

## **HIS 347-02 – History of North Carolina**

**T, TH, 3:30 – 4:45, MHRA 2207**

**Instructor: Virginia L. Summey, [vsumme2@uncg.edu](mailto:vsumme2@uncg.edu)**

**Office Hours: By Appointment, MHRA 2102**

**\*This syllabus is subject to change\***

### **COURSE DESCRIPTION:**

This course provides a survey of North Carolina history, from colonization to the present. Because this course covers four hundred years of state history, it makes no claims to be comprehensive. Instead, we will explore themes, major historical developments, and how North Carolina fits into broader United States history. All states define themselves by what makes them unique or exceptional. For instance, North Carolina is often described as being different from her fellow southern states, uncommitted to slavery and the Confederacy, progressive toward education and commerce, and enlightened regarding 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.

You will also be trained to think like a historian. 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 North Carolina’s historical people and events.

### **COURSE OBJECTIVES:**

By the end of this semester students should be able to:

- Historically contextualize and analyze primary and secondary sources representing different points of view
- Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument
- Demonstrate a general knowledge and appreciation of the social structures, economic forces, political ideologies and belief systems in the development of North Carolina
- See improvement in their writing and verbal skills

### **COURSE POLICIES:**

#### **Attendance:**

A student who is not present to sign the attendance sheet when it circulates at beginning of class will be marked “absent.” Once the sheet has circulated the room, no late students will be allowed to sign it. Students who leave class early without permission will be marked absent. More than four absences **for any reason** will lower your final grade by one-third of a grade for each subsequent absence (that is, your fifth absence will cause a “B” to become a “B-“ your seventh will make it a “C+,” your eighth will make it a “C,” etc.). Missing a total of eight or more classes (one-third of the semester) will result in an automatic “F” for the course. No exceptions. There are no “excused absences.” Please use your four un-penalized absences wisely

by saving them for emergencies or severe illness. Students are responsible to complete on time all work assigned or due on days in which they are absent.

If you suffer from a chronic illness, or have special needs that make the attendance policy burdensome, you **MUST** inform the instructor in the first week of class, and provide proof of your condition to the Dean of Students. I will do my best to accommodate any legitimate, documented, special needs.

### **Resources for Students with Disabilities:**

Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life

### **ASSIGNMENTS:**

Students earn grades based on the work they submit based on the following:

A = Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

D = Work that demonstrates some understanding of the matter under study and does not adequately utilize relevant material. The work contains errors and omissions, does not follow complete instructions, and/or is of poor quality.

F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. **NOTE:** Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted

### **Participation:**

You must take notes during class lectures and be attentive and awake during class. Sleeping in class will cause you to be marked “absent.” There will be a “no-technology” policy enforced in the classroom. Cell phones, laptops, and tablets should be muted or turned off and stored away. No talking, texting, twittering, e-mailing (in other words, stay off the internet!!) during class.

Students are expected to complete the reading assignments in time to participate in class discussion. Readings should be completed by the date they are listed on the syllabus. Participation is vital to your success in this class. Your participation grade will be based on the overall *quality* of your contributions in the discussion sections—not the quantity of contributions you make. Please make your contributions informed, intelligent, and constructive.

### **Assignments:**

Assignments in HIS 347 are designed to aid students in their comprehension of North Carolina history. While there are no exams that require you to memorize names and dates, there will be weekly quizzes at the beginning of Thursday classes covering class notes and reading assignments from the course. All readings are posted and available on Canvas.

Additionally, there will be two “Show and Tell” days in this class, held on **September 21 and October 26**. Students will bring in a person, place (or a picture of a place), or thing pertaining to the section of North Carolina history we have discussed in class. Students will present that object to the class on the assigned day, explaining what that object has to do with North Carolina. Presentations should be approximately three minutes each. Additionally, students will be required to submit a 3-5 page paper via Canvas on their object which achieves the following:

- Explains **WHY** you have selected that item
- **DEVELOPS A THESIS:** Develop an argument explaining why this object is important to North Carolina history.
- **SOURCES** the object: Who made it? Why did they make it? Under what circumstances did they make it?
- **CONTEXTUALIZES** the object: Situate the object in place and time. Students must consider the history of the object and examine how it fits into the era in which it pertains to or was made. What was going on in North Carolina history at the time this object was created or this person rose to prominence?
- **CORROBORATES** the object: Students should consider other documents we have studied pertaining to that era and determine points of agreement or disagreement. What do other sources say about this object or person?

Your assignments will be weighted as follows:

- Show and Tell #1 – 15%
- Show and Tell #2 – 20%
- Participation – 20%
- Quizzes – 20%
- Final Exam – 25%

### **Extra Credit:**

North Carolina has many historical sites, and this class will give you the opportunity to check some of them out. There will be ten extra credit opportunities pertaining to a certain week’s lesson. If you visit the site, provide proof you were there (picture, ticket stub), and write a one-page summary of your visit and how it contributed to your knowledge of North Carolina history, you will receive one point added to your final grade. Extra credit opportunities are available

only on the week listed. You may go in advance, but not after the week listed on the syllabus. Extra credit will be turned in on Thursdays and only accepted for the location listed for that week. You are encouraged to go as a group and organize car pools. If finances are an issue please see me privately.

### **Required Texts:**

Readings will be available on Canvas, which you can print out and bring to class. Readings are selected from the following books:

Barney, William L. *The Making of a Confederate: Walter Lenoir's Civil War*. New York: Oxford University Press, 2009.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge: The Balknap Press of Harvard University Press, 2001.

Claiborne, Jack & William Price, Eds. *Discovering North Carolina: A Tar Heel Reader*. Chapel Hill: The University of North Carolina Press, 1991.

Chafe, William. *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom*. New York: Oxford University Press, 1980.

Cunningham, David. *Klansville, U.S.A.: The Rise and Fall of the Civil Rights-Era Ku Klux Klan*. New York: Oxford University Press, 2013.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl: Written by Herself by Harriet Jacobs with Related Documents*. Boston: Bedford St. Martin's Press, 2010.

La Vere, David. *The Tuscarora War: Indians, Settlers, and the Fight for the Carolina Colonies*. Chapel Hill: The University of North Carolina Press, 2013.

Lawson, John. *A New Voyage to Carolina. Edited with an Introduction and Notes by Hugh Talmage Lefler*. Chapel Hill: The University of North Carolina Press, 1967.

### **Academic Integrity Policy:**

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in via Canvas. Each student should be familiar with the Academic Integrity Policy, and the penalties for plagiarism. Refer to this address on the UNCG website for more details: <http://studentconduct.uncg.edu/>

### **Course Schedule:**

**Week One (August 15, 17)** – Introductions, Review syllabus, North Carolina Before Contact

**Week Two (August 22, 24)** – North Carolina Settlement

Reading: *A New Voyage to Carolina* (A Description of North Carolina); *The Tuscarora War* (Prologue, Intro, Chapters 1-2)

\*Week Two Extra Credit – Visit Town Creek Indian Mound  
(<http://www.nchistoricsites.org/town/town.htm>)

**Week Three (August 29, 31) – Colonial North Carolina**

Reading: *The Tuscarora War* (Chapter 8), “Diary of a Journey of Moravians”

\*Week Three Extra Credit – Visit Old Salem (<http://www.oldsalem.org/>)

**Week Four (September 5, 7) – The Revolution in North Carolina**

Reading: “Chaos in Hillsborough,” Regulator Letters, “The Halifax Resolves,” “North Carolina Demands a Declaration of Rights”

\*Week Four Extra Credit – Visit Guilford Courthouse National Military Park  
(<https://www.nps.gov/guco/index.htm>) OR Alamance Battleground  
(<http://www.nchistoricsites.org/alamance/>)

**Week Five (September 12, 14) – Slavery in North Carolina**

Reading: *Incidents in the Life of a Slave Girl*; “Slavery in Western NC”

\*Week Five and Six Extra Credit – Visit Historic Stagville  
(<http://www.nchistoricsites.org/stagville/stagville.htm>)

**Week Six (September 19, 21) – Antebellum North Carolina**

**Show and Tell #1 due**

**Week Seven (September 19, 21) – The Politics of Secession and the Beginnings of the Confederacy**

Reading: *The Making of a Confederate* (Prologue – Chapter 3)

\*Week Seven Extra Credit – Visit Fort Defiance (<http://fortdefiancenc.org/>)

**Week Eight (October 3, 5) – The Civil War in North Carolina (Chapter 4 – Afterword)**

Reading: *The Making of a Confederate*, “Why We’re Called Tar Heels”

\*Week Eight Extra Credit – Visit Bennett Place (<http://www.nchistoricsites.org/bennett/>)

**FALL BREAK – October 10 – No Class**

**Week Nine (October 12) – Reconstruction**

\*Week Nine Extra Credit - Visit ANY NC Civil War Monument  
(<http://ncmonuments.ncdcr.gov/>)

**Week Ten (October 17, 19) – Reconstruction**

Reading: *Race and Reunion* (Chapter 2); Clawson account of the Wilmington Race Riot

\*Week Ten Extra Credit – Visit the Salisbury National Cemetery – See Civil War burial grounds (<https://www.cem.va.gov/cems/nchp/salisbury.asp>)

**Week Eleven (October 24, 26) – North Carolina in War and Depression**

**Show and Tell #2 Due**

**Week Twelve (October 31, November 2) – North Carolina and the affluent society**

Reading: *Klansville, USA* (Introduction, Chapter 3), “Founding the Research Triangle,” “Basketball Bug Bites Dixie”

\*Week Twelve Extra Credit – Visit the Greensboro Historical Museum  
(<http://greensborohistory.org/>)

**Week Thirteen (November 7, 9) – Civil Rights Movement in North Carolina**

**Thursday, April 7<sup>th</sup>** – Reading: *Civilities and Civil Rights* (Chapters 3-5)

\*Week Thirteen Extra Credit – Visit International Civil Rights Museum  
(<https://www.sitimovement.org/>)

**Week Fourteen (November 14, 16) – North Carolina and the New South**

Reading: “The Case for the New South,” “Urban Renewal and Durham’s Hayti Community,” “The Closing of a Factory”

**Week Fifteen (November 21) – Final Exam**



