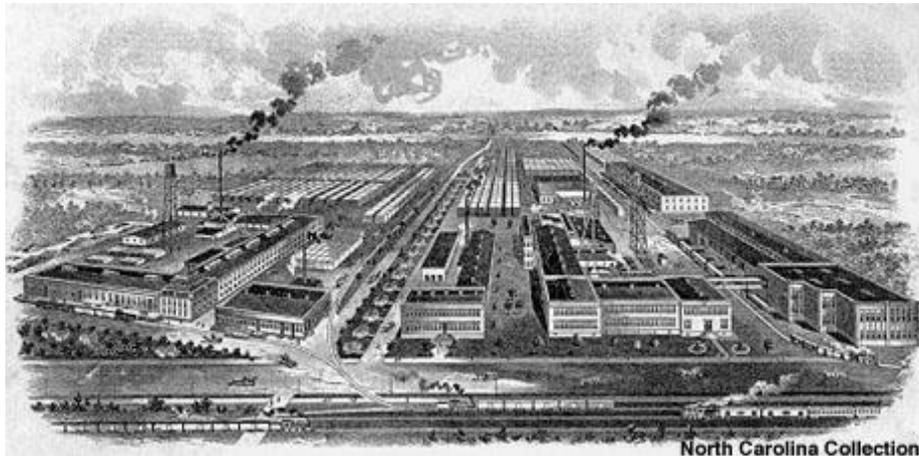


NORTH CAROLINA HISTORY



SINCE 1865

The past is the key of the present and the mirror of the future, therefore let us adopt as a rule, to judge the future by the history of the past, and having [the] key of past experience, let us open the door to present success and future happiness.

– July 26, 1867, from the diary of Robert G. Fitzgerald, a black Union soldier and Freedmen’s Bureau school teacher who settled in Orange County, North Carolina

History 367 Spring 2013

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READINGS

Required readings for purchase at Student Stores:

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

Jacquelyn Dowd Hall, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly, *Like a Family: The Making of a Southern Cotton Mill World* (2000 edition)

James L. Leloudis, *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920*

Robert R. Korstad and James L. Leloudis, *To Right These Wrongs: The Battle to End Poverty and Inequality in 1960s America*

Additional short readings available on the course's Blackboard web site.

WHAT'S IT ALL ABOUT?

This course will explore recent North Carolina history as a human creation rather than a simple unfolding of events. We'll pay particular attention to how people in the past viewed their world, debated its future, and worked to shape the state according to competing visions of the good society. The assigned readings will help us probe those issues by examining the interactions between private lives and public events. The readings will be supplemented in class by lectures, music, historical photographs, and films. Whenever possible, I will also try to tie the lectures to actual historical sites on campus and across the state, so that you will have a chance to "see" the history that surrounds you.

DISCUSSION SECTIONS AND DIGS

We will meet five times during the semester in small discussion groups. Those meetings will give you a chance to practice your own skills as a historian, to share your ideas with other students, and to enjoy a more personal, relaxed space within the course.

You will write a short "warm-up" paper for the first discussion section. The paper will help you to check your understanding of the course material, and it will prepare you to join actively in the conversation.

Each of the remaining section meetings will focus on exercises described in the syllabus as "digs." Those assignments will offer you an opportunity to go into either the North Carolina Collection or the Southern Historical Collection and work with some of the source materials—newspapers, photographs, manuscripts, government documents, and magazines—used by historians in their efforts to understand and tell about the past. The idea is to give you an opportunity to "do" history for yourself, as opposed simply to reading or hearing about it second-hand.

For each dig section, a fourth of you will undertake the assigned exercise. (That means that every person in the class is responsible for only one dig during the semester.) You will conduct your research as a team, and each team will work with either me or a TA to plan and run the related section meeting. You will also write up your discoveries individually in a five-page essay based on your group research, the lectures, the assigned readings, and any other sources you choose to consult. The dig and the warm-up paper will count for 75 percent of your section grade. Attendance and participation will count for 25 percent.

Dig #1 – This dig will examine the Wilmington race riot (in point of fact, a coup d'etat) and the white supremacy and disfranchisement campaigns of 1898 and 1900

Dig #2 – This dig will focus on UNC playwright Paul Green. Dig #3 – This dig will focus the New Deal in North Carolina.

Dig #3 – This dig will focus the New Deal in North Carolina.

Dig #4 – This dig will focus on the Civil Rights Movement and War on Poverty in the 1960s.

EXAMINATIONS AND GRADES

This course is meant to help you develop a knowledge of state and regional history and to hone your skills of writing and critical thinking. The two mid-terms and the final will measure that knowledge along with your ability to interpret facts, evaluate the arguments of others, and form your own judgments. I will hand out two or more questions for each exam about a week in advance, and you will then pick one of the questions to answer in a 5-6 page essay written at home. The essay will be worth 80 points. On the scheduled exam day, you'll turn in your papers and take a short factual quiz that will count for 20 points. I've chosen this exam format because I'm interested in offering you an opportunity to demonstrate what you have learned, as opposed to measuring your ability to deal with a question "cold."

Final grades will be computed as follows:

First mid-term 25%

Second mid-term 25%

Final 25%

Discussion Section 25%

WEB SITE

Additional details, including a weekly schedule, will be available on the course's Sakai web site.