

# **HIS 347-02 – History of North Carolina**

**Online**

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**Office Hours: By Appointment, MHRA 2102**

**\*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 regarding 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** - Even though this is an online course, and we are not meeting at a scheduled time in a face-to-face classroom, log in to Canvas every day to check the Announcements & the Discussion Board. If unfortunate circumstances, such as illness or death in the family, prevent you from checking Canvas, then please contact me via email ASAP.

**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

**Technical Problems** – Since this is an on-line class, students are responsible for obtaining and maintaining reliable internet access. Internet access is available at libraries, schools, hotels, and coffee shops virtually everywhere in the United States and beyond. No extensions will be granted due to lack of internet access. If a technical problem arises, such as a computer crash, please email me right away from another computer. If you wait until the day the assignment is due, you assume responsibility that a technical glitch might preclude you from completing work on time. Extension requests sent less than 24 hours before deadlines will not be granted. Those who ask for an extension will be referred to this policy.

**Academic Integrity** – All students are expected to abide by UNCG's Academic Integrity Policy, which can be found at <http://academicintegrity.uncg.edu/complete/>. Students who violate this policy not only disrespect themselves, their classmates, and their instructor, but they also risk receiving a failing grade for the assignment, a failing grade for the course, and possible expulsion from the University.

**E-mail Policy** – The best way to reach me is via university e-mail ([vlsumme2@uncg.edu](mailto:vlsumme2@uncg.edu)). Students are responsible for checking their UNCG iSpartan email on a regular basis. All emails must be professional including an appropriate greeting, complete sentences, and a salutation. I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence. Please be aware that an email response will not be immediate, and before you email me you should have attempted to find the answer in the syllabus, the reading, or from a classmate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

## **ASSIGNMENTS:**

Students earn grades based on the work they submit based on the following:

A = Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

D = Work that demonstrates some understanding of the matter under study and does not adequately utilize relevant material. The work contains errors and omissions, does not follow complete instructions, and/or is of poor quality.

F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted

**Participation** - Yes! You can participate in an on-line class! Every Thursday evening I will post a discussion board prompt about the week's readings/presentation. You will be required to address the prompt on Canvas to be shared with the class. The purpose is to reflect, interpret, share your thoughts, and even openly disagree with what you have read. Debate, be controversial, share your thoughts – think of it as Facebook debate but without everyone from your high school. Participating in these discussions is necessary to succeed in this course. Additionally, in an online course this is the best way for me to gauge your comprehension of the readings. By practicing your interpretation skills on a regular and rigorous basis, and by receiving feedback from others, you will become better critical thinkers. You might not think History is the most exciting subject, but the current job market requires critical thinkers and good communicators. While you will not be graded on grammar, good writing is essential to conveying your thoughts. These will be informal discussions, so feel free to share your personal opinions on the events and people we will be studying. You are encouraged to respond to each other's posts – you may even post more than once a week, although your initial post should be at least 100 words. However, you must be polite and respectful to one another in your posts.

**Biographical Narrative** - Each student will write a two-page narrative of the student's background, in as much as possible in relation to North Carolina. Are you a native North Carolinian? If not, where are you from and how did you end up in North Carolina? What attracted you to this course? What do you hope to get out of this course? **Due on January 19.**

**Quizzes** - The course will consist of weekly quizzes based on the readings and presentations on Canvas. Each quiz will require a short answer (one to two paragraphs) on the week's readings and themes. The weekly quizzes must be received by the instructor by **5:00pm each Friday** (Quizzes submitted at 5:01 will not be accepted. To ensure there are no discrepancies in time, I suggest you submit your quiz well before 5:00. This isn't to be mean, but I'm a new mom trying to maintain a tight schedule with an infant). At that point the prompt will be removed from Canvas. While there is no time limit for each quiz, you will only have one opportunity to complete each quiz.

**Primary Source Analyses** - There will be three primary source analyses days due **February 16, March 30, and April 25.** Students will select a primary source pertaining to the section of North Carolina history we have discussed in class. Students analyze that source, while also explaining what that object has to do with North Carolina. Analyses will be 3-5 pages submitted 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:

- Autobiographical summary – 5%
- Primary Source Analysis #1 – 15%
- Primary Source Analysis #2 – 20%
- Participation – 15%
- Quizzes – 20%
- Final Primary Source Analysis – 25%

There is no make-up work for this course. All assignments and readings are available online for several days or weeks at a time. Additionally, no late work will be accepted. All the deadlines are listed on the syllabus. If a special circumstance arises preventing a student from turning in an assignment on time, then that student must communicate that information to me **BEFORE** an assignment is due.

**Extra Credit** - North Carolina has many historical sites, and this class will give you the opportunity to check some of them out. There will be ten extra credit opportunities pertaining to a certain week's lesson. If you visit the site, provide proof you were there (picture, ticket stub), and write a one-page summary of your visit and how it contributed to your knowledge of North Carolina history, you will receive one point added to your final grade. Extra credit opportunities are available only on the week listed. You may go in advance, but not after the week listed on the syllabus. Extra credit will be turned in via email by Friday of each week and only accepted for the location listed for that week. You are encouraged to go as a group and organize car pools. If finances are an issue please contact me.

**Required Texts** - All the required readings for this course will be posted on Canvas. You will NOT be required to purchase anything. As this is an online course, not having the readings is not a valid excuse for failing to complete assignments on time. As students enrolled at UNCG, you should be able to obtain and print out all the required materials at the Jackson Library. Readings are selected from the following books:

Barney, William L. *The Making of a Confederate: Walter Lenoir's Civil War*. New York: Oxford University Press, 2009.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge: The Balknap Press of Harvard University Press, 2001.

Claiborne, Jack & William Price, Eds. *Discovering North Carolina: A Tar Heel Reader*. Chapel Hill: The University of North Carolina Press, 1991.

Chafe, William. *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom*. New York: Oxford University Press, 1980.

Cunningham, David. *Klansville, U.S.A.: The Rise and Fall of the Civil Rights-Era Ku Klux Klan*. New York: Oxford University Press, 2013.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl: Written by Herself by Harriet Jacobs with Related Documents*. Boston: Bedford St. Martin's Press, 2010.

La Vere, David. *The Tuscarora War: Indians, Settlers, and the Fight for the Carolina Colonies*. Chapel Hill: The University of North Carolina Press, 2013.

Lawson, John. *A New Voyage to Carolina. Edited with an Introduction and Notes by Hugh Talmage Lefler*. Chapel Hill: The University of North Carolina Press, 1967.

## **Course Schedule:**

**Week One (January 8 – 12)** - North Carolina Before Contact, Review Syllabus, Review Stanford History Education Group website (<https://sheg.stanford.edu/history-lessons>)

**Week Two (January 15 – 19)** – North Carolina Settlement

Reading: *The Tuscarora War* (Prologue, Intro, Chapters 1-2); “A Sailor’s First Impression”

\*Week Two Extra Credit – Visit Town Creek Indian Mound  
(<http://www.nchistoricsites.org/town/town.htm>)

**Week Three (January 22 – 26)** – Colonial North Carolina

Reading: *The Tuscarora War* (Chapters 3, 4, 8), “Diary of a Journey of Moravians”

\*Week Three Extra Credit – Visit Old Salem (<http://www.oldsalem.org/>)

**Week Four (January 29 – February 2)** – The Revolution in North Carolina

Reading: “Chaos in Hillsborough,” Regulator Letters, “The Halifax Resolves,” “North Carolina Demands a Declaration of Rights”

\*Week Four Extra Credit – Visit Guilford Courthouse National Military Park  
(<https://www.nps.gov/guco/index.htm>) OR Alamance Battleground  
(<http://www.nchistoricsites.org/alamance/>)

**Week Five (February 5 – 9)** – Slavery in North Carolina

Reading: *Incidents in the Life of a Slave Girl*; “Slavery in Western NC”

\*Week Five and Six Extra Credit – Visit Historic Stagville  
(<http://www.nchistoricsites.org/stagville/stagville.htm>)

**Week Six (February 12 – 16) – Antebellum North Carolina**

**Primary Source Analysis #1 due**

**Week Seven (February 19 – 23) – The Politics of Succession and the Beginnings of the Confederacy**

Reading: *The Making of a Confederate* (Prologue – Chapter 3)

\*Week Seven Extra Credit – Visit Fort Defiance (<http://fortdefiancenc.org/>)

**Week Eight (February 26 – March 2) – The Civil War in North Carolina**

Reading: *The Making of a Confederate* (Chapter 4 – Afterword), “Why We’re Called Tar Heels”

\*Week Eight Extra Credit – Visit Bennett Place (<http://www.nchistoricsites.org/bennett/>)

**SPRING BREAK – (March 5 – 9) No Class**

**Week Nine (March 12 – 16) – Reconstruction**

Reading: *Race and Reunion* (Chapter 2)

\*Week Nine Extra Credit - Visit ANY NC Civil War Monument  
(<http://ncmonuments.ncdcr.gov/>)

**Week Ten (March 19 – 23) – Rise of Jim Crow and the New South**

Reading: Clawson account of the Wilmington Race Riot

\*Week Ten Extra Credit – Visit the Salisbury National Cemetery – See Civil War burial grounds (<https://www.cem.va.gov/cems/nchp/salisbury.asp>)

**Week Eleven (March 26 – 30) – North Carolina in War and Depression**

**Primary Source Analysis #2 Due**

**Week Twelve (April 2 – 6) – North Carolina and the affluent society**

Reading: *Klansville, USA* (Introduction, Chapters 1, 2), “Founding the Research Triangle,” “Basketball Bug Bites Dixie”

\*Week Twelve Extra Credit – Visit the Greensboro Historical Museum  
(<http://greensborohistory.org/>)

**Week Thirteen (April 9 – 13) – Civil Rights Movement in North Carolina**

**Thursday, April 7<sup>th</sup>** – Reading: *Civilities and Civil Rights* (Chapters 3-5)

\*Week Thirteen Extra Credit – Visit International Civil Rights Museum  
(<https://www.sitinmovement.org/>)

**Week Fourteen (April 16 – 20) – North Carolina and the New South**

Reading: “The Case for the New South,” “Urban Renewal and Durham’s Hayti Community,” “The Closing of a Factory”

**Week Fifteen (April 23 – 25) – Final Primary Source Analysis Due**

**History Department Facebook page:** <https://www.facebook.com/UNCGDepartmentofHistory/>

**History Department Website:** <https://his.uncg.edu/>

