

HIST 367

North Carolina History Since 1865

General Description

Introduction

This course is designed as a self-paced correspondence version of the popular UNC-Chapel Hill classroom course, taught since the early 1990s by Dr. James L. Leloudis. Like many university-level history courses taught since the 1960s, this course offers readings and assignments designed to broaden your understanding of North Carolina from many perspectives, including those of race, class, and gender. Also, like much academic history since the 1960s, this course is based less on dates and famous people, and more on a broader examination of how social, political, and economic changes have affected North Carolinians since the Civil War and have created the state it is today.

Converting History 367 into a correspondence course was a challenge, as the classroom version does not use a principal textbook and relies heavily on lectures that must keep up with ever-changing scholarship. In addition, writing about recent history is problematic, even for accomplished academics. One problem is lack of resources, as documents pertaining to recent events are often not available until archived decades after that occur. Along with this is the problem of writing about people who are alive or about events that people who are alive witnessed (and about which they have their own perceptions). Most significant is the problem of perspective—understanding events within the broader context of time (some historians believe that a minimum of fifty years is required for any real perspective or objectivity).

With these challenges in mind, this course has been designed to be as fluid as possible, encouraging you to think independently about North Carolina's history since the Civil War. Thus there are no "right" answers per se; instead, you are encouraged to develop opinions or historical "arguments," based on evidence

presented in the readings and perhaps even additional sources you may want to use. In this way, History 367 follows a format used in graduate-level classes, allowing for new ideas and interpretations based on existing or newly discovered documentation. As this style of learning may be new to you, it is important to remember that I will be available to you along the way for consultation through letter or e-mail.

Course Overview

This course is divided into fifteen lessons. After completing the lessons, you will take a final exam.

The lessons are designed to help you learn about North Carolina history from the Civil War to the present by using current methods of researching and writing history. This method of learning is much more interesting and challenging than simple memorization of dates and names. As such, I hope you will approach this course not with apprehension, but with the anticipation of being exposed to the best scholarship the University of North Carolina has to offer.

Required Textbooks

There is no single adequate college-level textbook for North Carolina history, so seven textbooks and a coursepack are required for this course.

- *The North Carolina Experience: An Interpretive and Documentary History*, L.S. Butler and A.D. Watson, eds., Chapel Hill: UNC Press, 1984
- *The North Carolina Century: Tar Heels Who Made a Difference, 1900-2000*, H.E. Covington, Jr., and M.A. Ellis, eds. Chapel Hill: UNC Press, 2002
- *Many Excellent People: Power and Privilege in North Carolina, 1850–1900*, P.D. Escott. Chapel Hill: UNC Press, 1985
- *Like a Family: The Making of a Southern Cotton Mill World*, J.D. Hall, J. Leloudis, R. Korstad, M. Murphy, L.A. Jones, C.R. Daly. Chapel Hill: UNC Press, 2000

- *Sorting Out the New South City: Race, Class, and Urban Development in Charlotte, 1875–1975*, T.W. Hanchett. Chapel Hill: UNC Press, 1998
- *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880–1920*. J.L. Leloudis. Chapel Hill: UNC Press, 1996
- *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*, W.H. Chafe. Oxford: Oxford University Press, 1980
- HIST 367 Coursepack

Though the writing styles vary from book to book, as a group, the books offer a fascinating overview of the period covered in this course, as well as a good cross-section of history as understood from the perspectives of race, class, and gender. These books do not provide the definitive or final word on North Carolina history, but rather a starting point and framework for understanding the state since the momentous changes wrought by the Civil War. I hope that you will take the information and ideas presented to you in this course and develop your own ideas about the state of North Carolina.

How to Approach the Course Material

You will find it helpful to look over each book the first time a section is assigned in it. Skim the introduction (if it is not assigned), the table of contents, and the index. You will find that spending a few minutes doing this will give you a good overview of the material the author is presenting and a sense of how the material is organized. Don't hesitate to look up and read the footnotes and bibliographic references. All of these are tools that historians use to get a relatively quick sense of the "argument" the author is making and what sources (or evidence) the author used.

Read for the major themes and general points made, without getting bogged down in the details. After you understand the basic concepts, you can always go back to pull specific names or dates for your assignment (you might want to flag certain interesting or important items along the way).

Written Assignments

You will submit a written assignment for each lesson. Each assignment is worth 5 percent of your course grade. These assignments are the means by which you will communicate to me what you have learned from the readings, and how what you have learned has shaped your thinking about a certain idea or series of events. The assignments are also designed to help you organize your thoughts in an orderly manner, so a certain format should be followed. The terms in the **identification** section require only a few sentences in which you should identify the person, idea, or event, and—most important—place it into the larger context of the themes under discussion. The **essay** question for each assignment should be thought of as a mini-paper. It should be organized with a thesis or opening statement; an explanation of your thoughts, supported by evidence from the readings; and usually a brief conclusion that wraps up your answer.

Don't be apprehensive about the written assignments or overwhelmed by them. They should be about one single-spaced or two double-spaced pages in length (typed). I suggest that you read my lesson notes first, read over the written assignment and identification items next, and then complete the reading assignment. That will help you to keep the important topics in mind as you read. You should get the hang of it after you've written the first assignment and I have returned it to you with my comments.

Two rules about the assignments are very important and if ignored will dramatically affect your grade. First, **do not plagiarize material**. In other words, do not copy sentences or key phrases from a reading without putting that material in parentheses and noting the source. You do not have to use complicated footnotes; simply (Escott, *Many Excellent People*, p. 154) will suffice. Second, how you write is important (especially in a course where the communication between you and the instructor is almost entirely through the written word). I expect you to write in complete, coherent sentences, following basic rules of English grammar. This does not mean that you must worry about the placement of every comma, but it does mean that you should avoid run-on sentences and sentence fragments, and follow rules of tense and agreement.

Final Exam

The final exam is worth 25 percent of your course grade, but **you must pass the final exam to pass the course.** It consists of an essay and a fill-in-the-blank section. You will write the essay at home and bring it with you to a supervised exam site, where you will turn it in and complete a short fill-in-the-blank section. You will schedule the supervised portion of your exam using the Exam Application Form in the back of this manual.

Good luck!