

**University of North Carolina at Greensboro  
History Department  
Fall Semester, 2003**

**History 347-01, North Carolina History**

3 lecture/0 lab/3 credit hours

McIver Bldg. 135                      9:00 pm - 9:50 pm

MWF

**Instructor:** Kenneth Anthony

**Office:** McIver Bldg. 334 suite C

**Office Hours:** 2:00 - 3:30 pm

MTWR

**Telephone Ext.:** 256-0472

or by appointment

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

**Prerequisites:** A general knowledge of American History (*suggested*)

**Textbooks:** North Carolina through Four Centuries by William S. Powell

The North Carolina Experience: An Interpretive and Documentary  
History.

Edited by Lindley S. Butler and Alan D. Watson

**Additional Materials:** Spiral Notebook, a folder, notebook, etc. to keep handouts in.

**Student Outcomes:** Upon successful completion of this course, the student will be able to,

1. Understand the unique forces that have shaped the past and present of the Tar Heel State
2. Be able to identify the lasting contributions of the state's past to our present.
3. Have a working knowledge of each of the eras that we will study
4. Be able to competently write and describe details, facts, and opinions concerning the subjects covered.

**Methodology:** lecture/discussion/library research-written assignments

**Course Requirements:**

Grades for the course will come from a series of interpretive essays that each student will write on selected topics. (The topics will come from a list I will supply). **These essays will involve comparing and contrasting information from the text, the lectures, some outside sources and the student's own ideas. Students will be required to write one moderately long essay about every two weeks on the topics covered. In practice this will result in seven of these assignments for the course, with each assignment counting 15% of the final grade. Thus, the course is centered on research and**

**writing with the students very actively involved in their own instruction.** In addition there will be several "pop" quizzes given at random throughout the semester.

**All Assignments should be written in either ink or type-printed, your choice, but not pencils. Since pencil writing can smear, it is to your advantage to use ink, since if your instructor cannot read your answer your grade will suffer.**

Pop quizzes will be just that, they will be given at random occasionally during the semester. These grades are for your benefit, and they cannot hurt your final grade, only help it. Think of them as an incentive, or as a bonus for good attendance. Also they function as a barometer of class performance, and let your instructor know how things are going in the short term.

**Evaluation of Performance:**

Each Assignment is worth 15% of the final Grade

**Grading Scale**

A= 94-100

B= 87-93

C= 78-86

D=70-77

F= 0-69

Pop quizzes are factored into your grades after they are computed at the end of the course. In value, all of the pop tests together will equal only 2% of your grade. This means that if you make an A on every one of them, then your grade will go up by 2%.

**This will not turn a grade of C into a grade of A, however it would be enough to turn a C+ into a B-. Hard work will pay off.**

*The Mystery of the Split Grades.* In this course a test may be graded with a split grade, i.e., A-/B+, etc. Note that this may also occur on individual essay questions. What this translates into is that your work is borderline between those two grades. A split grade can work for you in this way: at the end of the course, when your grades are computed, **if, and only if, the higher of the two grades (for the whole test) will raise your overall grade in the course, then you will receive the higher grade.** In practice this is only going to happen if you make steady, or hopefully, improving grades with each exam. If your grades are declining, then it will probably not help you.

**Attendance Policy:**

Students are expected to be in class every session. It is unreasonable for you to expect to make a good grade if you have excessive cuts. Students are expected to make up all missed class work, and come prepared to the class following the absence. Students may be dropped from the course after six (6) absences, instructor's discretion. **Note: If you decide to leave the course, it is your responsibility to drop the class. If you simply stop coming and do not drop the class, you will receive an F for the course.** If you have to miss class for a valid reason, i.e., death in the family, illness, etc. please see me after class upon your return. Your instructor is a reasonable person and will hear you out.

## **Class schedule:**

Introduction to the course

### **Unit One: Colonial North Carolina (1580-1776)**

Readings: Powell, Chapters: 1, 2, 3, 4, 5, 6

Butler & Watson: 1, 2, 3

Topics

English Settlement: "*A wilde and barbareus lande*"

Proprietary Carolina, 1660-1729

NC as a Royal Colony, 1729-1776

### **Unit Two: The Revolutionary Era in North Carolina (1763-1812)**

Readings: Powell, Chapters: 7, 8, 9, 10, 11

Butler & Watson: 5, 6, 7

Topics:

Discontent and Regulation

The Revolutionary War in NC

A State in the Federal Union

The early state government

The Federalists vs. the Jeffersonian Republicans

### **Unit Three: North Carolina in Ante-Bellum America**

Readings: Powell, Chapters, 12, 13, 14, 15, 16 17

Butler & Watson: 8, 9, 10, 11

Topics

The Rip Van Winkle State

Whig Reforms and Planter intransigence

Small Farmers in the Cotton Kingdom

East and West

### **Unit Four: The Civil War Crisis**

Readings: Powell, Chapters, 18,19, 20

Butler & Watson: 12, 12, 14

Topics

A State divided

North Carolina's reluctant secession

Bushwhackers and Blockade Runners

Zebulon Vance

The Failure of Reconstruction, Terrorism in NC

### **Unit Five: Post Civil War North Carolina 1865-1910**

Readings: Powell, Chapters, 21, 22, 23

Butler & Watson: 14, 15, 16

The New South in North Carolina

The Rise of the Piedmont

