

Syllabus (22 Aug 2016 version, subject to minor revisions)

HIST 2000-A01/ AMST 2050-004

## History of Charlotte

UNC-Charlotte, Fall 2016

This course meets Tuesdays and Thursdays from 2:00 to 3:15 PM in Denny 111

Instructor: Dr. Mark Wilson, Professor, History Department  
Office Hours: Wednesdays, 10:00-12:00, and by appointment  
Office phone: 704-687-5160

Office: Garinger 226D

E-Mail: [mrwilson@uncc.edu](mailto:mrwilson@uncc.edu)

### Course Description and Goals

This course surveys the history of Charlotte and its surrounding region, from approximately 1000 CE to the present day. We will consider a range of topics, including the activities of the Catawba people and early European settlers; slavery; the region's involvement in the American Revolution; the growth of the city in the 19th century as a railroad hub and textile manufacturing center; the city's national role in struggles over the racial integration of schools; its late 20th-century role as the home to giant banks and other important business firms; and the region's relatively recent emergence as a sprawling Southern metropolis. Students in this course will hone their advanced reading, writing, research, and communications skills, by engaging with challenging texts, writing regularly and revising in response to instructor and peer comments, and by executing a small independent research project with the guidance of the instructor. Assignments will encourage students to do some elementary quantitative analysis and mapping, along with the more usual qualitative analysis normally demanded in history courses. Because this course is concerned with local history, students will be able to do original work in unique historical archives, including those in our university library's Special Collections department.

### Attendance, Etiquette, and Participation

Attendance is required; attendance will be taken each day, using a seating chart and/or the short answers to in-class exercises, submitted by individuals and teams. (Team assignments will be created during the first week of class.) You should plan on attending every single class meeting.

All exams and other assignments assume that students have attended each class meeting and have carefully followed each lecture and discussion. If an emergency causes you to miss a class meeting, you should contact the instructor as soon as possible—preferably, before the class meeting. If you have a lengthy illness or other persistent problem that causes you to miss more than two class meetings, you should contact the Dean of Students and speak with the instructor.

During class, turn off electronic devices (unless they are used to take notes for personal use), be on time for class, stay for the duration, and be respectful when others are speaking. Each student should plan on contributing to class discussions several times during the semester by offering comments or raising questions. All students will benefit from taking notes during class.

### Readings

Required common readings include two books, available for purchase at the University Bookstore and on library reserve, and a variety of short documents and articles, noted on the syllabus and on the course Canvas page. (Most documents and articles will be available in PDF format on Canvas.) The required books are as follows:

- Graves, William W. and Heather Smith, eds. *Charlotte, NC: The Global Evolution of a New South City*. Athens, GA: University of Georgia Press, 2010. NOTE: The library has an e-book of this volume, which means you have free access to a digital version of the book, if you are logged into the library website with your UNCC ID.
- Hanchett, Thomas W. *Sorting Out the New South City: Race, Class, and Urban Development in Charlotte, 1875-1975*. Chapel Hill: University of North Carolina Press, 1998.

### Assignments, including short original research project and final take-home exam

Graded assignments include an exercise using early US census returns; a Historypin project; and an elementary exercise with quantitative data that requires each student to prepare a simple table and graph/chart. Instructions for each of these assignments will be posted to Canvas and discussed in class.

Students will complete a research project, individually or in pairs or small teams. Deadlines for various stages of this project are noted in the course calendar. At least one draft must be submitted; the final product must respond to instructor and peer comments on the draft. Each individual/pair/team will offer a five-minute in-class presentation on the project, in April. The end product will be a short essay of approximately 1,500-2,000 words, or an equivalent product in another format (which could be a website, film, annotated map, etc.) We will discuss details in class.

The final exam for the course will be a take-home exam, in the form of a critical essay in response to the main permanent exhibit at the Levine Museum of the New South, in uptown Charlotte. Each student will need to schedule at least one visit to the Levine Museum, in November or December, in order to complete this take-home exam. We will discuss the details in class and on Canvas.

### Academic Integrity:

Academic honesty and integrity are essential to the existence and growth of an academic community. Without the maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining academic standards of honesty and integrity is ultimately the formal

responsibility of the instructional faculty; and this responsibility is shared by all members of the academic community. For a formal statement of university policy on this matter, see <http://www.legal.uncc.edu/policies/ps-105.html>

Plagiarism on any assignment will bring a minimum penalty of zero credit for the assignment, as well as an academic settlement that will likely result in a minimum of recording the violation with the Dean of Students. More severe penalties, including an F for the course, may also be imposed, depending on the circumstances. For guidance on how to avoid plagiarism and its consequences, please visit <http://history.uncc.edu/Student-Resources/plagiarism>

#### Diversity:

UNC Charlotte strives to create an academic climate in which the diversity of all individuals is respected and maintained. Therefore we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Disability: If you believe that you have a disability that requires special accommodations in this course (or others), you should contact immediately the Office of Disability Services, 704-687-0040, [disability@uncc.edu](mailto:disability@uncc.edu), <http://ds.uncc.edu/>.

#### Weight of course requirements for grading purposes:

Attendance and participation, including completion of short in-class team exercises (one point for full credit for each of the 25 regular class sessions; mere attendance with unsatisfactory exercises earn only half a point per session)	25%
Early US Census Manuscript returns assignment, due Sept. 13-15	5%
Quiz on course content through 27 Sept.	5%
Historypin assignment: two fully annotated pins	10%
Quantitative data visualization assignment: one table plus one graph/chart	10%
Final take-home exam (review of Levine Museum permanent exhibit)	20%
Short original research project:	
Preliminary question(s) and research plan:	2%
Revised question(s) and research plan:	3%
Full draft of essay/other product:	5%
Final, revised essay/other product:	15%

#### Extra credit:

Bonus for one superior contribution, short in-class team exercises	0.5%
Bonus to members of top scoring team, all exercises combined, before the fall break	2%
Bonus to members of top scoring team, all exercises combined, after the fall break	2%
Credit for attendance at one event related to the theme of this course. To receive credit you will need the signature of an event organizer, and you must submit a one-page original discussion, in your own words, of what you learned from the event	3%
Possible Historic South End activity, TBA	

## Course Calendar

23 August Introductions

25 August Charlotte: what kind of city and metropolitan region? present and past

- For August 25, Read the first three essays in the Graves and Smith book, by Smith and Graves, Goldfield, and Lassiter (pp. 1-49 of the book). Come to class on Aug. 25 compared to discuss what these essays suggest about Charlotte and its history and how the essays compare to one another. Bring also your impressions and ideas about Charlotte and its history.

30 August Deep history to the early 18<sup>th</sup> century

- Eric E Jones., et. al. “Exploring Tribal Settlement Ecology in the Southeast: A Case Study from the North Carolina Piedmont, 800-1600 CE.” *North American Archaeologist* 33, no. 2 (2012): 159-65, 183-87. (Read introduction, background, discussion, conclusion.)
- John Lawson, *A New Voyage to Carolina* (London, 1709), pp. 32-45, in digital book version <http://rla.unc.edu/archives/accounts/lawson/Lawson.pdf>, passages on Lawson’s encounters with “Wateree” and “Waxhaw” peoples, Jan. 1701, in area of present-day Charlotte metro region (SC and NC Piedmont).

1 Sept. European settlers and the NC Piedmont, Country and Towns

Read at least two of the following articles:

- Robert W Ramsey, “James Carter: Founder of Salisbury.” *North Carolina Historical Review* 39, no. 2 (April 1962): 131-39.
- Johanna Miller Lewis, “Women Artisans in Backcountry North Carolina, 1753-1790.” *North Carolina Historical Review* 68, no. 3 (July 1991): 214-36.
- Daniel B. Thorp, “Taverns and Tavern Culture on the Southern Colonial Frontier: Rowan County, North Carolina, 1753-1776.” *Journal of Southern History* 62, no. 4 (November 1996): 661-88.

6 Sept. The “Meck Dec” and Revolutionary War

- McShane, “A History of Charlotte,” parts 1-2.

- Alexander Samuel Salley, Jr. “The Mecklenburg Declaration: The Present Status of the Question.” *American Historical Review* 13, no. 1 (1907): 16-43.

8 Sept. Charlotte in the Early 19<sup>th</sup> century

- Read selections from Sarah F. Davidson, *A Life in Antebellum Charlotte: The Private Journal of Sarah F. Davidson, 1837* (Charleston: History Press, 2005), XX-XX. Selections will be posted to Canvas.

13 Sept. Orientation to Special Collections, Atkins Library, Group A.  
(Half of class will meet on the 10<sup>th</sup> floor of the library.)

- Complete short assignment using early US census manuscript returns, TBA

15 Sept. Orientation to Special Collections, Atkins Library, Group B.  
(Half of class will meet on the 10<sup>th</sup> floor of the library.)

- Complete short assignment using early US census manuscript returns, TBA

20 Sept. Gold!

- McShane, “A History of Charlotte,” part 3
- Jeff Forret, “Slave Labor in North Carolina’s Antebellum Gold Mines.” *North Carolina Historical Review* 76, no. 2 (April 1999): 135-62.
- Preliminary question and research plan for final project due. Bring 3 hard copies to class.

22 Sept Charlotte in the Antebellum Era

- McShane, “A History of Charlotte, part 4
- Hanchett, *Sorting Out*, chapter 1
- Jeff Forret, “The United States Branch Mint at Charlotte: Superintendents, Spoils, and the Second-Party System, 1837-1841.” *North Carolina Historical Review* 77, no. 2 (April 2000): 151-78.

27 Sept. Civil War and Reconstruction

- McShane, “A History of Charlotte,” Parts 5-6
- Ralph W. Donnelly, “The Charlotte, North Carolina Navy Yard, C.S.N.” *Civil War History* 5, no. 1 (March 1959): 72-79.

- Gail Williams O'Brien, "Power and Influence in Mecklenburg County, 1850-1880." *North Carolina Historical Review* 56 (April 1977): 120-39.
- Prepare for in class quiz on course content so far.

29 Sept. New South and the Rise of the Textile Industry

- McShane, "A History of Charlotte," Part 7
- Hanchett, *Sorting Out*, chapters 2-3
- Annette Cox, "The Loray, North Carolina's 'Million Dollar Mill': The 'Monstrous Hen' of Southern Textiles." *North Carolina Historical Review* 89, no. 3 (July 2012): 241-75.

4 Oct. Urban Development in the 1880s-1920s, I

A conversation with special guest Tom Hanchett

- Hanchett book, chapters 4-6
- Bring questions for Dr. Hanchett

6 Oct Urban Development in the 1880s-1920s, II

- Hanchett, *Sorting Out*, chapters 7-8
- Play with Charlotte in 1911 visualization site: [www.Charlotte1911.org](http://www.Charlotte1911.org) or [dhpress.unc.edu/Charlotte1911/](http://dhpress.unc.edu/Charlotte1911/)
- Revised question and research plan for final project due. Bring 3 hard copies to class.

11 Oct. NO CLASS (FALL BREAK)

13 Oct. Business & Labor in the early 20<sup>th</sup> century: Streetcars & Textile Mills, 1910s-30s

- McShane, "The Story of Charlotte," Part 8
- Jeffrey M. Leatherwood, "'Battle of the Barn: Charlotte's 1919 Streetcar Strike in Rhetoric and Reality.'" *Journal of the North Carolina Association of Historians* 19 (April 2011): 52-82.
- Patrick Huber, "Battle Songs of the Southern Class Struggle: Songs of the Gastonia Textile Strike of 1929." *Southern Cultures* 4, no 2 (Summer 1998): 109-22.

18 Oct. World Wars, New Deal, Post-1945 Federal Urban Policy

- McShane, “The Story of Charlotte,” Parts 9-10
- Hanchett, *Sorting Out*, chapter 9 and afterward
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20 Oct. Civil Rights: Brown to Swann

- McShane, “The Story of Charlotte,” Part 11
- Marcellus C. Barksdale, “Robert F. Williams and the Indigenous Civil Rights Movement in Monroe, North Carolina, 1961.” *Journal of Negro History* 69, no. 2 (1984): 73-89.
- Matthew D Lassiter, “The Suburban Origins of ‘Color-Blind’ Conservatism: Middle-Class Consciousness in the Charlotte Busing Crisis.” *Journal of Urban History* 30, no. 4 (May 2004): 549-92.

25 Oct. The decline of textiles and the rise of banking

- William Graves and Jonathan Kozar, “Blending Southern Culture and International Finance: The Construction of a Global Money Center,” and Heather A. Smith and Emily Thomas Livingston, “Banking on the Neighborhood: Corporate Citizenship and Revitalization in Uptown Charlotte,” in Graves and Smith book, pp. 87-101 and 141-59.
- Timothy J. Minchin, “‘It Knocked This City to Its Knees’: The Closure of Pillowtex Mills and the Decline of the US Textile Industry.” *Labor History* 50, no. 3 (August 2009): 287-311.

27 Oct. NASCAR

- Ronald L. Michelson and Derek H. Alderman, “Red Dust and Dynometers: Charlotte as Memory and Knowledge Community in NASCAR,” in Graves and Smith book, pp. 50-86.
- Daniel S. Pierce, “‘Bib Overalls and Bad Teeth’: Stock Car Racing and the Piedmont Working Class.” *Atlanta History* 46, no. 2 (2004): 26-41.

1 Nov. Urban growth, sprawl, immigration, re-sorting

- Gerald D. Ingalls and Isaac Heard, Jr., “Developing a Typology of African Americans in the American South: The Case of Charlotte,” David Walters, “Centers and Edges: The Confusion of Urban and Suburban Paradigms in Charlotte-Mecklenburg’s Development Patterns,” and Tom Hanchett, “Salad-Bowl Suburbs: A History of Charlotte’s East Side and South Boulevard Immigrant Corridors,” in Graves and Smith book, pp. 160-88 and 220-262.

3 Nov. A conversation with special guest Chuck McShane

- McShane, “The Story of Charlotte,” Part 12

- Charles C. McShane, “Alcohol, Religion, and Economic Development in Charlotte, North Carolina: The Debate over Liquor-by-the-Drink, 1965-1980.” *North Carolina Historical Review* 92, no 2 (April 2015): 165-99.
- Bring questions for Mr. McShane

8 Nov. School re-segregation

- Stephen Samuel Smith, “Development and the Politics of School Desegregation and Resegregation,” in Graves and Smith book, pp. 189-219.
- R. Kenneth Godwin, Suzanne M. Leland, Andrew D. Baxter, and Stephanie Southworth. “Sinking Swann: Public School Choice and the Resegregation of Charlotte’s Public Schools.” *Review of Policy Research* 23, no. 5 (Sept. 2006): 983-97.

10 Nov. Recent developments, including immigration and HB2

- Julie M. Weise, “Skyscrapers and Chicken Plants: Mexicans, Latinos, and Exurban Immigration Politics in Greater Charlotte, 1990-2012.” Chapter 5 in Julie M. Weise, *Corazón de Dixie: Mexicanos in the U.S. South since 1910*. Chapel Hill: University of North Carolina Press, 2015.
- Michael Gordon, Mark S. Price, and Katie Peralta, “Understanding HB2: North Carolina’s Newest Law Solidifies State’s Role in Defining Discrimination,” *Charlotte Observer* (originally published 26 March 2016), digital version at <http://www.charlotteobserver.com/news/politics-government/article68401147.html>

15 Nov. Peer review of draft of final projects in class

- Bring to class three hard copies of your full draft, or equivalent in digital form

17 Nov. NO CLASS MEETING. WORK ON YOUR PROJECTS, MUSEUM REVIEW.

22 Nov. Individual and team meetings with Dr. Wilson

24 Nov. NO CLASS. THANKSGIVING BREAK

29 Nov. Entire class meets to discuss final projects in progress

1 Dec. Individual and team meetings with Dr. Wilson

6 Dec. Conclusions and review

13 Dec. Take home final exam (museum review) due

15 Dec. Final version of research project due