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# HIS 347-01: HISTORY OF NORTH CAROLINA

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Spring 2022

Online: Asynchronous



*Image: "A New and Accurate Map of North Carolina in North America," 1779.*

**Instructor:** Mrs. Carolyn Lindley

**Email:** [camclur@uncg.edu](mailto:camclur@uncg.edu)

**Office/Office Hours:** Zoom, by appointment

## Course Description:

This course explores the history of North Carolina from the period before European colonization through the twentieth century. In this course, students will learn and practice historical thinking skills

by reading and analyzing primary and secondary sources in much the same way historians do. Students will use these skills to investigate the roles people of various backgrounds played in the development of North Carolina. Topics covered in this course include Colonization, Revolution, Slavery, Politics, Policy, Civil War, Reconstruction, Jim Crow, and Civil Rights.

### Online Course Disclaimer

This course is entirely online and asynchronous. There will be no set meeting days or times; students are responsible for logging in regularly and completing their coursework on time. There will be a Canvas Page published at the beginning of each week that details what students should read, watch, and submit for that week. Lectures for each week will be recorded, uploaded to Canvas, and either linked to or embedded within that week's Canvas Page.

### Course Specific Student Learning Outcomes (SLO):

Students will:

1. Compare the experiences of individuals and people groups regarding race, gender, and class, as well as politics, environment, and economics.
2. Evaluate, analyze, and contextualize primary sources, in conjunction with secondary sources, to determine validity and reliability to the historical topic at hand and connect them to the larger themes in the history of North Carolina.
3. Evaluate the role of human agency in shaping the history of North Carolina.
4. Analyze how concepts of racial, ethnic, religious, and gender norms and expectations shaped the history of North Carolina.

### Course Instructor/Facilitator Expectations:

- I will typically grade and return assignments within 7-10 days of the due date. If this changes due to unusual circumstances, I will communicate that as needed.
- I will monitor all discussion posts and provide comments/feedback when appropriate.
- I will answer all emails from students within 24 business hours (Monday through Friday, 8 am to 5 pm). I will answer emails sent over the weekend within 48 hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

### Participant Expectations:

- Plan to spend at least 3-6 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- **If you are unable to meet a deadline or experience a personal issue, it is your responsibility to contact me as soon as possible.**
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.

## Required Text:

All readings will be available through Canvas directly and/or through the [University Library](#). **You do not need to purchase any texts for this course.**

## Assignments:

### Discussion Boards (GHP 1, 2; SLO 1, 2, 3, 4)

Most weeks, students will contribute to a discussion board based on that week's content. These discussion boards will vary in structure, and may include discussion questions, primary source analysis, information literacy assessments, and/or other similar formative assessments that will help students practice historical thinking skills and prepare them for the summative Module Assignments. **Initial posts must be turned in on Fridays by 11:59 pm. Additional response posts must be turned in on Saturdays by 11:59 pm.**

Grading: On a week-to-week basis, discussion boards will be marked as either "Complete" or "Incomplete." I will provide global feedback as needed. **To receive a "Complete" grade, students must meet all criteria listed in the discussion board instructions for that week.** At least once during the semester, students will receive a rubric with more individualized feedback and a preliminary discussion board grade based on both their completion of these assignments and their incorporation of both course content and global feedback in their posts. This preliminary grade is not your final grade and can be improved throughout the rest of the semester. A copy of this rubric will be available on Canvas at the beginning of the semester for student reference.

**\*NOTE:** Students must maintain academic civility, use respectful language, and avoid rude remarks. Even more than in face-to-face debate, caution must be exercised in "virtual" debate or discussion to avoid insulting or offending others. Disrespectful and offensive language will not be tolerated and will result in an automatic "Incomplete" (or a 0) for that post. Please review the Netiquette Guidelines document located on the Canvas site.

### Module Assignments (GHP 1, 2; SLO 1, 2, 3, 4)

There are 3 content modules in this course. At the end of each module, students will complete a summative assignment that shows their understanding of the content, their ability to analyze primary and secondary sources, and their ability to connect content to the wider theme of North Carolina history. These assignments may vary in structure and content. Assignment instructions will be made available via Canvas at least one week before they are due.

- Module 1 Assignment due Saturday, February 12<sup>th</sup> at 11:59 pm
- Module 2 Assignment due Saturday, March 19<sup>th</sup> at 11:59 pm
- Module 3 Assignment due Saturday, April 16<sup>th</sup> at 11:59 pm

### Late Policy:

Assignments are due on the dates and at the times listed in the course schedule, unless otherwise stated. Since personal and professional responsibilities can easily disrupt online learning, **all students will have two (2) "free passes" with which they can turn in an assignment late with no questions asked and no late points deducted.** To effectively utilize your "free pass," you *must* turn in your late assignment within 7 days of the initial due date (e.g., an assignment due Friday at 11:59 pm must be submitted by the following Friday at 11:59 pm to receive credit).

After you have used your two free passes, a late assignment will have a 10% grade deduction for each day it is late, including holidays and weekends.

**All assignments—regardless of the availability of a free pass—will be closed and a zero automatically assigned 7 days after the initial due date (e.g., if due Friday at 11:59 pm, the assignment link will close the following Saturday at midnight [12:00 am]) unless you have made arrangements with me beforehand.**

**Bonus:** Those who end the semester with both of their free passes will receive an extra 2% added to their final grade. Those who end the semester with one of their passes will receive an extra 1% added to their final grade.

## Assignments and Grading Breakdown:

See the grading breakdown below:

Assignment	Percentage of Final Grade
Discussion Board Assignments	40% total
Module Assignments	60% total
Module 1 Assignment	20%
Module 2 Assignment	20%
Module 3 Assignment	20%

### Final Grade Scale:

**A** 93-100; **A-** 90-92; **B+** 87-89; **B** 83-86; **B-** 80-82; **C+** 77-79; **C** 73-76; **C-** 70-72; **D+** 67-69; **D** 63-66; **D-** 60-62; **F** 59 and below

## Academic Integrity:

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL for more information: <https://osrr.uncg.edu/academic-integrity/>

## University Resources & Other Information:

**Americans with Disabilities Act (ADA):** UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any 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 <https://ods.uncg.edu>.

**UNCG's COVID-19 Information:** As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

**Health and Wellness:** Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/>, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

**Contra Power Statement:** As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contra power, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contra power and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit [http://policy.uncg.edu/university-policies/sex\\_gender\\_harrassment/sex-gender-harrassment.pdf](http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf)

**Religious Holidays:** It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. For more information on UNCG's Religious Obligations policy, visit: [https://drive.google.com/file/d/0B3\\_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing](https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing).

## Syllabus Modifications:

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations. Be sure to **subscribe to Canvas Announcements**.

## Course Schedule

### INTRODUCTION TO THE COURSE

#### **Week 1 – Introductions**

*January 10-15*

### MODULE 1

#### **Week 2 – North Carolina: Pre-Contact and the Birth of a Colony**

*January 17-22*

#### **Week 3 – Natives and Slavery in North Carolina’s Colonial Era**

*January 24-29*

#### **Week 4 – Colonial Society and the Revolution**

*January 31-February 5*

#### **Week 5 – Module 1 Assignment**

*February 7-12*

### MODULE 2

#### **Week 6 – Antebellum Politics & Society**

*February 14-19*

#### **Week 7 – Slavery in Antebellum North Carolina**

*February 21-26*

#### **Week 8 – North Carolinians and the Civil War**

*February 28-March 5*

#### **Week 9 – Spring Break!**

*March 7-12*

#### **Week 10 – Module 2 Assignment**

*March 14-19*



### MODULE 3

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#### **Week 11 – Reconstructing North Carolina**

*March 21-26*

#### **Week 12 – Redemption**

*March 28-April 2*

#### **Week 13 – Jim Crow & Twentieth-Century Society**

*April 4-9*

#### **Week 14 – Module 3 Assignment**

*April 11-16*

### MODULE 4

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#### **Week 15 – North Carolina: Past and Present, Part 1**

*April 18-23*

#### **Week 16 – North Carolina: Past and Present, Part 2**

*April 25-30*