Office: Library 233

Office Hours: MW 12:00-1:45, or by appointment. I expect to be in my office most afternoons. Please drop in any time you see the door open—or make an appointment for a time that’s convenient for you. I promise to respond to e-mails and phone messages as soon as I receive them.

Phone: 770-423-6254 (office) or 404-421-8319 (cell)
E-mail: tscott@kennesaw.edu

Books:

Please find a copy of the following books:


While you are in the bookstore also please purchase two (2) blue or green examination books (standard notebook paper size) to take the midterm and final.

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 – 40 percent of final grade**
- **Midterm – 30 percent of final grade**
- **Final exam – 30 percent of final grade**

Every class we will have a short written-answer quiz over the reading assignment for that day. There may also be an occasional question or two from the lecture/discussion from the previous class. The quizzes will take place during the first hour of class, since one of the purposes is to make sure that you come prepared. 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 exams will consist of a series of essay questions that can usually be answered in one to two pages each. The midterm will cover the material for the first half of the semester; the final will cover the second half.

Description:

Facts and dates are the raw materials of history, but they aren’t history by themselves. History can be defined as the story we tell about what we think happened in the past. It’s an interpretation of what we think is important. When students select and organize 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 gain basic information and to find out how previous writers have interpreted past events. Secondary sources are books, articles, and encyclopedia entries written by people who probably didn’t witness the events they describe, but who have studied all the primary and secondary 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 designed to convey 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 someone told you, 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—or they may have witnessed only part of what occurred. We all see the world through a glass, darkly, our views colored by our experiences and expectations. 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 and The Year the Lights Came On are highly regarded historical novels. Georgia has also produced some marvelous short-story writers. We will read some of their works. 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 writings the same questions we ask of historical accounts: what is the subject and theme, does the work add to our understanding of Georgia history, and do we agree with their interpretations.

This will be a text-based course. One of the main purposes of class time will be to help you understand what you have read. Nonetheless, the lectures/discussions will often go beyond the readings. In your exams you will be expected to discuss what you have learned from the readings and discussions and to base your conclusions, as much as possible, on documentary evidence. I will do my best to help you understand 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 can call yourself a historian.

**Daily Class Schedule:**

(Readings from the assigned books or from the separate readings file on D2L)

Mon., May 29 – Introduction; lecture on Native Americans and Spanish in Georgia

Mon., June 3 – Cornerstones, chapters 1 & 2, “Spain and the Native Americans” and “Cherokees and Creeks; Janisse Ray, “Built by Fire,” from Ecology of a Cracker Childhood

Wed., June 5 – Cornerstones, chapter 3, “Trustees and Malcontents”; selections from Journal of John Wesley and Charles Wesley’s “Jesus, Lover of My Soul” (following the journal readings)

Mon., June 10 – Cornerstones, chapters 4 & 5, “Patriots and Loyalists” and “State of Georgia and the Cherokees”; Ralph Waldo Emerson, Letter to Martin Van Buren


Wed., June 19 – Cornerstones, chapter 8 “Federal Occupation of Georgia, 1864”; and Jubilee, Part II, “Mine Eyes Have Seen the Glory”—The Civil War Years” (chapters 19-40)

Mon., June 24 – Cornerstones, chapter 9, “Reconstruction in Georgia”; and Jubilee, Part III, “Forty Years in the Wilderness—Reconstruction and Reaction” (chapters 41-58)

Wed., June 26 – Midterm

Fri., June 28 – Last day to withdraw without academic penalty (midterm grades will be posted by Friday morning)

Mon., July 1 – Cornerstones, chapters 10 & 11, “Postwar Poverty” and “Jim Crow Georgia and Its Leaders, Black and White”; Booker T. Washington’s “Atlanta Compromise” speech (1895)

Wed., July 3 – Cornerstones, chapters 12 and 13, “Leo Frank Case” and “Georgia’s Rejection of Woman Suffrage”; and Jean Toomer, “Blood-Burning Moon”

Mon., July 8 – Cornerstones, chapter 14, “Crisis in Agriculture”; and Terry Kay, The Year the Lights Came On, 1-107 (chapters 1-8)

Wed., July 10 – Cornerstones, chapter 15 “Moving Toward the Mainstream”; and The Year the Lights Came On, 108-211 (chapters 9-13) (We will view in class B-29s over Dixie, a 1944 documentary film)

Mon., July 15 – Cornerstones, chapter 16 “Integration of Public Schools and Colleges”; Martin Luther King, Jr., “Nobel Prize Acceptance Speech (1964); and Anthony Grooms, “Food That Pleases, Food to Take Home”

Wed., July 17 Cornerstones, chap. 17, “Rise of a Future President”; and The Year the Lights Came On, 212-288 (chapters 14- Epilogue)

Mon., July 22 – Cornerstones, chap. 18, “Economic Development and Quality of Life C18.doc”; and Ferrol Sams, “Call It Progress”

Wed., July 24 – Final exam (2:00 – 4:00 PM)