Office: SO 4100

Office Hours: MW 1:00-2:00 and 3:30-5:00 or by appointment. I will generally be on campus most of the day, every day. Drop in any time you see the door open or make an appointment if you would like to see me on days when I don’t have office hours. I will also respond to e-mail or phone messages as soon as I receive them.

Phone: 770-423-6254 (office) or 404-421-8319 (cell)
FAX: 770-423-6432
e-mail: tscott@kennesaw.edu and WebCT Vista e-mail
Website: http://ksuweb.kennesaw.edu/~tscott/

Books:

Please purchase the following required books:


While you are in the bookstore also please purchase three (3) blue examination books (standard notebook paper size)

The campus bookstore has several copies of a fine textbook, Kenneth Coleman, gen. ed., A History of Georgia. It is strictly optional, but you may find it useful as a reference book. Those of you who plan to teach Georgia history probably should own a copy.

University Policy on Academic Misconduct:

Academic Honesty: Please refer to policy stated in the current KSU Undergraduate Catalog. See Student Code of Conduct regarding section II Academic Honesty (plagiarism and cheating). It reads as follows: 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 as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.) 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.

Testing and Grading:

The grading scale is A = 90-100; B = 80-89; C = 70-79; D = 60-69, and F = 0-59. The final grade will be determined in the following manner:

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- **Quizzes** – 30 percent of final grade
- **First essay test** – 15 percent of final grade
- **Paper # 1** – 10 percent of final grade
- **Second essay test** – 15 percent of final grade
- **Paper # 2** – 10 percent of final grade
- **Final exam** – 20 percent of final grade

Generally, the Wednesday classes will either start or end with a quiz over the reading assignments for that week. A typical quiz will consist of about a dozen questions that can be answered in a sentence or two each. You may drop your lowest quiz grade. I will excuse an occasional absence on an individual basis if an emergency or exceptional circumstance causes you to miss. Please notify me as quickly as possible if you are going to be absent.

The essay exams will consist of questions that can be answered in a page or two each. The second exam will cover the material of the middle third of the semester. The final exam will cover the material from the last third of the semester. However, some of the themes from the latter part of the course build on things we talked about earlier. So you will be expected on occasion to note those connections.

You will write two short research papers during the semester, each about five pages in length. You should cite your sources in footnotes using Chicago style. There is a style sheet on the home page that gives examples of how to cite books, articles, newspapers, letters, oral histories, and archival and Internet sources—about the only types of citations you will be expected to use.

Description:

Facts and dates are the raw materials of history, but they aren’t history by themselves. History is what the historian does to interpret and make sense of those raw materials. When students select and organize the facts in meaningful patterns and try to explain what they mean, then they are creating history. History starts with a series of questions about what happened, why it happened, and how it is relevant to us today.
Cornerstones of Georgia History is a book of documents organized around central topics and questions in Georgia history and conveying different viewpoints about the events we will study. Hopefully, the documents will allow you to form your own opinion about what happened, based not on what a textbook or instructor claims to be true, but on what a first-hand account tells you. However, you should always remember that just because a source is primary doesn’t mean it is true. People creating primary sources sometimes have agendas and can be deceptive and self-serving. Whether you are reading a primary or secondary source, be skeptical about its reliability. Always question the writer’s point of view and the evidence used to support it.

Works of fiction can also add to our understanding of the way people thought in a particular time and place. Jubilee, The Year the Lights Came On, and Bombingham are highly regarded historical novels. Georgia has also produced some master short-story writers, such as Flannery O’Connor and Joel Chandler Harris. While fiction writers are not bound by the same rules of evidence as historians, they share a desire to explain the world around them. We can ask of their works the same questions we ask of historical accounts: is the work of fiction true to the time period it describes—did people think that way and do those things back then—and what does it add to our understanding of Georgia history.

This will be a text-based course. In your exams and papers you will be expected to discuss ideas that come from the readings and base your conclusions on documentary evidence. I will do my best to help you interpret the material and to place it in historical context, but ultimately the course will have value to the extent that you think things through, listen to what others have to say, and then reach your own conclusions. When you do that, you will be acting like an historian.

**Daily Class Schedule:**

For a map of Georgia click on [http://www.cviog.uga.edu/Projects/gainfo/gacountymap.htm](http://www.cviog.uga.edu/Projects/gainfo/gacountymap.htm)

**Mon., January 12** – Introduction; lecture on Native Americans and Spanish in Georgia

Mon., January 19 – No class – MLK holiday


Wed., February 4 – *Cornerstones*, chapter 6, “Slavery in Ante-Bellum Georgia,” 63-76 *C06.doc*. Also read the article on slavery in the *New Georgia Encyclopedia* http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1019&sug=v (Study Guide for *NGE* article: *C06Slavery in Antebellum Georgia.doc*). Quiz # 3


Wed., February 11 – *Cornerstones*, chapter 7, “Secessionists and Cooperationists,” 77-91 *C07.doc* Quiz #4


Wed., February 18 – Test 1

Mon., February 23 – *Cornerstones*, chapter 8, “Federal Occupation of Georgia, 1864,” 92-106 *C08.doc*

Mon., March 2 – Cornerstones, chapter 9, “Reconstruction in Georgia,” 107-21 C09.doc and AMNESTY OATH.doc


Fri., March 6 – Last day to withdraw without academic penalty

Week of March 7-13 – Spring Break, no classes

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Paper # 1 is due when you return from the break on March 16. Either bring a hard copy to class with you or e-mail the paper prior to class as a Word document. The paper should be 5 pages in length, double-spaced, 1 inch margins, size 12 font, with footnotes at the bottom of the page. (To create footnotes in Word 2007, go to References on the toolbar at the top of the page, click on Insert Footnote, and go from there). The paper should be an original work, using the Atlanta Constitution as your primary source and the New Georgia Encyclopedia http://www.georgiaencyclopedia.org/nge/Home.jsp as your secondary source. You are free to use additional sources if you think they would help, although the AC and the NGE are sufficient in most cases. To access the AC go through the campus website to Sturgis Library Electronic Resources. Then scroll down to Atlanta Constitution (Proquest Historical Newspapers). Currently, the years of 1868-1939 are available for viewing. We also have all the back copies of the AC available on microfilm in the first floor microfilm room of the Sturgis Library. I want you to pick a topic on some aspect of Georgia history that can be exhausted in five pages. Check with me for ideas. Here are a few that come to mind: “How the AC Covered the Leo Frank trial in the summer of 1913.” “How the AC Covered the Leo Frank lynching in 1915.” “The Lynching of John Bailey in Marietta in March 1900.” “How the AC Covered the 1914-1915 Strike at Fulton Bag & Cotton.” “How the AC Covered the Debate over Women’s Suffrage in 1919-20.” “How the AC Covered the Election of Franklin Roosevelt in 1932.” These are just suggestions. Let me know what you are interested in researching, and perhaps I can come up with more suggestions. **Note: One extra point (up to a maximum of five) will be added to your grade for each day you get the paper in early, and one point will be deducted from your grade (up to a maximum of five) for each day it is late.

For census data on Elbert and Franklin Counties (the setting for *The Year the Lights Came On*), please read [SETTING FOR THE YEAR THE LIGHTS CAME ON.doc](#) Quiz # 7

**Mon., March 23** – *Cornerstones*, chapter 12, “Leo Frank Case,” 151-63 C12.doc and Steve Oney’s account of the leading citizens of Marietta who planned the Frank lynching at [And the Dead Shall Rise Steve Oney 1.pdf](#) (Study Guide: And the Dead Shall Rise Marietta chapter.doc). In addition, please read [georgialeader.doc](#) and try to guess who it is. We will discuss this document in class.


**Wed., April 1** – Test 2

**Mon., April 6** – *The Year the Lights Came On*, 212-88 (also skim quickly through the “Afterword”) [Year the Lights Came On.doc](#) and Alice Walker, “Strong Horse Tea,” [Strong Horse Tea.pdf](#) (Study Guide: GS-Strong Horse Tea.doc).


**Mon., April 20** – *Cornerstones*, chap. 16, “Integration of Public Schools and Colleges,” 208-23 C16.doc; “Changes in America in the Mid-Twentieth Century that Made a Successful Civil Rights Movement Possible” [Civil Rights forces.doc](#); and Martin Luther King, Jr., Nobel Prize Acceptance Speech (1964) [http://nobelprizes.com/nobel/peace/MLK-nobel.html](#) Study Guide for King and Carter Nobel Prize speeches.doc. Also please look at [Georgia Election Results.doc](#) and [GA POP GROWTH.doc](#).
Paper # 2 is due today. Again, either bring a hard copy to class with you or e-mail the paper prior to class as a Word document. The paper should be 5 pages in length, double-spaced, 1 inch margins, size 12 font, with footnotes at the bottom of the page. For this paper, you need to interview at least two people who lived through the 1960s and have personal memories of the Civil Rights movement and/or school desegregation. They will be your primary sources. Again, use the New Georgia Encyclopedia as a secondary source, along with any other secondary accounts that you find helpful. You can approach the paper from a lot of different angles. Let me know what you are interested in researching, and perhaps I can make some suggestions. **Note: One extra point (up to a maximum of five) will be added to your grade for each day you get the paper in early, and one point will be deducted from your grade (up to a maximum of five) for each day it is late.

Wed., April 22 — Cornerstones, chapter 17, “Rise of a Future President,” 224-34 C17.doc; and Bombingham, chap. 9-16, pp. 101-204 Bombingham1.doc. Quiz # 11


Wed., May 6 – Final Exam (2:00 – 4:00 PM).