, 1/16: Native Americans and the Spanish  
Read: *Meyers, Chapter 1 (Read Document #1 and Essay #1)*

**Week 3**
Tu, 1/21: James Oglethorpe’s Noble Experiment  
Read: *Meyers, Finish Chapter 1  
*Begin Remember Me*

Th, 1/23: Trustee Georgia  
Read: *NGE, Trustee Georgia  
Malcontents  
Colonial Immigration  
George Whitefield  
John Wesley  
Women in Colonial Georgia  
War of Jenkins’ Ear*

**Week 4**
Tu, 1/28: Royal Georgia and Revolution  
Read: *Meyers, Chapter 2*
Th, 1/30: Slavery on the Coast
Read: *Meyers, Chapter 6

Week 5
Tu, 2/4: Discuss Remember Me

Th, 2/6: Slavery and Inland Expansion
Read: *Meyers, Chapters 3 & 5

Week 6
Tu, 2/11: Negotiation and Betrayal
Read: *Meyers, Chapter 4
**ESSAY #1 DUE

Th, 2/13: The Coming of War
Read: *Meyers, Chapter 7

Week 7
Tu, 2/18: The Civil War in Georgia
Read: *NGE, Joseph Brown
      Battle of Kennesaw Mountain
      Atlanta Campaign
      Sherman’s March to the Sea
      The Andrews Raid
      Unionists
      Women during the Civil War

Th, 2/20: Catch Up and Review

Week 8
Tu, 2/25: EXAM I

Th, 2/27: Reconstruction
Read: *Meyers, Chapter 9
      *Begin Reading Carter, An Hour Before Daylight
      *March 3rd is the last day to withdraw without penalty

Week 9
Tu, 3/4: Postwar Economy and Ideology
Read: *Meyers, Chapter 10

Th, 3/6: Jim Crow and the Atlanta Race Riot
Read: *Meyers, Chapter 11

Week 10
Tu, 3/11: Georgia’s Old Order in the Age of Modernism
Read: *Meyers, Chapter 8, 12
View: *http://withoutsanctuary.org/main.html

Th, 3/13: Depression, New Deal, and Ol’ Gene
Read: *Meyers, Chapter 13

Week 11
Tu, 3/18: Discuss Jimmy Carter, An Hour Before Daylight

Th, 3/20: World War II Hits Home
Read: *Meyers, Chapter 14

Week 12
Tu, 3/25: The Civil Rights Movement I
Read: *Meyers, Chapter 15 (Docs 1-5, Essay #1)
**ESSAY #2 DUE

Th, 3/27: The Civil Rights Movement II
Read: *Meyers, Chapter 15 (Docs 6-9, Essay #2)
*Begin Deliverance

Week 13
Spring Break

Week 14
Tu, 4/8: Countercultural Georgia: Music, Politics, and the Great Speckled Bird
View: *The Great Speckled Bird (http://www.youtube.com/watch?v=sV4TVfKSPCk)
Read: * Selection from the Great Speckled Bird

Th, 4/10: The Sunbelt and Urban Renewal in Atlanta
Read: *Selection of News Coverage from Atlanta Journal (D2L)

Week 15
Tu, 4/15: Modern Rural Georgia
*In-class Film/Discussion, Cabin Field

Th, 4/17: Discuss Deliverance

Week 15
Tu, 4/22: The Rise of Suburban Politics
Read: *Meyers, Chapter 16
*Epilogue from Kevin Kruse, White Flight (D2L)
*ESSAY #3 DUE

Th, 4/24: Making Sense of the Atlanta Olympics (and the East Dublin Redneck Games)
Read: *James Cobb, Selection from *Georgia Odyssey* (D2L)

**Week 16**
Tu, 4/29: Georgia’s Past, Present, and Future

**Thursday, May 1: FINAL EXAM, 1:00 p.m-3:00 p.m.**