

HISTORY 347-02

⌘⌘⌘NORTH CAROLINA HISTORY⌘⌘⌘

University of North Carolina at Greensboro ♦ Fall 2014
MW: 2 – 3:15 Bryan 112

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COURSE DESCRIPTION

In HIS 347 you will learn North Carolina history, but that is not all. In HIS 347 you will:

Learn to *think like historians*. This is harder than it sounds. To think like a historian, one must discard the natural tendency to look for moral judgment in history, to identify with historical actors, and to take sides in historical debates. Instead, we will rehearse the “cognitive moves” necessary to approach historical topics—to ask good questions, to make connections, to draw reasoned conclusions, and to do so with objective detachment—all for the purpose of understanding and explaining historical people and events.

Understand and explain the history of North Carolina. All states define themselves by what makes them unique or exceptional. North Carolina is often described as being *different* from her sister southern states. For instance, North Carolina prides itself for being Virginia’s colonial backwater, uncommitted to slavery and the Confederacy, progressive toward education and commerce, and enlightened in regard to Civil Rights. We will critically examine these claims and in the process develop new ways to understand the history of this state, and explain its place in the nation.

WHAT THIS CLASS WILL BE LIKE ♦ I will offer an occasional lecture, but classes will be dedicated primarily to historical thinking drills and discussion of primary and secondary materials. This means *you* will do most of the work when we meet. It is imperative that you come having read and prepared to talk. Your reading will consist of chapters from the Butler and Watson text, additional secondary reading, and primary sources. Additionally, you will be given regular one-page assignments based on the readings. For your main project you will work in groups. We will use some class time to coordinate your projects, most of the work for them will be

outside of class. At the end of the semester, your groups will present its findings to the rest of the class.

COURSE MATERIALS ♦ Butler and Watson, eds., *The North Carolina Experience: An Interpretive and Documentary History*.

Jennifer Fleischner, ed., *Incidents in the Life of a Slave Girl, Written By Herself*

Additional reading material will be available on Blackboard.

ASSIGNMENTS AND EVALUATION ♦ This course evaluates students on engagement in class discussions, progress in developing historical thinking skills, successful completion of major group projects, and synthesizing skills in tests. The categories of assessment are weighted in the following manner:

♦PARTICIPATION: This consists of reading *all* assigned material, submission of daily writing exercises, and active and regular participation in classroom discussions. **%40**

♦GROUP PROJECTS: You will work in groups of three to five on a project to perform historical research for a local historic site or museum. You will be evaluated on the historical research and interpretive skills you utilize. **%40**

♦TESTS: Two tests will have identification and short answer questions. **%20**

COURSE POLICIES ♦

ATTENDANCE ♦Attendance is mandatory and will be taken daily. It is essential to your class participation grade. There will be a 3% reduction of the student's final grade for each absence after the first two. Regular absences will result in failure of this course. Excuses may be granted on a case-by-case basis, but documentation for illness, family emergency, or school related absences must be provided.

LATE ASSIGNMENTS ♦Late assignments will not be accepted.

INCOMPLETE GRADES ♦Incomplete grade requests must be made through the Dean of Students.

LAPTOP COMPUTERS ♦Laptop computers are permitted for use in the class to take notes, check references, or look up a class-related item. However, any non-class related uses (email, social media) will result in you being asked to leave the class and the day recorded as an absence. Multiple offences will result in you being asked to withdraw from the class.

CELL PHONES ♦Strictly prohibited for any reason. Cell phones must remain in your pocket, purse, bookbag or backpack. Any student observed handling or using a cell phone during class hours will be asked to leave and the day recorded as an absence. More than one offence will result in you being asked to withdraw from the class.

PROFESSIONALISM ♦You will be expected to conduct yourself as a professional in this class. This means you will dress appropriately, arrive on time and stay until completion, treat your peers and their opinions with respect, complete all readings and assignments, and communicate with your professor in an appropriate manner.

Further, you will be expected to rehearse “real-life” behavior in this class. That means you will do the work even if you don’t want to, you will be interested even if you are not interested, you will pay attention even when you are bored, you will write and communicate in a professional manner, and you will engage respectfully with your colleagues and with ideas that you may find irrelevant or even offensive. Mastering these skills will be essential to successful navigation of a professional workplace.

ACADEMIC INTEGRITY ♦Plagiarism will not be tolerated and will be reported to the Dean of Students. Please read the UNC-G Student Policy Handbook on Academic Integrity found at <http://sa.uncg.edu/handbook/academic-integrity-policy/>

COURSE SCHEDULE

(Subject to change)

WEEK 1: INTRODUCTION TO CLASS AND HISTORICAL THINKING

M 18 AUG: Introduction to the syllabus, the class, and the tropes of North Carolina history

📖 *New York Times*, “The Decline of North Carolina”

W 20 AUG: Introduce the “cognitive moves” of historical thinking

📖 John W. Kurfees, “Everybody Read, The Fight is On!”

🔍 Analysis of documents

WEEK 2: AN ELIZABETHAN EXPERIMENT

M 25 AUG: Butler & Watson, Ch. 2

📖 “Joara” on Wikipedia

📖 *New York Times*, “Map’s Hidden Marks”

Lecture: Atlantic World

🔍 Good questions

W 27 AUG: 📁 Oberg, *The Head in Edward Nugent’s Hand*, Ch. 2-3.

! Select groups and projects

WEEK 3: CHAOS IN NORTH CAROLINA

M 1 SEPT: Labor Day, no class

W 3 SEPT: 📖 NCLearn, *Native Carolinians*, 2.3-2.7, and Chapter 3, docs only

📁 LaVere, *Tuscorora War*, Ch. 2

Lecture: Trading path

🔍 Good questions and good connections.

Meet with museum contacts this week or next

WEEK 4: COLONIAL NORTH CAROLINA

M 8 SEPT: Butler and Watson, Chapter 4 and docs

W 10 SEPT: Butler and Watson, Chapter 5 and docs

📖 “Reading the Regulators”

🗒️ Good questions, good connections, good sourcing.

🗓️WEEK 5: REVOLUTINARY AND EARLY NATIONAL NORTH CAROLINA

M 15 SEPT: Butler and Watson, Chapters 6, 7, and docs
📄 Select five additional resolutions and docs from Colonial Records, volume 9.
🗒️ Good questions, connections, sourcing, and thesis

W 17 SEPT: 📄 "Mecklenburg Declaration" on Wikipedia
🗒️ Reports on projects
TEST

🗓️WEEK 6: EARLY AMERICAN NORTH CAROLINA

M 22 SEPT: Butler and Watson, Chapters 8 & 9 and docs
Lecture: The national scene
🗒️ Items for discussion

W 24 SEPT: 📁 Perdue and Green excerpts, with docs.
🗒️ Prompt item for discussion

🗓️WEEK 7: ANTEBELLUM NORTH CAROLINA

M 29 SEPT: Butler and Watson, Chapters 10 & 11 and docs
🗒️ Items for discussion

W 1 OCT: Fleischner, *Incidents in the Life of a Slave Girl* (All)
🗒️ Items for discussion

🗓️WEEK 8: CIVIL WAR AND RECONSTRUCTION

M 6 OCT: Watson and Butler, Chapters 12, 13, and docs
🗒️ Items for discussion

W 8 OCT: 📁 Cecelski, *The Waterman's Song*, Chapter 7.
Lecture on Civil War in North Carolina
🗒️ Items for discussion

🗓️WEEK 9: FALL BREAK

M 13 OCT: No class, Fall break

W 15 OCT: ☒ Report on projects
TEST

☞WEEK 10: GILDED AGE NORTH CAROLINA

M 20 OCT: Butler and Watson, Chapters 14, 15 and docs
Lecture: The national scene
☒ Discussion

W 22 OCT: 📖 *News & Observer*, "Ghosts of 1898"
☒ Discussion

☞WEEK 11: EARLY 20th CENTURY NORTH CAROLINA

M 27 OCT: Butler and Watson, Chapter 16 and documents
☒ Discussion

W 29 OCT: Discussion/work on projects

☞WEEK 12: DEPRESSION AND THE NEW DEAL

M 3 NOV: Butler and Watson, Chapter 17 and docs
Lecture: The national scene
☒ Discussion

W 5 NOV: Discussion/work on projects

☞WEEK 13: SIT INS AND CIVIL RIGHTS

M 10 NOV: To read: Chapter 18 and docs
☒ Discussion

W 12 NOV: 📖 Cunningham, *Klansville, USA*, chapter 3 or 6. [e-book]
☒ Discussion

☞WEEK 14: PROJECTS

M 17 NOV: Work on projects, report, group meetings with me.

W 19 NOV: Work on projects, report, group meetings with me.

WEEK 16: PRESENTATIONS

M 24 NOV: Presentations
Deliver projects to partners

WEEK 17: EXAM

DATE TBD