

History 347-01
The History of North Carolina

Instructor: Dr. Michael Sistro
Office Hours: 10:00-11:50 MWF, 2:00-3:00 TTh
and by appointment.
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Spring 2003
225 McIver
MWF
9:00-9:50

Course Objectives:

This class has three objectives. The first is to study selected topics in the long history of North Carolina in general and the Greensboro area in particular in order to describe North Carolina and North Carolinians and how they came to be. Through lectures, readings, in-class discussions, guest visitors, and possibly a field trip we will examine major groups of people, individuals, events, as well as certain reoccurring themes. Those themes are: changes in race relations and racial policy; the modernization of the North Carolina's economy and educational system; the expansion of state government; and the evolution of class and gender relationships, especially in white society. The second objective, which involves the writing assignments in this course, is to train you as an historian to make clearly organized and well supported arguments. The third objective of our meetings (of special interest to Education majors), which involves the reading assignments, in-class audio-visual material, and special events, is to explore different and interesting sources for learning and teaching North Carolina history.

Course Requirements:

Readings: The reading assignments will come from four texts, portions of three other books, and on-line course packs. The texts are available at the University bookstore and you can also find copies the library. The books from which you will only read portions are also on reserve. You can find additional copies of the books at other local libraries and used copies are for sale at other campus bookstores in town.

Texts to purchase:

Theda Perdue, Native Carolinians

Paul Escott, Many Excellent People: Power and Privilege in North Carolina, 1850-1900

William Chafe, Civilities and Civil Rights: Greensboro, North Carolina and the Struggle For Black Equality

Paul Luebke, Tar Heel Politics 2000

Reserve Reading: We will also read portions of the following book:

Alan D. Watson, Society in Colonial North Carolina

There is also a copy William Powell's North Carolina Through Four Centuries on reserve which is not required reading, but may serve as a useful reference work.

The course pack contains documents, introductory material, and links to several web sites where other supplemental readings are located. You will need to have ready access to the

Internet, either from campus or at home and you will need to give yourself time to consult the web-based sources before the assigned class time.

The readings should be completed in advance of each class meeting. This class is intended to function more as a discussion seminar and less as a lecture course, but this can only work if you have done the readings before class.

Web Material: The course pack and other course material are accessible on-line at Blackboard. [<http://blackboard.uncg.edu>] Note: this is a new server for BB. In addition, you should now only use INTERNET EXPLORER rather than Netscape to access BB. Login with your UNCG username and your NOVELL (Netware) password. Anyone who does not know their Novell password can reset their password at <http://accounts.uncg.edu>. You do NOT need to know your current password to do this. To access BB, you need to have first activated your UNC-G e-mail account. Accounts can be activated at <http://accounts.uncg.edu> by selecting Unix Communications, Netware & Campus Pipeline Account Creation. If you are not sure if you have an account, complete the form and the system will either give you an account or will tell you the account username if you already have one. To access BB the first time, use your UNC-G user name. The password will be "password" until you change it. The simplest thing to do is to download the course packs, exams and other files from Blackboard onto your own computer. If you have trouble accessing Blackboard, let me know and I can e-mail you the files. You should also check the announcements section of BB regularly.

Written Work: In the first third of the semester there will be an early midterm consisting of an in-class, short answer, objective question quiz and a short (two page maximum) take-home essay. (See the syllabus for exam date. You will find the exam sheets and format on Blackboard.)

In order to assist you in honing your writing and argumentation skills, you will also be responsible for two short readings-based papers during the course of the semester (three or four pages, double-spaced, typed). (See syllabus for due dates and separate file on paper topics on Blackboard.)

In order to allow you to explore your own interests and to expose you to the basics of historical research, you will also be responsible for one paper (5-7 papers, double-spaced, typed) based on independent research in some sources we did not examine in class. The research paper will be due on the last day of class, but you are highly encouraged to turn it in before then to free up your exam week and to ease my grading burden! (See separate on paper topics on Blackboard.)

Over the course of the semester, you will also be responsible for submitting ten brief (one paragraph) summaries of the assigned readings for a given class. You can choose which ten days for which to write summaries. See handout on Blackboard for more detail.

Final Grade Composition:

Participation:	20%
Readings Summaries	10% (10 worth 1% each)
Midterm	10%
1 st Readings-based paper	15%
2 nd Readings-based paper	20%
Research paper:	<u>25%</u>
	100%

In my final analysis, these percentages can be somewhat flexible. I give weight to signs of improvement in your written work and to class participation.

Class Schedule

Part One: A Collision of Histories: the Development of North Carolina: 1580s-1800

Mon. Jan. 13. Introduction: “How to Study North Carolina History”

Wed. Jan. 15. “The Land and Its Human Consequences”

Fri. Jan. 17. “Native Carolinians before Contact, to 1585”

Reading: Theda Perdue, Native Carolinians, chap. 1-2. (Hereafter cited as Perdue)

course pack: (see table of contents in course pack for each day)

Mon. Jan. 20. MLK Birthday. **No Class.**

Wed. Jan. 22. “Colonizing North Carolina, Pt I: Expectations and Failures, 1524-1590s”

Reading: course pack

Fri. Jan. 24. “Colonizing North Carolina, Pt II: Adaptation and Expansion, 1650s-1700s”

[Select chapter from Alan Watson’s Colonial North Carolina to read for Jan. 29 and 31.]

Reading: course pack

Mon. Jan. 27. “The Indians’ New World: Accommodation and Resistance, 1660s-1760s”

Reading: Perdue, chap. 3

course pack

Wed. Jan. 29. “Eighteenth Century Society: Becoming ‘North Carolinians’, Pt I”

In-class group reports on chapters of Watson.

Reading: reserve: Watson (topic you selected)

Fri. Jan. 31. “Eighteenth Century Society: Becoming ‘North Carolinians’, Pt II”

Continue reports on chapters of Watson

Mon. Feb. 3. “Master and Slaves, 1700s-1760s”

Reading: course pack

Wed. Feb. 5. “Politics and Economics, Pt I, 1660s-1760s”

Fri. Feb. 7. [No class if Saturday field trip] “Politics and Economics, Pt II, 1760s-1770s”

If no field trip, watch Alamance

Reading: course pack

Sat. Feb. 8. Possible field trip to Alamance Battleground. (See course pack for Feb. 7.)

Mon. Feb. 10. “The Potential for Revolution, 1775-1781”

Reading: course pack

Wed. Feb. 12. “Defining and Limiting the Revolution: 1781-1790s”

Reading: course pack

Fri. Feb. 14. **Midterm.** In-class quiz and take-home essay due.

[Pick chapter of Guion Johnson, Ante-bellum North Carolina and parts of a slave narrative to read for Feb. 24-March 3.]

Watch part of movie The Journey of August King.

Part Two : Expansion and Division, 1800-1900

Mon. Feb. 17. “A ‘Rip Van Winkle’ State? 1800-1820s”

Reading: course pack

Wed. Feb. 19. “The Role of the State: Order vs. Progress, 1824-1850s”

Fri. Feb. 21. “‘White Men’s Democracy,’ 1800s-1850s”

Reading: Paul Escott, Many Excellent People, preface and Chap. 1
Perdue, Chap. 4
course pack

Mon. Feb. 24. “Antebellum Social History, Pt I”

In-class group reports on chapters from Johnson.

Reading: your chapter of Johnson (see course pack for details)
course pack

Wed. Feb. 26. “Antebellum Social History, Pt II”

Continue group reports on Johnson.

Fri. Feb. 28. “A ‘Slave’ Society Pt. I: The World the Slaves Made, Pt I”

In-class group reports on various slave narratives.

Reading: your slave narrative (see course pack for details)

Mon. March 3. “The World the Slaves Made, Pt II”

Continue reports on slave narratives.

Wed. March 5. “A ‘Slave Society’ Pt. II: North Carolina’s Place in the South and the Union, 1850-1861”

Reading: Escott, pp. 29-35
course pack

Fri. March 7. Tues. Oct. 15. “Reluctant Confederates, 1861-1865”

Reading: Escott, Chaps. 2-3 [Note: You need to have read through Chap. 6 in Escott by the end of spring break]

Sat. March 8. TBA. Possible visit by Civil War reenactors on North Carolina and the Civil War. Attendance voluntary, but extra credit given.

Mon. March 10-Fri. March 14. Spring Break. **No Class.**

Mon. March 17. "Republican Reconstruction, 1865-1870s"

Reading: Escott, Chap. 4-6
Perdue, Chap. 5
course pack

Wed. March 19. "Democratic Redemption, 1870s-1880s"

Fri. March 21. "Redefining the Economy Pt. I: Agriculture, 1865-1890s"

Reading: Escott, Chap. 7
course pack

Mon. March 24. "Redefining Economy Pt. II: From the Field to the Mill, 1880s-1900"

Reading: Escott, Chaps. 8-9
course pack

Wed. March 26. "Democratic Challenge, 1892-1896"

Reading: Escott, pp. 241-253
course pack

Fri. March 28. "Undemocratic Solution, 1898-1900"

Reading: Escott, pp. 253-262
Luebke, Tar Heel Politics 2000, pp. 1-9
course pack

Part III: Progressive Paradox: the Modernization of North Carolina: 1900-

Mon. March 31. **1st Readings-based paper due.**

"The Progressives' Response to Modernization, 1900s-1920s, Pt I"

Reading: Escott, Afterward
Luebke, pp. 8-13
course pack

Wed. April 2. "Progressive Response, Pt II"

Reading: course pack

Fri. April 4. "Working Class Response to Modernization, 1900s-1929"

Watch first part of documentary The Uprising of '34 on mill life.

Reading: Luebke, pp. 13-15

Mon. April 7. "Black Folks and Modernization: Segregation, and Resistance, 1900-1930s"

- Reading: Chafe, Civilities and Civil Rights, Introduction, Chap. 1
course pack
- Wed. April 9. “North Carolinians and the Great Depression, 1927-1934”
Reading: course pack
- Fri. April 11. “North Carolinians and the New Deal, 1934-1941”
Watch second part of The Uprising of ‘34.
Reading: course pack
- Mon. April 14. “Testing the Limits of Progressivism, 1945-1960”
Reading: Luebke, pp. 15-18, 93-97
Chafe, review Chap. 1, read Chap. 2
course pack
- Wed. April 16. “The Black Freedom Struggle, Pt I, 1960-1965”
Reading: Chafe, Chap. 3-5
course pack
- Thurs. April 17. Possible evening panel with participants in the 1963 Greensboro demonstrations. Attendance voluntary, but extra credit given.
- Fri. April 18. Spring Holiday. **No Class.**
- Mon. April 21. “The Black Freedom Struggle, Pt II, 1965-1970s”
Reading: Chafe, Chap. 5-9
course pack
- Wed. April 23. “The New Politics of Race, 1980-1990s”
Reading: Chafe, Epilogue
Luebke, Chap. 7-8
course pack
- Fri. April 25. “New North Carolinians? Ethnicity and Gender, 1970s-1990s”
Reading: Perdue, Chap. 6 (also review pp. 43-44, 51-52)
course pack
- Mon. April 28. “Political Structure: ‘Traditionalists’ vs. ‘Modernizers’, 1970s-1990s”
Reading: Luebke, read preface and Chaps. 2-3
- Wed. April 30. The Restructuring of North Carolina Politics, 1990s-
[Possible in-class visit by Rep. Paul Luebke]
Reading: Luebke, Chaps. 9 and 10
- Fri. May 2. “Debating North Carolina’s Future: Economics”
Reading: Luebke, Chap. 4-6

Mon. May 5. “Debating North Carolina’s Future: Education”

Reading: course pack

No final exam, but 2nd readings-based paper due by the end of the final exam hour, 11:00am, Friday May 9.