

## **HIS 347: North Carolina History**

UNC-Greensboro, Spring 2013

Instructor: Christopher Graham

Email: [cagraham@uncg.edu](mailto:cagraham@uncg.edu)

Classroom: MHRA 2207

Office hours: MWF 10am-11am

Class: MWF 9am-9:50am

Office: MHRA

Readings:

Joe A. Mobley, ed., *The Way We Lived in North Carolina* (Chapel Hill: University of North Carolina Press, 2003)

David S. Cecelski, *The Fire of Freedom: Abraham Galloway & The Slaves' Civil War* (Chapel Hill: University of North Carolina Press, 2012)

Malinda Maynor Lowery, *Lumbee Indians in the Jim Crow South: Race, Identity, and the Making of a Nation* (Chapel Hill: University of North Carolina Press, 2010)

Additional weekly readings posted on Blackboard

### **Course Description**

**About:** Events in North Carolina since the arrival of Europeans have directly shaped our contemporary state—the one you know and live in. In our time, we struggle with the legacy of conquest, independence, the market revolution, slavery, the Civil War, institutionalized inequality, industrialism, capitalism, liberalism, religious fundamentalism, and the fruits of the abundant society. All these themes are historic: meaning they have identifiable beginnings in time, they unfold based on contingent factors, and sometimes have an end, but generally evolve into something else. Many of the things we take for granted in our society—individual rights, government regulations, high standards of living, peace, availability of quality education—can be better understood when viewed through the lens of history. The way we think about the past thus shapes the way we discuss our contemporary world.

This class will provide coverage of events in North Carolina history between 1500 and the present time. We will focus on European and Indian contact, introduction of slavery in the 18<sup>th</sup> Century, backcountry settlement and revolution, freedom, bondage, and the in-between in antebellum North Carolina, the Civil War and Reconstruction, race relations and Jim Crow, industrialization, the Progressive Movement, science and religion, the Industrial Revolution, World Wars I and II, the New Deal and liberalism, the Cold War and the abundant society, the Civil Rights Movement, the fall of the New Deal consensus, and the modern conservative movement. We will consider not only the events themselves, but their causes and consequences, and how economic, political, and intellectual changes effected social relations.

To improve historical thinking skills, you will be introduced to primary sources; develop arguments and interpretations; and present conclusions through writing and oral presentation.

**Expectations:** You are expected to read the assigned readings and be prepared to discuss them in class, attend all classes, participate in classroom discussions, and complete all assignments. Failure in any of these will ensure a failing grade.

**Outcomes:**

- Students will be able to identify key figures and events in North Carolina history
- Students will develop historical thinking skills. This includes the abilities to closely read a document or an interpretation, create sound interpretations, criticize interpretations, construct syntheses of interpretations, and consider the applicability of historical lessons to contemporary circumstances.
- Students will develop their ability to communicate historical thinking through classroom discussion, sound research, and effective writing.
- Students will become familiar with the variety of ways to engage with historical topics in our information-rich Internet environment.

**A Note on decorum:** In this class you are expected to carry yourself as a professional in a work environment. That means you will arrive on time, dress respectfully, plan ahead to avoid conflicts or problems, not talk to others about unrelated topics while class is underway, not text or check cell phones in class, or be a distraction or disruption to your peers. You will engage in conversation with the instructor and your peers in a respectful manner. You may use a laptop in class to take notes or to find resources for the class. Other uses, and use of cell phones, will be grounds for dismissal from that day's class with an absence counted. Failure to uphold these guidelines will be reflected in your class participation grade. Violation of the University's Honor Code (including plagiarism) will result in immediate failure in this class. Your compliance with these rules will be reflected in your class participation grade.

### **Grading**

40% In class participation

10% Midterm exam

10% Final exam

40% Paper

100% Final Grade

Grading scale:

A+ 97	B+ 87	C+ 77	D+ 67	F <60
A 93	B 83	C 73	D 63	
A- 90	B- 80	C- 70	D- 60	

### **Participation Rubric**

10 pts = A+    9 pts = A    8 pts = B    7 pts = C    6 pts = D    >5 = F

Classroom discussion: Regularly active and constructive in discussions = 5 points

Occasionally active in discussions = 3 points

Not active in discussions = 0 points

Attendance: 0-2 absences = 3 points

3-4 absences = 2 points

5 absences = 1 points

>5 absences = 0 points

Two required face-to-face meetings with professor: 1 point each=2 points

Note: *Absences are neither excused nor unexcused. If you are absent for any reason, the absence counts.*

### **Exams**

Two exams will consist of identifications and short answer questions.

### **Paper**

This assignment is intended to exercise the skills of historical thinking and writing. You will be given a series of prompt questions, from which you will choose one to base a response. Paper will be 2,500 words, or 8-10 pages. *Instructions will be issued on a separate page.* Three separate submissions will be required:

1. (March 1) Annotated bibliography, thesis, and outline
2. (April 12) First draft
3. (April 26) Final draft

## Schedule

(subject to amendment)

### PART I: >1770

#### **Week 1: Intro to class and encounters in early North Carolina**

Read: Syllabus

Mobley, I: 1&2

(.pdf/J-Stor) Alison Games, "Introduction, Definitions, and Historiography: What is Atlantic History," *OAH Magazine of History*, Vol. 18, No. 3 (April, 2004)

January 14: Intro day, syllabus, etc.

January 16:

January 18:

#### **Week 2: The Shatter Zone, 1500-1720**

Read: Mobley, I: 3-5

(.pdf) James H. Merrill, *The Indians' New World*, Prologue, Chapters 1 & 2

(.pdf) Theda Perdue, *Cherokee Women*, Chapters 1 & 2

(link) Thomas Parramore, "With Tuscarora Jack on the Back Path to Bath," *NCHR*

(DocSouth) King Hagler Treaty

January 21: NO CLASS

January 23:

January 25:

#### **Week 3: Slavery, Politics, and Economy, 18<sup>th</sup> Century**

Read: Mobley, I: 6-9

(.pdf) Walter E. Minchinton, "The Seaborne Slave Trade of North Carolina." *NCHR*

(DocSouth/CSR) "Report by the Board of Trade of Great Britain concerning General Conditions in North Carolina," September 8, 1721 (2: 418-425)

(DocSouth/CSR) "Memorial from Nathaniel Rice, John Baptista Ashe, and John Montgomery concerning their dispute with George Burrington," November 17, 1732 (3: 375-382)

(DocSouth/CSR) "Report by George Burrington concerning general conditions in North Carolina," January 1, 1733 (3: 429-437)

January 28:

January 30:

February 1:

## **PART II: 1770-1820**

### **Week 4: Colonial Life and Regulation**

Read: Mobley, I: 10, II: 1-3

(.pdf) Andrew C. Denson, "Diversity, Religion, and the North Carolina Regulators," *NCHR*

(.pdf) Marjoleine Kars, *Breaking Loose Together*, Part III

(DocSouth/CSR) Locate three documents in the 1740 to 1769 range of the CSR that related an interesting anecdote or story about men, women, children, whites, blacks, or Indians in colonial North Carolina. Record them, and report in writing the reasons you chose these particular documents.

February 4:

February 6:

February 8:

### **Week 5: Revolution**

Read: Mobley, II: 5

(.pdf) William A. Link, *North Carolina*, Chapter 5

(.pdf/link) John Maas, "Moderation and the Revolutionary Settlement in North Carolina," *Journal of Backcountry Studies*

(LearnNC/link) "The Edenton 'Tea Party'" (including sidebars), and "A Society of Patriotic Ladies."

February 11:

February 13:

February 15:

### **Week 6: Social change in the early republic**

Read:

(.pdf) Cynthia Kierner, *Beyond the Household*, Chapter "Republicanism."

(.pdf) Katy S. Smith, "'I Look on You...As My Children:' Persistence and Change in Cherokee Motherhood, 1750-1835," *NCHR*

(.pdf) William Price, "Nat Macon, Antifederalist," *NCHR*

February 18:

February 20:

February 22:

## **PART III: 1820-1870**

### **Week 7: Antebellum North Carolina, 1820-1860**

Read: Mobley, III: 1-3, and 4 (pages 314-336)

(.pdf) Jeff Forret, "Slave-Poor White Violence," *NCHR* (April 2004)

(DocSouth) "North Carolina. Slaves and Free Persons of Color. An Act Concerning Slaves and Free Persons of Color," 1855.

(DocSouth) "Patrol Regulations for the Town of Tarborough."

(DocSouth) "Narrative of the Life of Moses Grandy."

February 25:

February 27:

March 1: Annotated bibliography, thesis statement, and outline due, *New Voyages to Carolina* North Carolina history conference at UNC-G

## **Week 8: Civil War**

Read: Mobley, III: 4 (pages 336-349)

(.pdf) Joshua McKaughan, “‘Few Were the Hearts . . . That Did Not Swell with Devotion’: Community and Confederate Service in Rowan County, North Carolina, 1861–1862” *NCHR*

(.pdf) Victoria Bynum, *Unruly Women*, Chapters 5 & 6

(.pdf) Joe Mobley, *War Governor of the South*, Chapter 5

(DocSouth) Select and read a North Carolina example from the “The Southern Homefront, 1861-1865” collection.

March 4:

March 6:

March 8: Midterm exam

## **Week 9**

SPRING BREAK, NO CLASS

## **Week 10: Reconstruction**

Read: David Cecelski, *The Fire of Freedom: Abraham Galloway & the Slaves' Civil War*

March 18:

March 20:

March 22:

## **Part IV: 1870-1920**

## **Week 11: Tobacco and Industry**

Read: Mobley, IV: 1-4, 6-7

(.pdf) Bruce Stewart, “Moonshining, Federal Liquor Tax, and Klan Violence,” *NCHR*

(.pdf) Richard Starnes, “Tourism in Asheville,” *NCHR*

March 25:

March 27:

March 29: NO CLASS

**Week 12: 1898, Jim Crow**

Read: Mobley, IV: 5

(.pdf/link) News & Observer, *Ghosts of 1898*

(.pdf) Glenda Gilmore, "Murder, Memory, and the Flight of the Incubus."

(.pdf) Stephen Kantrowitz, "The Two Faces of Domination in North Carolina."

April 1:

April 3:

April 5:

**Week 13: North Carolina progressives and others**

Read: Mobley, V: 1

April 8:

April 10:

April 12: Paper first draft due

**PART V: 1920-2001**

**Week 14: Mid-century North Carolina**

Malinda Maynor Lowery, *Lumbee Indians in the Jim Crow South: Race, Identity, and the Making of a Nation*

April 15:

April 17:

April 19:



## **Week 15**

Read: Mobley, V: 7

(.pdf) Tim Tyson, "Wars for Democracy."

(.pdf) Jess Usher, "Civil Rights in Winston-Salem"

(.pdf) Karen Hawkins, "Civil Rights in New Bern"

April 22:

April 24:

April 26: Paper final draft due

## Notes for good history papers

In all your assignments you will pay close attention to the conventions of good academic writing, including format, clarity, use of evidence, and effectiveness of your argument.

Take advantage of on campus and online resources for good writing.

The skills you developed in English Composition classes are applicable in history writing. For tutorials on good history writing, review the pages on Zachary Schrag's website <http://historyprofessor.org/>.

You will need to provide citations for your work. We use the latest edition of the Chicago Manual of Style for citation style in history. If you have a disciplinary need to use the MLA or APA styles and are proficient in their use, then do so. If not, use Chicago, or its abbreviated version commonly called "Turabian." A good citation creation website for all styles is KnightCite <http://www.calvin.edu/library/knightcite/>.

You are *strongly* advised to have consultations with the University Writing Center before you turn in your papers. Staff at the Writing Center will review your draft and help you find places that need improvement. The Writing Center is in room 3211, MHRA. <http://www.uncg.edu/eng/writingcenter/default.php>

In all of your assignments, you will need to locate a variety of academic resources to find primary and secondary sources.

The first and best resource is the university's Jackson Library. *No online catalog can match the "finding power" of simply browsing the bookshelf in the area you are researching. Make this your **first** search.*

Academic articles may be found at J-Stor, available through Jackson Library's website. <http://library.uncg.edu/>

Google Books has thousands of out-of-print, hard to find, and limited publication books. <http://books.google.com/>

The Internet Archive is developing an impressive collection of scanned text, audio, and moving images that you may use. <http://www.archive.org/>

Wikipedia is a contentious tool. Its ubiquity on Google searches for historic topics is unmatched, yet scholars often—and rightly—criticize Wikipedia's veracity. Instead of banning its use in this class, you will develop the skills to manipulate its information, thereby improving its quality.

### Grading guidance for all assignments

	Excellent	Good	Under-developed	Poor
Grade level	A	B	C	D-F
Thesis	Clear, relevant, and insightful	Clear and relevant	Unclear or not relevant	No thesis
Organization and logic	Clear, consistent development of thesis	Clearly organized and mostly logical	Organization rarely supports thesis	Little coherence
Evidence	Consistently cites the most relevant, correctly	Appropriate and correct, but not always the most relevant	Some, but not consistently correct or not linked to thesis	Frequently lacking, irrelevant, or wrong
Context and significance	Appropriate, broad, advances the thesis	Appropriate but narrow, or partially advances the thesis	Inappropriate, incorrect, or doesn't address the thesis	Not addressed
Writing and citations	Consistently clear and correct; 2 or fewer minor errors	Few errors, clear language; 3-5 minor errors, no more than one major error	Multiple errors or unclear language	Many errors, consistently unclear language