

History
347-01/SI
3 credit hours

**History of North
Carolina**

**Spring
2018**

Section 01, Wednesday 6:30-9:20 pm
Room 1210, Moore Humanities & Research
Office Hours MWF 12:00 – 1:00

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Catalogue Description

Bulletin description: History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture.

For whom planned: This course is designed for students in any major, and as such has no pre-requisites. This course carries three credit hours, and will fulfill graduation requirements for History majors, Education majors, and will provide an upper level (300+) credit to any major. However, this course does *not* carry a General Education marker in the University's General Education program, except for the SI designation.

Course Overview

Welcome to this class! In History 347, I hope to introduce students to the historical development of North Carolina, both chronologically and topically, from its beginnings in the sixteenth century up to the present time. To do so we will focus on diverse subjects such as politics, race, gender, economics and culture, all the while attempting to understand how historical events touched everyday citizens. We will view History not as a random list of dates and events, but more of a narrative of inter-related events.

As this section is speaking intensive, we will also investigate and emulate key orators and orations in North Carolina history and each of you will add your part: we will work together on your familiarity with North Carolina history and on your ability to speak and present effectively.

Student Learning Outcomes

Our intention in this course is to look at history critically, and to be able to shift through popular mythology and respond analytically to historical trends and movements. Upon successful completion of this course, students should be able to achieve the following:

General Education Historical Perspectives Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Speaking Intensive Learning Outcome:

3. Speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

Course-Specific Learning Outcome:

4. Demonstrate a general knowledge and appreciation of the social structures, economic forces, political ideologies and belief systems present in the development of North Carolina

Required Texts

The North Carolina Experience: An Interpretive and Documentary History, by Lindley Butler and Alan D. Watson (UNC Press, 1984) (any reprint or edition okay)

North Carolina: Change and Tradition in a Southern State by William A. Link (Harlan Davidson, 2009)

Both these texts were ordered with the UNCG Bookstore, but are also available at Amazon or other resale outlets

Assignments, Evaluation and Grading Percentages

Teaching methods: In order to achieve learning goals, we will use, small group and whole class discussion, presentations, and exams, as well as instructor and peer feedback.

Discussion of your readings may, at times, take up a significant portion of class sessions, but because this is a survey course much of each class period will be devoted to lecture.

As this course is Speaking Intensive, each student will complete 2 group presentations and one individual presentations on historical topics, requiring contextualization of primary and secondary sources and use of evidence to interpret events, movements, or individuals. Presentations will also be a way for students to develop their abilities to gather, organize, evaluate, and integrate information from various sources. Evaluations for the presentations will be based on both depth of content presented and the ability to speak clearly, coherently and effectively. A separate rubric will be provided to fully outline the expectations for your presentations.

Early in the semester, we will have a course session on effective speaking and active listening techniques, examples and discussion of the differences between group presentations and individual presentations, and a follow-up session and technique check-in after the first set of group presentations.

On the midterm and final exams students will be asked to fully engage both short answer and short essay questions that will draw on the historical era covered, and will be required to effectively interpret the past through knowledge of how different events contextually fit into the narrative of North Carolina History and effected historical outcomes.

The presentations will involve active involvement in the materials, as such; the class will be divided into small presentation groups. Students will be assigned to the group, and the small groups will be responsible for presenting one of the sections of the Butler and Watson book that was assigned to them. Presentations need not be a multi-media extravaganza, rather just a coherent presentation of the topic. Each student will also present to the class their own special topic, which will be assigned by the instructor.

A Note on Class Participation:

This percentage will be determined on your participation in class discussions. Obviously, you must be in attendance to participate; however, passive and simply physical presence does not equal participation. Please understand this is not an “easy A,” for you must contribute to class discussions on a frequent basis to earn full credit.

The following grading scale will be used to evaluate student performance:

97 and above A+	87-89 B+	77-79 C+	67-69 D+	59 and below F
93-96 A	83-86 B	73-76 C	63-66 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Type	Title	GEC/Marker SLOs	Course SLOs	Percentage of Grade
Reading	Class Readings	SLO 1	SLO 4	N/A
Activity	Class Discussion	SLO 1, 2	SLO 4	10%
Presentations	Group and Individual Presentations	SLO 1, 2, 3	SLO 4	40%
Exam	Midterm Exam	SLOs 1, 2	SLO4	25%
Exam	Final Exam	SLOs 1, 2	SLO 4	25%

Course Policies and Helpful Resources

Attendance policy: As this is a discussion and speaking intensive format course, class attendance is essential. Attendance will be taken each class session by sign-up sheet. Class participation points will be a combination of both your attendance and your participation in lecture discussions. The system schools of North Carolina provide for two (2) excused absences for the purposes of religious observance: if this applies to you please see me to discuss these absences. No points will be deducted for one (1) unexcused absence; beyond that your participation grade will suffer a ten-point deduction for each class missed. After seven unexcused absences, I reserve the right (given by the Registrar's Office) to drop you from the course for non-attendance.

Accommodations: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu.

Academic integrity policy: On all exams and papers you will be expected to abide by the UNCG Academic Integrity Policy, which may be reviewed at <http://studentconduct.uncg.edu/policy/academicintegrity>. Please review this important document with an attention to detail, and feel free to ask me questions if there is any part of the policy which you do not understand.

Final examination: The final examination for this course will be content based and be administered on the last meeting day of classes.

Classroom Manners: Please don't be late. We often cover housekeeping matters, due dates, criteria for assignments, etc. during the first part of class. You will miss important information. If you have to leave class early, please let me know before class begins. Also, please be courteous to all speakers in class by not interrupting or talking to other people at the same time another person has the floor.

Classroom Community: This class will be a speaking community and you will be responsible for evaluating and delivering constructive criticism to your fellow classmates. Although students should view the classroom as a safe place to express ideas, any behavior that is discriminatory or otherwise

isolating to other students will not be tolerated. We have a responsibility to one another to create a healthy learning environment that does not promote hostility or discrimination.

Information Literacies: The University literacy centers are an invaluable resource, and they are:

The Writing Center offers an outside perspective on your writing in order to catch areas of improvement in your paper drafts. The Writing Center is located in 3211 Moore Humanities and Research (MHRA), and can be contacted online at <http://www.uncg.edu/eng/writingcenter>. Keep in mind your due dates and timelines, as the Writing Center does take walk-ins, but you could have a long wait. Making appointments and planning your work ahead of time is crucial to your success.

The Speaking Center offers practice space and supportive critical responses to help you prepare formal oral presentations. They also offer tips to help prepare for extemporaneous public speaking. The Speaking Center is located in 3211 MHRA, and can be accessed online at <http://speakingcenter.uncg.edu>.

The Digital Action, Consultation and Training Studio supports students in the effective creation or incorporation of digital media in projects. Consultants act as a trained, engaged audience providing feedback on slide presentations, video projects, podcasts, photography, website and blogs. The Digital Studio is located in the lower level of the Jackson Library, and you can visit their website at <http://digitalactstudio.uncg.edu>.

Course Schedule

The following is an outline of our schedule, with corresponding readings for each lecture. This is just a planned schedule—we may fall behind or jump ahead.

Date	Class discussion topic	Readings
January 10	The Atlantic World—Clash of Cultures <i>Discussion of Speaking Techniques and Tips</i>	B&W, Chapter 1 Link, Chapter 1
January 17	Early Colonization and the Labor Question	B&W, Chapter 2, 3 Link Chapter 2, 3
January 24	Birth of a State-Pre-Revolutionary North Carolina Group Presentations-Groups 1-3	B&W, Chapter 4 Link Chapter 4
January 31	The Revolution Group Presentations- Groups 4, 5	B&W, Chapter 5-6 Link Chapter 5
February 7	North Carolina in the Early Republic	B&W, Chapter 7-8 Link, Chapter 6
February 14	The Patriarchal Political Society Individual Presentations 1 to 5	B&W, Chapter 9-11 Link, Chapter 7
February 21	Secession & Civil War Individual Presentations—6 to 10	B&W, Chapter 12 Link, chapter 8 & 9
February 28	<i>Midterm exam</i>	<i>Good luck!</i>
March 7	<i>Spring Break</i>	<i>Enjoy!</i>
March 14	Reconstruction	B&W, Chapter 13 Link Chapter 10
March 21	Industrial Revolution Group Presentations-Groups 1-3	B&W, Chapter 14 Link Chapter 11
March 28	Turn of the Century Turmoil Individual Presentations—11-15	B&W Chapter 15 Link, 12 & 13
April 4	Depression and Recovery	B&W, Chapter 17

	Individual Presentations—16-20	Link, Chapter 15
April 11	The War that Changed North Carolina forever	B&W, Chapter 16
	Group Presentations, Groups 4-5	Link Chapter 15
April 18	Anti-Communism and Civil Rights; Urbanization and Modernization	B&W, Chapter 18 Link, Chapter 16, 17
April 25	<i>Final Exam</i>	<i>Good luck!</i>

Questions? Please feel free to ask!!

