

**HIST 3304/02 – Georgia History  
#10807 – Spring Semester 2010  
Instructor: Dr. Thomas A. Scott  
TuTh 11:00 - 12:15 PM – SO 3010**

**Office: SO 4100**

**Office Hours: Immediately after class, TuTh 2:00-5:00, or by appointment. I expect to be on campus practically every day. Drop in any time you see the door open or make an appointment if you would like to see me at times 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](mailto:tscott@kennesaw.edu) and and GeorgiaView Vista e-mail**

**Website: <http://ksuweb.kennesaw.edu/~tscott/>**

**Books:**

Please purchase the following required books:

Grooms, Anthony. *Bombingham: A Novel*. New York: Ballantine/One World, 2001.

Kay, Terry. *The Year the Lights Came On*. 1976; reprint, Athens: Brown Thrasher Books, University of Georgia Press, 1989.

Scott, Thomas A., ed. *Cornerstones of Georgia History: Documents That Formed the State*. Athens: University of Georgia Press, 1995.

Walker, Margaret. *Jubilee*. 1966; reprint, Boston: A Mariner Book, Houghton Mifflin, 1999.

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.**

Please purchase the following required books:

### **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 – 25 percent of final grade**  
**First Exam – 20 percent of final grade**  
**First Paper – 5 percent of final grade**  
**Second Exam – 20 percent of final grade**  
**Second Paper – 10 percent of final grade**  
**Final exam – 20 percent of final grade**

Once a week we will have a short written-answer quiz over that week's reading assignments and the lectures from the previous two classes. 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 three exams will consist of a series of essay questions that can be answered in one to two pages each. Each will cover the material for a third of the semester; the final will not be comprehensive.

You will write two short papers during the semester. Please see the instructions below for March 18-25 and April 20 in the Daily Class Schedule below for details.

### **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.

To tell their stories, historians rely on primary sources, which are the original documents that have survived from the time of the events about which they write. They also rely on secondary sources to find out how previous writers have interpreted past events.

Secondary sources are books written by historians who probably did not witness the events they described but studied all the primary sources they could find to reach their conclusions. *Cornerstones of Georgia History* is a book of documents organized around central themes 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 says, 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 the truth. 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. Ask yourself: what is the writer's point of view and what evidence supports that interpretation.

Works of fiction can 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 with historians a desire to explain the world around them. We can ask of their works the same questions we ask of historical accounts: what is the subject and theme, and does the work add to our understanding of Georgia history.

This will be a text-based course. In your exams you will be expected to discuss some of the ideas that come out of the readings and to base your conclusions on the documentary evidence. I will do my best to help you interpret the material, but ultimately the course will have value to the extent that you think things through and 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>**

**Thur., Jan. 7** – Introduction; lecture on Native Americans and Spanish in Georgia

**Tues., Jan. 12** – Cornerstones, chap. 1, “Spain and the Native Americans” [C01.doc](#); Joel Chandler Harris, “The Wonderful Tar-Baby Story,” <http://xroads.virginia.edu/~UG97/remus/tar-baby.html> and “How Mr. Rabbit Was Too Sharp for Mr. Fox” <http://xroads.virginia.edu/~UG97/remus/toosharp.html>; and “The Rabbit and the Tar Wolf,” a Cherokee myth, [www.sacred-texts.com/nam/cher/motc/motc021.htm](http://www.sacred-texts.com/nam/cher/motc/motc021.htm) [GS-Tar-Baby.doc](#)

**Thur., Jan. 14** – Cornerstones, chap. 2, “Cherokees and Creeks” [C02.doc](#); and Caroline Miller, excerpt from *Lamb in His Bosom* [Lamb in His Bosom.pdf](#) **Quiz 1**

- Tues., Jan. 19** – *Cornerstones*, chap. 3, “Trustees and Malcontents” [C03.doc](#) and excerpts from the Journal of John Wesley [Journal of John Wesley.pdf](#) Study Guide: [C03 John Wesley2.doc](#)
- Thur., Jan. 21** – *Cornerstones*, chap. 4, “Patriots and Loyalists” [C04.doc](#) and Augustus Baldwin Longstreet, “The Fight,” [The Fight.pdf](#) Study Guide: [GS-The Fight.doc](#)  
**Quiz 2**
- Tues., Jan. 26** – *Cornerstones*, chap. 5, “State of Georgia and the Cherokees” [C05.doc](#) and Ralph Waldo Emerson’s account of Cherokee Removal [Emerson on Cherokee Removal.pdf](#). [Emerson to Van Buren.doc](#)
- Thur., Jan. 28** – Margaret Walker, *Jubilee*, Part I, “Sis Hetta’s Child—The Ante-Bellum Years,” pp. 1-174 [Jubilee.doc](#) **Quiz 3**
- Tues., Feb. 2** – *Cornerstones*, chap. 6, “Slavery in Ante-Bellum Georgia” [C06.doc](#) and William Tappan Thompson, “Major Jones Pops the Question,” <http://etext.virginia.edu/railton/projects/price/thompson.htm>
- Thur., Feb. 4** – *Cornerstones*, chap. 7, “Secessionists and Cooperationists” [C07.doc](#)  
**Quiz 4**
- Tues., Feb. 9** – **Test 1**
- Thur., Feb. 11** – *Jubilee*, Part II, “Mine Eyes Have Seen the Glory”—The Civil War Years,” pp. 175-312
- Tues., Feb. 16** – *Cornerstones*, chap. 8 “Federal Occupation of Georgia, 1864” [C08.doc](#)
- Thur., Feb. 18** – *Cornerstones*, chap. 9, “Reconstruction in Georgia” [C09.doc](#) and also please read [AMNESTY OATH.doc](#) **Quiz 5**
- Tues., Feb. 23** – *Jubilee*, Part III, “Forty Years in the Wilderness—Reconstruction and Reaction,” pp. 313-497.
- Thur., Feb. 25** – *Cornerstones*, Chap. 10, “Postwar Poverty” [C10.doc](#) and [C10 Outline.doc](#) and Will N. Harben, “The Heresy of Abner Calihan,” <http://docsouth.unc.edu/southlit/harben/harben.html#harben255> Study Guide: [GS-Heresy Abner Calihan.doc](#) **Quiz 6**
- Tues., Mar. 2** – *Cornerstones*, chap. 11, “Jim Crow Georgia and Its Leaders, Black and White” [C11.doc](#); Booker T. Washington’s “Atlanta Compromise” speech (1895) <http://historymatters.gmu.edu/d/39/> Study Guide: [C11 Atlanta Compromise.doc](#)
- Thur., Mar. 4** – Terry Kay, *The Year the Lights Came On*, 1-107 (chapters 1-8) [Year the Lights Came On.doc](#). 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**

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**Fri., March 5 – Last day to withdraw without academic penalty**

**Week of March 9 & 11 – Spring Break, no classes**

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**Tues., Mar. 16** – *Cornerstones*, chap. 12 “Leo Frank Case” [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.pdf](#) Study Guide: [And the Dead Shall Rise Marietta chapter.doc](#)

**Thur., Mar. 18** – *The Year the Lights Came On*, 108-211 (chapters 9-13) and Jean Toomer, “Blood-Burning Moon,” [Blood-Burning Moon.pdf](#) Study Guide: [GS-Blood-Burning Moon.doc](#) (Note: The link to the *Year the Lights Came On* study guide is with the Oct. 13 assignment) **Quiz 8**

**On March 18-20** the Center for the Study of the Civil War Era is sponsoring a symposium on campus on “Alternative Southern Realities: African Americans and the American Civil War. A schedule has not yet been published, but you can go to the Center’s website <http://www.kennesaw.edu/civilwarera/> for details when they become available. One way to write Paper # 1 (due on March 25) is to attend any part of the conference and write a paper in which you summarize and critique the presentations of any two of the speakers. The paper should be at least 2 pages in length (at least 600 words), double-spaced. In your analysis, take into account anything you have learned from *Jubilee* or *Cornerstones of Georgia History* and/or articles you can find about the Civil War in the *New Georgia Encyclopedia* <http://www.georgiaencyclopedia.org/nge/Home.jsp>.

If you can’t attend the conference, a second option for writing Paper # 1 is to look for articles in the *Atlanta Constitution* during the years following the Civil War that help you understand how Georgians remembered that conflict and its impact on the southern economy, race relations, and relations between the North and the South. To access the AC go through the campus website to Sturgis Library Databases. Then scroll down to Atlanta Constitution (Proquest Historical Newspapers). Currently, the years of 1868-1945 are available for viewing. If you choose this option, let me know, and perhaps I can come up with some suggestions of interesting topics to research. (For example, you might look at the AC’s coverage of *Gone with*

*the Wind's* premiere in Atlanta in 1939 and what it tells us about attitudes in Atlanta at that time.) As with the first option, you may want to use the *New Georgia Encyclopedia* as well as the readings from this course to provide background and context for your paper.

**\*\*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.**

**Tues., Mar. 23 – Test 2**

**Thur., Mar. 25 –** *Cornerstones*, chap. 13, “Georgia’s Rejection of Woman Suffrage,” pp. 164-78 [C13.doc](#) and Frances Newman, “Rachel and Her Children,” [Rachel and Her Children.pdf](#) Study Guide: [GS-Rachel and Her Children.doc](#) **Paper # 1 is due today. You can bring a paper copy to class tonight or you can e-mail it to me as a Word document.**

**Tues., Mar. 30 –** *Cornerstones*, chap. 14, “Crisis in Agriculture, pp. 179-92 [C14.doc](#) and Alice Walker, “Strong Horse Tea,” [Strong Horse Tea.pdf](#) Study Guide: [GS-Strong Horse Tea.doc](#)

**Thur., Apr. 1 –** *The Year the Lights Came On*, 212-300 (chapters 14 - Epilogue plus please skim the “Afterword” by William J. Scheick). (Note: The link to the study guide is with the Oct. 13 assignment) **Quiz 9**

**Tues., Apr. 6 –** No reading assignment. We will view in class *B-29s over Dixie*, a 1944 documentary film. Study Guide: [B-29s Over Dixie.doc](#)

**Thur., Apr. 8 –** *Cornerstones*, chap. 15 “Moving Toward the Mainstream” [C15.doc](#) and Flannery O’Connor, “Revelation,” [Flannery Revelation.pdf](#) Study Guide: [GS-Revelation.doc](#) **Quiz 10 (quiz will cover the film as well as the reading assignment for tonight)**

**Tues., Apr. 13 –** *Cornerstones*, chap. 16 “Integration of Public Schools and Colleges” [C16.doc](#) and Anthony Grooms, “Food That Pleases, Food to Take Home,” [Trouble No More 66-79.pdf](#) Study Guide: [GS-Food That Pleases.doc](#). Also please look at [GA POP GROWTH.doc](#) and [georgia election results.doc](#) and the document on Civil Rights forces [Civil Rights forces.doc](#)

**Thur., Apr. 15 –** *Bombingham*, chap. 1-8, pp. 1-99 [Bombingham1.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 **Quiz 11**

**Tues., Apr. 20 –** *Cornerstones*, chap. 17, “Rise of a Future President” [C17.doc](#) and Jimmy Carter’s Nobel Prize Acceptance Speech (2002),”

[http://nobelprize.org/nobel\\_prizes/peace/laureates/2002/carter-lecture.html](http://nobelprize.org/nobel_prizes/peace/laureates/2002/carter-lecture.html) (Note: The link to the study guide for Carter's speech is with the study guide for MLK's acceptance speech in the Nov. 17 assignment) **Paper # 2 is due today.** You can either bring a hard copy to class or e-mail the paper prior to class as a Word document. The paper should be 5 pages in length (about 1500 words), double-spaced, 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. Use the *New Georgia Encyclopedia* <http://www.georgiaencyclopedia.org/nge/Home.jsp> as a secondary source--you can find several articles in the *NGE* on civil rights in Georgia, school desegregation, the NAACP, etc. In addition, you can use other secondary accounts if you find them helpful. There are a lot of different angles that you can take in writing your paper. Develop an argument that you find interesting, and back it up with the evidence from your interviews and your secondary sources. Let me know what you are thinking about your topic, 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.**

**Thur., Apr. 22** – *Bombingham*, chap. 9-16, pp. 101-204. (Note: The link to the study guide is with the Nov. 17 assignment) **Quiz 12**

**Tues., Apr. 27** – *Bombingham*, chap. 17-26, pp. 205-304 and Tony Grooms short story, "Christmas, Alabama, 1962," [Anthony Grooms Christmas 1962.pdf](#).)

**Thur., Apr. 29** – *Cornerstones*, chap. 18, "Economic Development and Quality of Life [C18.doc](#)"; and Ferrol Sams, "Call It Progress" [Ferrol Sams Call It Progress.pdf](#) [C18 Call It Progress.doc](#). Also please read [THE TWO GEORGIAS.doc](#) **Quiz 13**

**Tues., May 4** – no class

**Thur., May 6** – Final exam (11:00 AM – 1:00 PM)