

History 347-02 North Carolina History



Fall 2018, T/Th 3:30-4:45
Deborah Russell, Instructor

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Office Hours: MHRA 2110
Tuesday 5-6 p.m. and
Thursday 1:15-3:15
Other times by appointment



Student Learning Outcomes

Through active engagement in this course, students should be able to:

- Identify and demonstrate an understanding of the social, political, cultural, and economic factors that have shaped the history of North Carolina, noting continuity or change over time
- Demonstrate critical historical thinking skills needed to contextualize and weigh evidence from both primary and secondary sources
- Evaluate historical evidence from a variety of primary sources, including manuscripts, printed documents, visual images, oral histories, and material objects
- Demonstrate information literacy by determining needed information, locating, evaluating, and analyzing relevant resources
- Develop coherent oral and written arguments based on evidence from the past, representing different points of view and acknowledging the complexity of history

Required reading:

- You must obtain only one book to do the assigned reading: William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War*, Oxford University Press, 2009.
- All additional required readings and primary sources for each week will be accessible on Canvas or otherwise on-line.
- No course textbook is required for purchase, but I recommend consulting William S. Powell, *North Carolina Through Four Centuries*, University of North Carolina Press, 1989, available as an e-book through the UNCG Library to further your understanding of North Carolina history.

Communication: I want to be as accessible to you as I can. Our main means of communication will be through UNCG e-mail and Canvas. You should check your university e-mail daily and consult Canvas for reading questions and written assignments. Specific assignments and instructions will be posted at least a week ahead of the date for completion. Please write to me in a respectful manner with your comments, questions, and concerns, and I will do my best to reply to you promptly during reasonable work hours. I also encourage you to come to discuss your progress in the course during my office hours. I want to meet with each of you individually at least once before midterm.

Assignments and Grading:

- Class participation, attendance, written reading responses **20%**
- Short "historical thinking" projects, quizzes, and analysis of primary sources **40%**
- Two short papers, 5-6 pages each, with citations **10% each**
 - Paper 1- Based on *The Making of a Confederate* and related readings
 - Paper 2- Research, contextualization, and analysis of a topic of your choice
- Final exam (December 6, 2018, 3:30-6:30 p.m.) **20%**

Grading scale: A+ (98-100), A (93-97), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F = 59 and lower
No credit = 0 (failure to take quizzes or to complete written assignments, plagiarism)

Attendance and participation: This semester includes 29 class meetings, plus the final exam. Your participation will be a crucial factor in your learning experience and you cannot participate if you are not in attendance; therefore, students are expected to be present, to arrive and leave on time, and to participate in the class. Absences should be taken for personal or family illness, emergencies, or unavoidable scheduling conflicts only. I will deduct five points from your attendance grade for each absence starting with the third class missed. More than four absences will be considered excessive and will adversely affect your grade in this class. (I will work with you through documented extended health or personal emergencies.) Please e-mail me prior to class if you find you must be absent and include the reason for your absence. Public universities in North Carolina provide for two excused absences for religious observance. Please see me if this applies to you.

Electronic devices: Silence all cell phones and put them away during class. I will be able to show all assigned material on the classroom screen as needed for discussion, but you may use a laptop or tablet in class to take notes or to access course materials if that works for you. If you insist on using devices for other purposes, social media, texting, etc. during class, you will be asked to leave the classroom and be counted absent for that day's session.

Assignments should be submitted as hard copies and on time. Work out printing access right away, try it out, and be prepared to turn in written work at the class meeting for which it is assigned. (E-mail attachments will be accepted only in emergencies. Please DO NOT e-mail me your written work and expect me to print it out.) Late work should be a necessity only under circumstances of hardship and will be accepted **only** if the instructor is informed ahead of the due date. If accepted, a late assignment must be presented to the instructor at the next class meeting and will be lowered one letter grade. After this, the missing assignment will receive a 0. There will be two short quizzes as indicated on the schedule. If missed, they must be made up within a week by scheduling a time during office hours with the instructor.

Exam format: The final exam will include quotations, identifications and short essay questions and require handwritten answers in the classroom on the university-assigned date. It will cover the course material for the semester, including my class presentations, weekly readings, and primary sources. I will provide a study guide at least a week before the exam date.

Paper format: Your papers will be relatively short—5 to 6 pages each—and should be typed (12-point) and double-spaced with one-inch margins. They are designed to require you to think critically and write persuasively. You will receive more detailed instructions and a grading rubric for each of the papers later in the semester.

Reading Questions and Primary Source Analysis: I will post written assignments, instructions, reading and analysis questions on Canvas under “Course Documents” at least a week ahead of the assignment’s due date. Follow the syllabus, but know that it is subject to updates, so check Canvas. I have indicated on the schedule whether the readings and assignments should be completed for Tuesday or Thursday’s class. Bring a hard copy of your response with you to class on the day assigned-- ready

to submit. I would prefer typed weekly assignments (12-point, double-spaced, with one-inch margins), but I can accept *legible* handwritten assignments in blue or black ink.

Participation/How to do well: Be prepared for each class. Make sure you have spent time with all the assigned readings, but do not be overwhelmed by details. Look for the main arguments and identify key points to bring up in class. Most assignments will require you to write short responses or analyses. In class, don't be afraid to respond or to ask for a clarification; we are all in the process of learning. Challenge ideas that you are skeptical about, but listen, respect others' views, and participate in a civil manner. Behavior at all times should be professional in nature.

University Policies

UNCG's Academic Integrity Policy: <https://osrr.uncg.edu/academic-integrity/>

It is your responsibility to review the policies at the link above. Violations, including plagiarizing and cheating on written work, quizzes, and exams, will be handled according to UNCG procedures. I will report plagiarism through university channels. Also see the UNCG library's site for help with quoting, citing, and paraphrasing. You should review Module 9: Paraphrasing and Module 10: Citing Sources. <http://library.uncg.edu/tutorials/index.aspx?m=10&p=1>. In history, we use Chicago or Turabian style citations. https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Accommodations: UNCG makes every attempt to comply with the Americans with Disabilities Act (ADA). To request academic accommodations based on a disability, register with the Office of Accessibility Resources & Services (OARS). <https://ods.uncg.edu/>

UNCG's Information Literacy Policy: To be *information literate* a person must be able to:

- Determine what information is needed and why
- Locate appropriate resources
- Evaluate, synthesize, and critically analyze information
- Communicate information ethically and effectively

In this course, you will demonstrate your achievement in information literacy in written and oral assignments by locating, analyzing and contextualizing both primary and secondary sources.

Schedule of topics, readings, and written assignments:

	Class Meeting Date	Topics/ Themes	Readings	Primary Sources/ Research/ Historical Thinking Activities
W E E K 1	Day 1 (T August 14)	Introduction/ Themes in NC History	Read over the syllabus carefully	
	Day 2 (Th August 16)	Historical Thinking/ Physical and Political Geography	For Thursday: Read the three on-line sources about the county you choose	◆ Due on Thursday- Quick Research Activity- Know a County

W E E K 2	Day 3 (T August 21)	Carolina in the Atlantic World	For Tuesday: Butler & Watson (B&W), “An Elizabethan Experiment,” 29-35; Parramore, “The Lost Colony Found,” <i>NCHR</i> (Jan. 2001)	For Tuesday: B&W, Primary Sources Set 1, 35-50
	Day 4 (Th August 23)		For Thursday: Taylor, <i>American Colonies</i> , “Carolina, 1670-1760,” 222-244; “The Tuscarora War,” in Mobley, 50-60	For Thursday: Lawson, <i>New Voyage to Carolina</i> , ♦ Each student assigned 5 pages; https://docsouth.unc.edu/nclawson/lawson.html
W E E K 3	Day 5 (T August 28)	North Carolina in British America	For Tuesday: “Early Coastal Towns,” in Mobley, 36-49; “The Great Wagon Road,” in Mobley, 78-88; Watson, “Consideration of European Indentured Servitude in Colonial NC,” <i>NCHR</i> (Oct. 2014)	For Thursday: Revel, “The Poor Unhappy Transported Felon’s Sorrowful Account” (c. 1680); Watson, <i>Society in Early NC</i> , primary sources, “Immigration,” 63-88 ♦Thursday- Map Quiz
	Day 6 (Th August 30)			
W E E K 4	Day 7 (T Sept. 4)	Revolution and Independence	For Tuesday: “Rehearsal for Revolution,” in Mobley, 94-104; Powell, “Attaining Independence,” 182-206	For Thursday: B&W, Primary Sources, Decision for Revolution set, 135-145; Joining the Federal Union set, 158- 169; Schaw, <i>Journal of a Lady of Quality</i> ; Hulton, <i>Letters of a Loyalist Lady</i>
	Day 8 (Th Sept. 6)			
W E E K 5	Day 9 (T Sept. 11)	North Carolina in the Early Republic/ Antebellum North Carolina	For Tuesday: Ready, “Antebellum NC,” 163-192; Ready, “The Cherokees,” 193-209	For Thursday: Student letters home from UNC; Ruffin letter, (1824); Murphey, on internal improvements, education (1815, 1816); Excerpts <i>1835 NC Constitution</i> ; Jackson’s speech on Indian Removal
	Day 10 (Th Sept. 13)			
W E E K 6	Day 11 (T Sept. 18)	Slavery in NC	For Tuesday: Read two of the following: Smith, “African American Slavery in Piedmont NC,” <i>NCHR</i> (Jan. 2013); Milteer, “Life in a Great Dismal Swamp Community,” <i>NCHR</i> (April 2014); Israel, “Free Blacks, Quakers and the Underground Railroad,” <i>NCHR</i> (Jan. 2018)	For Thursday: Harriet Jacobs excerpts; <i>David Walker’s Appeal</i> ♦ Due on Thurs.-Activity using NC Runaway Slave Ads database at the UNCG site: http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS
	Day 12 (Th Sept. 20)			

<p>W E E K 7</p>	<p>Day 13 (T Sept. 25) Day 14 (Th Sept. 27)</p>	<p>Coming of the Civil War</p>	<p>For Tuesday: Barney, <i>Making of a Confederate</i>, 3-84; Dew, <i>Apostles of Disunion</i> excerpts ◆ Tuesday- Image Quiz</p>	<p>For Thursday: NC and SC Secession docs; Helper, <i>The Impending Crisis</i> (1857); Stephens, “Cornerstone of Confederacy”</p>
<p>W E E K 8</p>	<p>Day 15 (T October 2) Day 16 (Th October 4)</p>	<p>Secession and War</p>	<p>For Tuesday: Barney, <i>Making of a Confederate</i>, 85-166 ◆ Activity due- Civil War Day by Day -Research one item, present to class https://blogs.lib.unc.edu/civilwar/</p>	<p>For Thursday: ◆ Paper 1 Due- <i>Making of a Confederate</i></p>
<p>W E E K 9</p>	<p>FALL BREAK! No Tuesday Class ----- Day 17 (Th October 11)</p>	<p>Civil War Legacy</p>	<p>For Thursday: Barney, <i>Making of a Confederate</i>, 167-231; Wegner, “Phantom Pain: Civil War Amputation and North Carolina’s Maimed Veterans,” <i>NCHR</i> (July 1998)</p>	<p>For Thursday: Settle, “Spring Garden” Speech; Perspectives on Civil War Memory</p>
<p>W E E K 10</p>	<p>Day 18 (T October 16) Day 19 (Th October 18)</p>	<p>Competing Visions for NC: Reconstruction</p>	<p>For Tuesday: Trelease, “A Half-Way Revolution,” in B&W, 286-294; Brisson, “Civil Government Was Crumbling,” on Kirk-Holden War, <i>NCHR</i> (April 2011); “The Rural World,” in Mobley, 257-376</p>	<p>For Thursday: Doc. Set from B&W, 294-306; Docs from Holden papers, Duke Univ.; Tourgée Letter to Senator Abbott; <i>NC 1868 Constitution</i></p>
<p>W E E K 11</p>	<p>Day 20 (T October 23) Day 21 (Th October 25)</p>	<p>North Carolina and the New South</p>	<p>For Tuesday: “Industry Comes of Age,” in Mobley, 378-404; Chapter 3, “Cradle to Grave,” 114-180, in Hall, et. al., <i>Like a Family</i></p>	<p>For Thursday: Hine photographs; ◆ Due on Thurs.- Activity using Branson’s <i>NC Business Directory</i></p>

W E E K 12	Day 22 (T October 30) Day 23 (Th Nov. 1)	A Progressive State? 1890s-1920s	Read For Tuesday: Prather, "We Have Taken a City," in Cecelski & Tyson, 15- 41; Smith & Wilson, <i>NC Women Making History</i> , "More Was Expected of Us," 208-244; Class time-Tuesday- Visit to University Archives- Jackson Library Special Collections (Meet there-on time!)	For Thursday: ◆ Due on Thurs.- Short analysis of primary document from University Archives
W E E K 13	Day 24 (T Nov. 6) Day 25 (Th Nov. 8)	NC in Depression and War	For Tuesday: Stoesen, "From Ordeal to New Deal, in B&W 381-388; Powell, "New Points To Ponder In a Restless World," 496-516;	For Thursday: "Letters from the Forgotten Man" ◆ Activity due- Thursday -Lee Waters films at Duke site: https://library.duke.edu/digitalcollections/hleewaters/
W E E K 14	Day 26 (T Nov. 13) Day 27 (Th Nov. 15)	NC at Mid-Century	For Tuesday: Read two of the following: Hawkins, "Rising Phoenix-Like... New Bern, NC," <i>NCHR</i> (Oct. 2008); Usher, "The Golfers," <i>NCHR</i> (April 2010); Summey, "Redefining Activism: Judge Elreta Alexander Ralston," <i>NCHR</i> (July 2013); Richardson, "Not Gradually, But Now... Charlotte" <i>NCHR</i> (July 2005)	For Thursday: Hodges speech, August 1955; Pearsall Plan Amendments; Docs of Patriots of NC; Kelly Alexander transfer application; Woolworth manager's memoir; Baker, "Bigger Than a Hamburger"; SNCC Founding Statement
W E E K 15	Day 28 (T Nov. 20) THANKSGIVING! No Thursday Class	NC in Late Twentieth Century/ Recent Developments	For Tuesday: Eaton, "The Storms of '72," 137-156; Ready, "A Modern Megastate," 376-392	◆ Activity due- County Update- Pressing Issues
W E E K 16	Day 29- Last Class (T November 27)		For Tuesday: ◆ Paper 2 Due- Topic of your choice Class presentations	
	Final Examination Thursday, Dec. 6	3:30-6:30 p.m.		