

## History 347-01: History of North Carolina (Spring 2021)

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**Office Hours:** Virtual Meetings by appointment.

**Time and Place:** Online Course centered on Canvas



### Course Description:

How can studying a single state or region assist in understanding American History? Together, we will attempt to untangle this question and gain a nuanced appreciation for the complexities of North Carolina History. We will be covering more than 400 years of history in a region crucial to the development of America, for good or ill. Despite what at first glance might appear to be a limited subject matter, we will find that North Carolina's history helps reveal many of the most important transformations and events of American History: Native American history, colonization, the creation of a slave society, revolution and its limits, economic development and stratification, the nature of a slavery based democratic system, secession and Civil War, Reconstruction, Populism, Reactionary push back, Jim Crow, Civil Rights, Changing demographics and the key themes of North Carolina politics and economics in the 20<sup>th</sup> century.

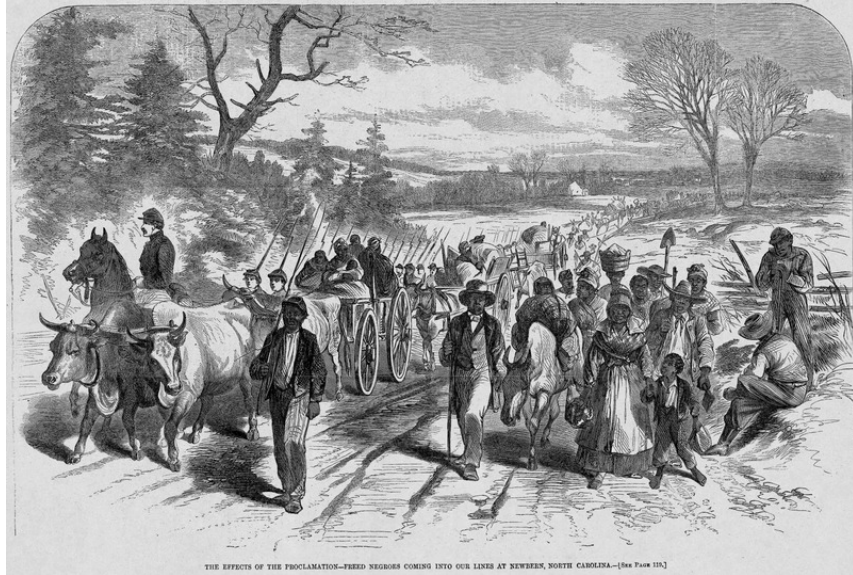
In addition to broadening and bolstering our sense of American history, we will also improve our historical skills. Papers are designed to encourage the effective use of various types of historical evidence in the process of constructing arguments.

We have a lot of ground to cover and only a semester to do it, but if we work together we can have a very successful course.

## **Student Learning Outcomes:**

### General College Historical Perspective (GHP) SLOs

- 1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
- 2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]



Course SLOs: Upon successful completion of this course, students will be able to:

- Analyze the key terms, facts, and events in North Carolina history and thereby exhibit an informed historical perspective.
- Comprehend that history goes beyond the memorization of dates and facts to include also the *interpretation* of the past.
- Analyze historical duration, succession, and change in terms of human agency and larger system or structures in a wide variety of places and periods.
- Critically appraise varying historical arguments and clearly express their own interpretations.
- Critically read and distinguish between different types of historical sources and “read between the lines” of differing points of view.

## **Required Reading (Available at the UNCG Bookstore)**

**William A. Link, *North Carolina: Change and Tradition in a Southern State* Second Edition.**

This reading is essential and mandatory for successful completion of the course.

**Harriet Jacobs, *Incidents in the Life of a Slave Girl*.**

This reading is required for completion of the first paper.

Other readings will be available on the course website and attached to relevant weekly modules.

## **Assignments:**

### **Quizzes: (10%)**

Each week (except where noted in the schedule) you will need to complete a brief multiple-choice quiz based upon the week's recorded lectures, readings, and any primary sources. Once started, quizzes have a 30-minute window for completion, so be sure to only start a quiz when you have time to complete the assignment. Quizzes are open-note but keep the time limit in mind. The Lowest Quiz Score is dropped.

History SLO 1

### **Exams: (15% Each)**

Exams are a series of short essays that are assigned at the beginning of a weekly module, and due at the conclusion of said module. They are open note (I encourage you to refer to your notes!) and are an opportunity for you to demonstrate your analysis. Prior to the first exam, a guide will be posted on Canvas. Exams are not cumulative.

(History SLO 1)

**Exam I** (Native, Colonial, and Revolutionary NC). Due Feb. 21<sup>st</sup>.

**Exam II** (Antebellum, Civil War, Reconstruction, and Late Nineteenth century NC). Due March 28<sup>th</sup>.



**Final Exam** (Segregation, Civil Rights, and 20<sup>th</sup> century economic and political changes) Due. May 6<sup>th</sup>.

### **Participation: (10%)**

The class will be broken into small discussion groups, allowing an opportunity for collaborative learning. Each week, I will post a few starter questions concerning the week's major themes, and your group will discuss these amongst yourselves.

**Important-** In order to participate fully, you must both post a substantive comment as well as reply to another student's

comment. Your grade will be a reflection of your overall participation over the semester.

(History SLO 1)

### **Papers: (15% Each)**

Papers provide an opportunity for you to fully express yourself on key themes in North Carolina history. I will discuss paper prompts and provide separate prompt/rubric guides in the weeks prior to a paper's due date.

**Paper I-** This paper will be based on reading selections taken from *Incidents in*

*the Life of a Slave Girl*. While you are more than encouraged to read the entire book, each prompt will list the required pages for reading. Due. March 21<sup>st</sup>.  
(SLO 1 and II)

**Paper II-** This paper will be a research-based assignment. I will post online a packet of primary sources from Civil Rights Era North Carolina. From these sources, you will construct an argument based off of one of the available prompts. Due. Apr. 28<sup>th</sup>.  
(SLO 1 and II)

**Primary Source Assignment: (5%)**

You will complete a very brief analysis of a primary source of your choice from a selection I will provide. This will sharpen your historical skills prior to working on the longer and more intense research paper. View this as a learning opportunity and useful practice. Due Apr. 4<sup>th</sup>.  
(SLO I and II)

**Final Grade Scale:** (A) 93+, (A-) 90-92, (B+) 87-89, (B) 84-86, (B-) 80-83, (C+) 77-79, (C) 74-76, (C-) 70-73, (D+) 67-69, (D) 64-66, (D-) 60-63, (F) <60.

**Course Policies:**

**Academic Integrity Policy:**

Every word you write in this class must be your own, not copied from any other source, whether in print or online, unless clearly indicated. The UNCG Academic Integrity Policy is online at <http://academicintegrity.uncg.edu>. If you are not sure if you are accidentally committing plagiarism, do not hesitate to ask for clarification!

**Course Website and E-Mail:**

You must have a working email address, and check it regularly, as it is our main means of communication. In addition, you will need to utilize CANVAS in order to submit papers and to have electronic copies of important documents and/or readings.

### **Classroom Standards and Etiquette:**

In this class we will cover events that may reflect upon contemporary problems. Indeed, recognizing continuing trends is an expectation for the course.

In our group discussions, be sure to view everyone's writing in good faith. Online communication has a tendency to lead to misunderstandings and hurt feelings. Therefore try to assume the best intentions from group members. Disagreement is welcome, but only if done so in a constructive manner that targets arguments, not people, and is based upon evidence. I will be monitoring discussions for conversations that do not meet these standards.

**Late Assignments:** We are covering hundreds of years of rich history in this course, and it is imperative for everyone to remain on track and up to date. However, I understand that life happens and therefore allow some flexibility on the certain assignments.

Exam 1, Exam 2, Paper 1, and the Primary Source Assignment **may be** submitted up to a week late with a 15-point penalty.

Quizzes and Discussions **may not** be submitted late due to their time sensitive nature. Likewise, the Final Exam and Paper 2 **may not** be submitted late.

### **Americans with Disabilities Act (ADA)**

UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <http://ods.uncg.edu>.

**Questions and Answers:** Pay special attention to the Q/A board located in the Introduction Module. Here is a place to post non-personal queries about the course as a whole, readings, or technical difficulties. I will answer questions but I encourage you to answer questions that pop up as well. There is no judgment in asking questions, and I guarantee that if you have a question, someone else has that same question.

### **History Department Resources:**

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

Department Facebook Page:

<https://www.facebook.com/UNCGDepartmentofHistory/>

## **Course Format:**

Every week, we will work through a new module on Canvas. Each Module is a self-contained unit, with all of the associated readings, recorded lectures, assignments, and discussions attached. I will unlock each new Module by the end of every Sunday. You will then have the entire week to work through the module, with assignments (unless noted otherwise) always due by the end of Sundays. I am more than happy to assist you with any difficulties with the course website.

Previous modules will remain available to access, though bare in mind assignment due dates.

## **Module Content**

Modules will contain some or all of these forms of content:

Presentations: These take the form of my lectures on the major themes and topics of each week. I also provide Power Point versions of these lectures as a study tool, although they are not a replacement for the videos.

Primary Sources: Primary Sources are the lifeblood of history. In short, primary sources are materials from the period/or participants of the topic we are studying. Reading these sources is key to your understanding and growth as historians. Readings are brief.

Secondary Sources: Secondary Sources are the product of historians. In this class, you will be reading William Link's history of North Carolina. The Module (and this syllabus) will list the pages you need to complete over the week. Note: you will need access to Link to complete the course.

Quizzes: Quizzes are multiple-choice assessments of approximately 10 questions in length and 30 minutes in allotted time. You are allowed to utilize your notes.

Discussion Sections: Here is where you will discuss key weekly themes with your groups.

Submissions: Any exams, papers, or the primary source assignment will be submitted in the module that it is due.

## Course Schedule:

Unless otherwise stated, readings are from Link. You will need to have all readings for a week completed prior to taking a quiz. You do not, however, need all readings completed to contribute to a discussion, though I recommend having all readings completed by the time you reply to another student. In addition, most weeks will contain a primary source available in the week's module.

### Week 1 (Jan 19<sup>th</sup>-Jan 24<sup>th</sup>) Native North Carolina and the Roanoke Colony

p.1-23

John White Artwork

### Week 2 (Jan 25<sup>th</sup>-Jan 31<sup>st</sup>) The Proprietary Colony and the Tuscarora War

p. 24-43

Accounts of Christopher Gale and John Barnwell

### Week 3 (Feb 1<sup>st</sup>- Feb 7<sup>th</sup>) Slavery and Colonial Society

44-61

Colonial Runaway Slave Advertisements

### Week 4 (Feb 8<sup>th</sup>-Feb 14<sup>th</sup>) The Regulators and the Revolution

p.79-123

Herman Husband Tract

### Week 5 (Feb 15<sup>th</sup>-Feb 21<sup>st</sup>) North Carolina and the Early Republic

p.124-145. **Exam I Due, No Quiz or Discussion.**

### Week 6 (Feb 22<sup>nd</sup>-Feb 28<sup>th</sup>) Antebellum Slavery and Society

p.161-198. **Paper I Prompt Posted.**

*Carolina Watchman* Newspaper

### Week 7 (Mar 1<sup>st</sup>-Mar 7<sup>th</sup>) Secession and Civil War

p.198-221.

Anti-Secession Speech

Week 8 (Mar 8<sup>th</sup>- Mar 14<sup>th</sup>) Reconstruction and “Redemption”

p.237-278

Congressional Hearings on North Carolina Ku Klux Klan Activity

Week 9 (Mar 15<sup>th</sup>- Mar 21<sup>st</sup>) North Carolina’s Industrial Revolution

No readings, work on paper. **Paper I Due**

Week 10 (Mar 22<sup>nd</sup>- Mar 28<sup>th</sup>) Revolt of the Tar Heels and the White Supremacy Campaign

p.279-299. **Exam II Due, No Quiz or Discussion.**

Week 11 (Mar 29<sup>th</sup>- Apr 4<sup>th</sup>) Jim Crow

p.294-299. **Primary Source Assignment Due (Brief 1 page assignment). Paper II Prompt posted.**

*Raleigh News and Observer* Political Cartoons.

Week 12 (Apr 5<sup>th</sup>- Apr 11<sup>th</sup>) Progressivism and Modernity in North Carolina

p.317-367.

Franklin P. Graham Editorial

Week 13 (Apr 12<sup>th</sup>- Apr 18<sup>th</sup>) North Carolina in Depression and War

p.367-392

*Durham Carolina Times* Wartime Issue

Week 14 (Apr 19<sup>th</sup>- Apr 25<sup>th</sup>) The Black Freedom Movement in North Carolina

p. 435-458.

No attached primary sources, as you are already working with this topic in your paper.

Week 15 (Apr 26<sup>th</sup>- Apr 28<sup>th</sup>) Contemporary North Carolina Society and Politics

p. 409-434 and p.458-501. **Final Paper Due.**

**Final Exam due May 6<sup>th</sup>.**



