

History 347-03, North Carolina History
Spring, 2007
TR 12:30-1:45 HHRA 1204

L. de Beck
Office: HHRA 2104
Hours: TR 11-12:15 and by appointment
E-mail: lkdebeck@uncg.edu OR rinda@triad.rr.com
Phone: 334-5742

This course will survey both chronologically and topically the history of North Carolina from its beginning in the 17th century up to the present time. We will seek to understand the events of this history in terms of individual decisions and the forces that shaped them, which have created the North Carolina of today.

1. Required texts: *North Carolina History through Four Centuries* by William S. Powell; *The North Carolina Experience: An Interpretive and Documentary History* edited by Lindley S. Butler and Alan D. Watson. The first is a general history text; the second is a collection of primary sources and essays.
2. Attendance: You are expected to attend class regularly. Students who have 5 unexcused absences will be dropped by the instructor. To receive an excused absence, you must contact me within 48 hours after your absence, by phone or e-mail. Most acceptable excuse: you are too ill to be in class.
3. Papers and student presentations: Each of you will be actively involved in your own instruction, by researching and writing two short papers from a list of topics I will provide. You will also each take a turn in teaching the class, by presenting the results of your research in an oral presentation. (If making a talk is not your thing, you may write a third paper instead). There will also be some informal writing assignments done in class.
4. Grades: Each paper will be 20% of your final grade; each oral presentation will be 10%. The mid-term and the exam are each worth 10%. Class participation is 20%, which includes your informal writing assignments and discussion of them.
5. The class will be a mixture of lecture and discussion. Your thoughts and observations will be valued!
6. There is a lot of reading for this class, especially early in the semester. The following class schedule gives the time frame for completing the reading, which will track our coverage of the material in class. Suggestion: read your assignments before the lectures.

CLASS SCHEDULE:

1/9: Introduction.

Unit One: 1/9-1/23: Colonial North Carolina.

Readings: Powell, Chapters 1,2,3,4,5,6. Butler& Watson: Chapters 1,2,3.
1/23: First informal writing assignment, done in class, based on your reading of documents 1.1, 1.3, and 1.9 in *The North Carolina Experience*.

Unit Two: 1/25-2/1: North Carolina in the Revolutionary era

Readings: Powell, Chapters 7,8,9,10,11. Butler & Watson: Chapters 5,6,7.

Unit Three: North Carolina in the Ante-Bellum era: 2/6-2/15.

Readings: Powell, Chapters 12,13,14,15,16,17; Butler& Watson, Chapters 8,9,10,11

2/6: Turn in a short outline of your first paper, with a list of the sources you are using. You may do this in class or by e-mail.

2/20: Turn in first paper. Hard copy only; no e-mail. Revised papers are due one week after your paper is returned. Turn in your original paper with your revision.

2/20-2/22: Oral presentations of your research.

Unit Four: 2/20-3/1: The Civil War and its aftermath.

Readings: Powell, Chapters 18,19,20; Butler and Watson, Chapters 12,13,14

Week of 3/5: Spring Break

3/13: MID-TERM test.

Unit Five: 3/13-3/20: North Carolina and the “New South”.

Readings: Powell, Chapters 21,22,23; Butler& Watson, Chapters 15,16

Unit Six: 3/22-4/10: North Carolina in the early 20th Century.

Readings: Powell, Chapters 24,25; Butler & Watson, Chapter 17.

4/10: Turn an outline and in a list of sources for your second paper.

4/17: Turn in second paper. Revised papers, returned with the original, are due 4/26.

5/1: Third papers, for those writing them, are due.

4/17 : Oral presentations of your research.

Unit Seven: 4/19-5/1: Late 20th century North Carolina.

Readings: Powell, Chapters 25,26,27; Butler & Watson, Chapters 18,19.

5/5: Exam at 12 noon.

This is a writing and research- intensive class. Your formal writing will consist of the 2 research papers. The intensity will consist of more time spent in getting all this right than is possible in a regular class. We will concentrate on how to differentiate between primary and secondary sources, and how to evaluate and use them. Constructing a paper, which makes your information and conclusions readable, is another goal Using correct citations and bibliographies is also a priority.

You will also have a number of informal writing assignments, done in class. Here the idea is to get your critical thoughts about the readings and lectures down on paper. These won't receive a letter grade, and spelling, punctuation, and grammar don't matter. I have given the first assignment on your syllabus. Others will be announced on Blackboard, or in class.