Office: SO 4100

Office Hours: MW 1-2, TuTh 10-11, immediately after class, or by appointment. 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 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
Website: http://ksuweb.kennesaw.edu/~tscott/

Books:

Please purchase the following required books:


While you are in the bookstore also please purchase two (2) 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** – 1/3rd of final grade
- **Midterm** – 1/3rd of final grade
- **Final exam** – 1/3rd of final grade

During each class we will have a short written-answer quiz over that day’s reading assignment and the lecture from the previous class. 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 midterm and final will consist of a series of essay questions that can be answered in about one to two pages each. The midterm will cover the material from the first half of the semester, and the final will cover the material from the last half.

**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., May 27** – No class; purchase your books and get started on your reading assignments.


Tues., June 15 – *Cornerstones*, chap. 7, “Secessionists and Cooperationists” [C07.doc](#) and chap. 8 “Federal Occupation of Georgia, 1864” [C08.doc](#)


Tues., June 22 – Midterm exam


Fri., June 25 – Last day to withdraw without academic penalty.

Tues., June 29 – *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/ C11 Atlanta Compromise.doc](#), and 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](#)


Thur., July 8 – *Cornerstones*, chap. 15 “Moving Toward the Mainstream” [C15.doc](#) and *The Year the Lights Came On*, 212-300 (chapters 14-Epilogue plus please skim the “Afterword” by William J. Scheick). We will show in class *B-29s over Dixie*, a 1944 documentary film. [B-29s Over Dixie.doc](#)


Thur., July 22 – *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](#)

Tues., July 27 – Final exam