

History 347-03, North Carolina History
Spring, 2011
TR 8-9:15

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Hours: MWF 10-11 and by appointment
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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. As this is a writing intensive section, we will spend time on acquiring the skills needed to research an historical topic and to present your research in writing. Learning about the kinds of sources to use and how to cite them correctly is also emphasized in this class. Other writings will either be done in class, or as homework essays on assigned readings from *The North Carolina Experience*.

1. Required texts: *North Carolina, Change and Tradition in a Southern State* by William Link; *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 and to be on time. You may have 4 unexcused absences. If you exceed this, you will be dropped from the class. To receive an excused absence, you must e-mail me within 48 hours after your absence. 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 (5 pages of text) papers, using three scholarly sources, 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 two longer (6 ½ pages of text with four scholarly sources) papers instead). After each paper is turned in and critiqued, you will revise and resubmit it for your grade. There will also be some informal writing assignments done in class (which will be announced in class and on Blackboard), as well as some essays which are listed on the syllabus. Those written outside class may be turned in by e-mail.
4. Grades: Each paper will be 20% of your final grade; each oral presentation will be 10%. If you choose not to present, your longer paper will be 30% of your grade. The take-home exam essay is 20%. Class participation is 20%, which includes your other 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:

1/11: Introduction.

Unit One: 1/13-1/31: Colonial North Carolina.

Readings: Link, Chapters 1,2,3,4. Butler & Watson: Chapters 1,2,3,4.

1/18: Class will meet in the Hodges Reading Room, second floor, Jackson library. Go up one flight of steps at the front entrance of the library. We will look at a collection of documents and artifacts on North Carolina history.

1/25: 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: 2/1-2/15: North Carolina in the Revolutionary era.

Readings: Link, Chapters 5 and 6. Butler & Watson: Chapters 6 and 7.

2/3. Turn in an outline of your first paper, with a list of the sources you will use: 3 for the shorter paper, four for the longer. E-mail this to me.

2/10: Informal, in class writing based on your reading of documents 4.5, 4.11, 4.12 and 4.14 in the *North Carolina Experience*.

Unit Three: North Carolina in the Civil War era: 2/15-3/15.

Readings: Link : Chapters 7,8,9; Butler & Watson, Chapters 9,10,11.

2/15: Turn in your first research paper: HARD COPY only. Five pages of text required (or 6 ½ if writing the longer paper).

2/15-2/17: Oral presentations of your research.

Week of 3/7: NO CLASSES. Spring break.

3/15: Turn in your revised paper WITH the original. You may e-mail your revision to me.

3/17: An in class writing and discussion, based on your reading of “Confronting the Issue of Slavery”, pp.194-200 in Butler and Watson.

Unit Four: 3/17-3/29: Reconstruction and its aftermath.

Readings: Link, Chapters 10, 11, 12; Butler and Watson, Chapters 13, 14,15.

3/22: Turn in an essay based on documents 13.1, 13.2, and 13.3, pp.294-300 in Butler and Watson. Summarize briefly points of view on what should happen next, after the Civil War.

3/24: Turn in sources and outline for second paper, by e-mail.

Unit Five: 3/31-4/12: Modernizing North Carolina.

Readings: Link, Chapters 13,14,15; Butler & Watson, Chapter 16,17.

4/5: Turn in second paper, hard copy only. Oral presentations 4/5-4/7.

Unit Six: 4/14-4/21.: Toward the twenty-first century.

Readings: Link, Chapters 16,17,18; Butler & Watson, Chapter 18.

4/19: In class writing based on documents 18.2 and 18.11 in Butler and Watson.

4/21: Turn in revised papers, with the original

5/3: Take-home exams due in my office at 11:00. Hard copy only.

This is a writing 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. Other writings are less formal.

