

NORTH CAROLINA HISTORY

History 347 : Spring 2007 : Dr. Gary Freeze : UNC-G

Class meets Mondays and Wednesdays in Moore Hall from 3:30 to 4:45 p.m.

Welcome, whether you are a Tar Heel born, or bred, or just happen to be interested in what makes this state be the way it is. This course introduces you to the events, people, places, and themes that every educated resident of North Carolina should know. Whether you are a native or a newcomer, the course can provide you with a factual foundation and thematic understanding of what it means to be a North Carolinian. The course is particularly geared to help those who will teach the subject in the primary school system, but is general enough for any student of the state.

COURSE OBJECTIVES: As announced in the university catalog, the course has three objectives: 1) to study how North Carolina developed as it did, 2) to compare the state to developments in other states over time, and 3) to posit how history and heritage have led to the present-day circumstances. We will take up each objective when appropriate through the course. The course will also have a chronological objective, with each theme and subject—among them class, race, gender, sectionalism, environmental constraints, etc.—being treated when warranted. The course does cover the state from its founding to the present and looks at developments through the lenses of economics, society, culture, and politics.

LEARNING OUTCOMES: When the course is done, you should be able to do the following, to some level of competence: 1) Explain how the character and culture of today's North Carolina is a product of historical forces. 2) Compare that character to the culture found in other states. 3) Elaborate at some length on the sectional theme in state history. 4) Amaze family, friends, and strangers on the street with your mastery of the arcane facts of state heritage, from the Lost Colony to the Andy Griffith Show. Finally, 5) you should be a better reader and writer because of the assignments of the course.

ASSESSMENT METHODS: I will measure your proficiency in the outcomes listed above by the various answers you provide on tests. The first two outcomes will be assessed through short essays, the third and fourth through short identification-type answers. The overall presentation of writing and factual mastery will be used to assess the final outcome. There will be four tests during the term, each roughly corresponding to each of the four centuries of state heritage. In addition, there will be a take-home final examination that will be used to gauge how well you have grasped the course themes. Each assignment will count for one-fifth of your grade.

COURSE FORMAT: This is primarily a lecture course, because of the nature of the subject and the size of the class. I will ask questions generally to help along the flow of the presentation, but I will never call on anyone who does not volunteer. I do not give pop quizzes, nor do I expect you to have read the material assigned for the day on schedule. I do, however, assume that all assigned reading will be done by the time of the test, and I will look for evidence of it in your answers. I allow late arrivals, cap wearing, and bottled drinks during class, and even a nap. However, you may not talk to one another, for it distracts my presentation. Please turn off your cell phones. If you violate these rules, I shall use the policies of the university to have you removed from class. I do not get off the subject, so having me discuss some point of contention does not happen. I welcome any debate after class.

INSTRUCTOR'S BACKGROUND: Since I am a visitor to the department, I will briefly give some background. I have taught state history off and on for twenty years. I was once the grading assistant at UNC-Chapel Hill for Mr. Powell, the textbook author. I then taught the course briefly after his

retirement. I have also taught at UNC-Charlotte and NC State. Since 1995, I have taught at Catawba College and offered this course for undergraduates, to night students, and on a graduate level to public school teachers. I have written four books on local history in the state and am currently completing an eighth-grade social studies textbook for the state school system.

THE TEXTS: There are two books in this class: William S. Powell, *North Carolina Through Four Centuries*, a narrative of state history, and Lindley S. Butler and Alan D. Watson, *The North Carolina Experience*, an anthology of key periods and documents. I am assigning the whole Powell book, excepting some of the early material, and am specifying in the schedule the assignments in the documentary supplement. In addition, I will periodically distribute handouts of maps or other short documents that I have encountered in my own research. You do not need to bring either textbook to class, although I will periodically read a passage from the supplementary text.

THE TESTS: Each test will have an identical format. There will be two to four short-essay questions that will count twenty points apiece. These questions will be based upon documents reviewed in class. You will be asked to interpret the passage given in light of what you have learned in lecture and from reading. Then, there will be a series of five-point questions that combine minor terms, places, people, events, etc., which were either mention in lectures or were explained the *Four Centuries* textbook. I will assume that you devote the vast majority of the class hour to completing the text.

GRADING PROCEDURES: I use a 10-point scale with pluses and minuses. The 90s are in the A range, 80s in the Bs, and so on. The minus grade occurs when the number ends in 0,1,or 2, the plus grade when the number ends in 7,8, or 9. For example, an 82 is a B-, and a 67 is a D+. Each question asked on a test is individually assigned a number, which corresponds to the letter grade given for that particular effort. If a 9 is the grade on a ten-point question, then you made an A, an 8 a B and so on down the line. Multiply to judge the twenty-point scale, and divide to derive the scale for five-pointers.

ATTENDANCE POLICY: I take attendance each class. I allow you two cuts without explanation. After that, you are allowed two more if you provide me an email explaining the absence, if it involves travel for the university, family crisis, or illness. If you are an athlete in season, please inform me of that early in the term. If you have more than four absences, you get a provisional F, unless you demonstrate good cause for not being here. Attendance is expected at each examination, unless there is a real emergency. Because I am an adjunct from out of town, it will be difficult to administer makeups. Each will be handled on an individual basis, once just cause is established.

OFFICE HOURS: I live in Salisbury and only have office hours from 2:30 to 3:15 each Monday and Wednesday. I am also available after class. If you need me, my home phone is 704/639-1987. I will check messages each day before coming to UNC-G. My Catawba email is gfreeze@catawba.edu. I cannot guarantee that I will be able to read email on class days, so go with the phone if you can.

COURSE SCHEDULE: The preliminary remarks on geography and culture will be January 8-17, including geography and culture. Then the history will be divided into four parts, as shown:

Part	Lecture Dates	Topics	Powell	B/W	Test Date
1	Jan. 22—Feb. 7	Colonization (1663—1771)	ch. 1-7	ch. 3-5	Feb. 12
2	Feb. 14—Mar.12	Statehood (1772—1865)	ch. 8-18	ch. 6-12	Mar. 14
3	Mar. 19—Apr. 5	Industrialization (1865—1933)	ch. 20-23	ch. 13-16	Apr. 9
4	Apr. 11—Apr. 30	Modernization (1933—2004)	ch. 24-26	ch. 17-19	May 1