

## **HIS 347-01 – History of North Carolina**

**T, TH 3:30 – 4:45, Bryan Building Room 121**

**Instructor: Virginia L. Summey, [vlsumme2@uncg.edu](mailto:vlsumme2@uncg.edu)**

**Office Hours: T, TH 1:00 – 3:00 (MHRA 2103) or by appointment**

**\*This syllabus is subject to change\***

### **COURSE DESCRIPTION:**

This course provides a survey of North Carolina history, from colonization to the present. Because this course covers four hundred years of state history, it makes no claims to be comprehensive. Instead, we will explore themes, major historical developments, and how North Carolina fits into broader United States history. All states define themselves by what makes them unique or exceptional. For instance, North Carolina is often described as being different from her fellow southern states, uncommitted to slavery and the Confederacy, progressive toward education and commerce, and enlightened in regard to Civil Rights. We will critically examine these claims and in the process develop new ways to understand the history of this state, and explain its place in the nation.

You will also be trained to think like a historian. To think like a historian, one must discard the natural tendency to look for moral judgment in history, to identify with historical actors, and to take sides in historical debates. Instead, we will rehearse the “cognitive moves” necessary to approach historical topics—to ask good questions, to make connections, to draw reasoned conclusions, and to do so with objective detachment—all for the purpose of understanding and explaining North Carolina’s historical people and events.

### **COURSE OBJECTIVES:**

By the end of this semester students should be able to:

- Historically contextualize and analyze primary and secondary sources representing different points of view
- Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument
- Demonstrate a general knowledge and appreciation of the social structures, economic forces, political ideologies and belief systems in the development of North Carolina
- See improvement in their writing and verbal skills

### **COURSE POLICIES:**

#### **Attendance:**

A student who is not present to sign the attendance sheet when it circulates at beginning of class will be marked “absent.” Once the sheet has circulated the room, no late students will be allowed to sign it. Students who leave class early without permission will be marked absent. More than five absences **for any reason** will lower your Final Grade by one-third of a grade for each subsequent absence (that is, your sixth absence will cause a “B” to become a “B-,” your seventh will make it a “C+,” your eighth will make it a “C,” etc.). Missing a total of 14 or more

classes (one-third of the semester) will result in an automatic “F” for the course, unless you take an incomplete. No exceptions. There are no “excused absences.” Please use your five unpenalized absences wisely by saving them for emergencies or severe illness. Students are responsible to complete on time all work assigned or due on days in which they are absent.

If you suffer from a chronic illness, or have special needs that make the attendance policy burdensome, you **MUST** inform the instructor in the first week of class, and provide proof of your condition to the Dean of Students. I will do my best to accommodate any legitimate, documented, special needs.

### **Resources for Students with Disabilities:**

Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life

### **Participation:**

You must take notes during class lectures and be attentive and awake during class. Sleeping in class will cause you to be marked “absent.” There will be a “no-technology” policy enforced in the classroom. Cell phones, laptops, and tablets should be muted or turned off and stored away. No talking, texting, twittering, e-mailing (in other words, stay off the internet!!) during class.

Students are expected to complete the reading assignments in time to participate in class discussion. Readings should be completed by the date they are listed on the syllabus. Participation is vital to your success in this class. Your participation grade will be based on the overall *quality* of your contributions in the discussion sections—not the quantity of contributions you make. Please make your contributions informed, intelligent, and constructive.

### **Grading Policies:**

Students earn grades based on the work they submit. A common student misconception is that anyone can earn an A just by following instructions and doing the work. However, just following instructions is the same thing as doing the minimum. Most people do the minimum, and that makes their work average (i.e. a C). Doing less than the minimum is either a D (“Below Average”) or an F (“Unsatisfactory”). Doing more than the minimum is worth either a B (“Above Average”) or, in rare cases, an A (“Excellent”). Therefore, students must submit work that proves their performance is better than the majority of their peers in order to earn the highest letter grades.

### **Assignments:**

Assignments in HIS 347 are designed to aid students in their comprehension of North Carolina history. While there are no exams that require you to memorize names and dates, there will be weekly quizzes at the beginning of Thursday classes covering class notes and reading assignments from the course.

Additionally, there will be three “Show and Tell” days in this class, held on **February 18<sup>th</sup>**, **March 24<sup>th</sup>**, and **April 21<sup>st</sup>**. Students will bring in a person, place (or a picture of a place), or thing pertaining to the section of North Carolina history we have discussed in class. Students will present that object to the class on the assigned day, explaining what that object has to do with North Carolina. Presentations should be approximately three minutes each. Additionally, students will be required to submit a 3-5 page paper via Canvas on their object which achieves the following:

- Explains WHY you have selected that item
- DEVELOPS A THESIS: Develop an argument explaining why this object is important to North Carolina history.
- SOURCES the object: Who made it? Why did they make it? Under what circumstances did they make it?
- CONTEXTUALIZES the object: Situate the object in place and time. Students must consider the history of the object and examine how it fits into the era in which it pertains to or was made. What was going on in North Carolina history at the time this object was created or this person rose to prominence?
- CORROBORATES the object: Students should consider other documents we have studied pertaining to that era and determine points of agreement or disagreement. What do other sources say about this object or person?

Your assignments will be weighted as follows:

- Show and Tell #1 – 10%
- Show and Tell #2 – 15%
- Show and Tell #3 – 20%
- Participation – 15%
- Quizzes – 20%
- Final Exam – 20%

### **Academic Integrity Policy:**

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in using the “Assignments” function on Canvas. Each student should be familiar with the Academic Integrity Policy, and the penalties for plagiarism. Refer to this address on the UNCG website for more details:

<http://studentconduct.uncg.edu/>

### **Required Texts:**

- La Vere, David. *The Tuscarora War: Indians, Settlers, and the Fight for the Carolina Colonies*. Chapel Hill: The University of North Carolina Press, 2013
- Barney, William L. *The Making of a Confederate: Walter Lenoir’s Civil War*. New York: Oxford University Press, 2010.
- Chafe, William H. *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom*. New York: Oxford University Press, 1980.

## **Course Schedule:**

**Tuesday, January 12<sup>th</sup>** – Introductions, Review syllabus, When does North Carolina history begin?

**Thursday, January 14<sup>th</sup>** – North Carolina before Contact

**Tuesday, January 19<sup>th</sup>** – North Carolina Settlement

**Thursday, January 21<sup>st</sup>** – Reading: *The Tuscarora War*, Prologue – Chap 2

**Tuesday, January 26<sup>th</sup>** – Colonial North Carolina

**Thursday, January 28<sup>th</sup>** – Reading: *The Tuscarora War*, Chap 3 - 5

**Tuesday, February 2<sup>nd</sup>** – The Revolution in North Carolina

**Thursday, February 4<sup>th</sup>** – Reading: *The Tuscarora War*, Chap 6 - 8

**Meet in the Hodges Reading Room – Jackson Library, 2<sup>nd</sup> floor (No Quiz)**

**Tuesday, February 9<sup>th</sup>** – Slavery in North Carolina

**Thursday, February 11<sup>th</sup>** – Reading: Selected readings on NC Slavery (Available on Canvas)

**Tuesday, February 16<sup>th</sup>** –Antebellum North Carolina

**Thursday, February 18<sup>th</sup>** – **Show and Tell #1**

**Tuesday, February 23<sup>rd</sup>** – The Politics of Succession and the Beginnings of the Confederacy

**Thursday, February 25<sup>th</sup>** – Reading: *The Making of A Confederate*, Prologue - Chap 3

**Tuesday, March 1<sup>st</sup>** – The Civil War in North Carolina

**Thursday, March 3<sup>rd</sup>** – Reading: *The Making of A Confederate*, Chap 4 - Afterword

**Tuesday, March 8<sup>th</sup>** – SPRING BREAK

**Thursday, March 10<sup>th</sup>** – SPRING BREAK

**Tuesday, March 15<sup>th</sup>** – Reconstruction

**Thursday, March 17<sup>th</sup>** – Reading: Account from Clawson Papers, *Salisbury Post* articles, selected reading on Reconstruction in NC (Available on Canvas)

**Tuesday, March 22<sup>nd</sup>** – North Carolina in War and Depression

**Thursday, March 24<sup>th</sup> – Show and Tell #2**

**Tuesday, March 29<sup>th</sup> – North Carolina and the affluent society**

**Thursday, March 31<sup>st</sup> – Reading: *Civilities and Civil Rights*, Intro, Chapter 1 - 4**

**Tuesday, April 5<sup>th</sup> – Civil Rights Movement in North Carolina**

**Thursday, April 7<sup>th</sup> – Reading: *Civilities and Civil Rights*, Chapters 5 - 9**

**Tuesday, April 12<sup>th</sup> – North Carolina Politics**

**Thursday, April 14<sup>th</sup> – Reading: Selection from *The Paradox of Tar Heel Politics*  
(Available on Canvas)**

**Tuesday, April 19<sup>th</sup> – North Carolina in the country and the city**

**Thursday, April 21<sup>st</sup> - Show and Tell Day #3**

**Tuesday, April 26<sup>th</sup> – North Carolina and the New South**

**Final Exam – Tuesday, May 3<sup>rd</sup>, 3:30 – 6:30**

