

Modern American History

Lecture 1, 1/8/20

Introductions (Building Team)

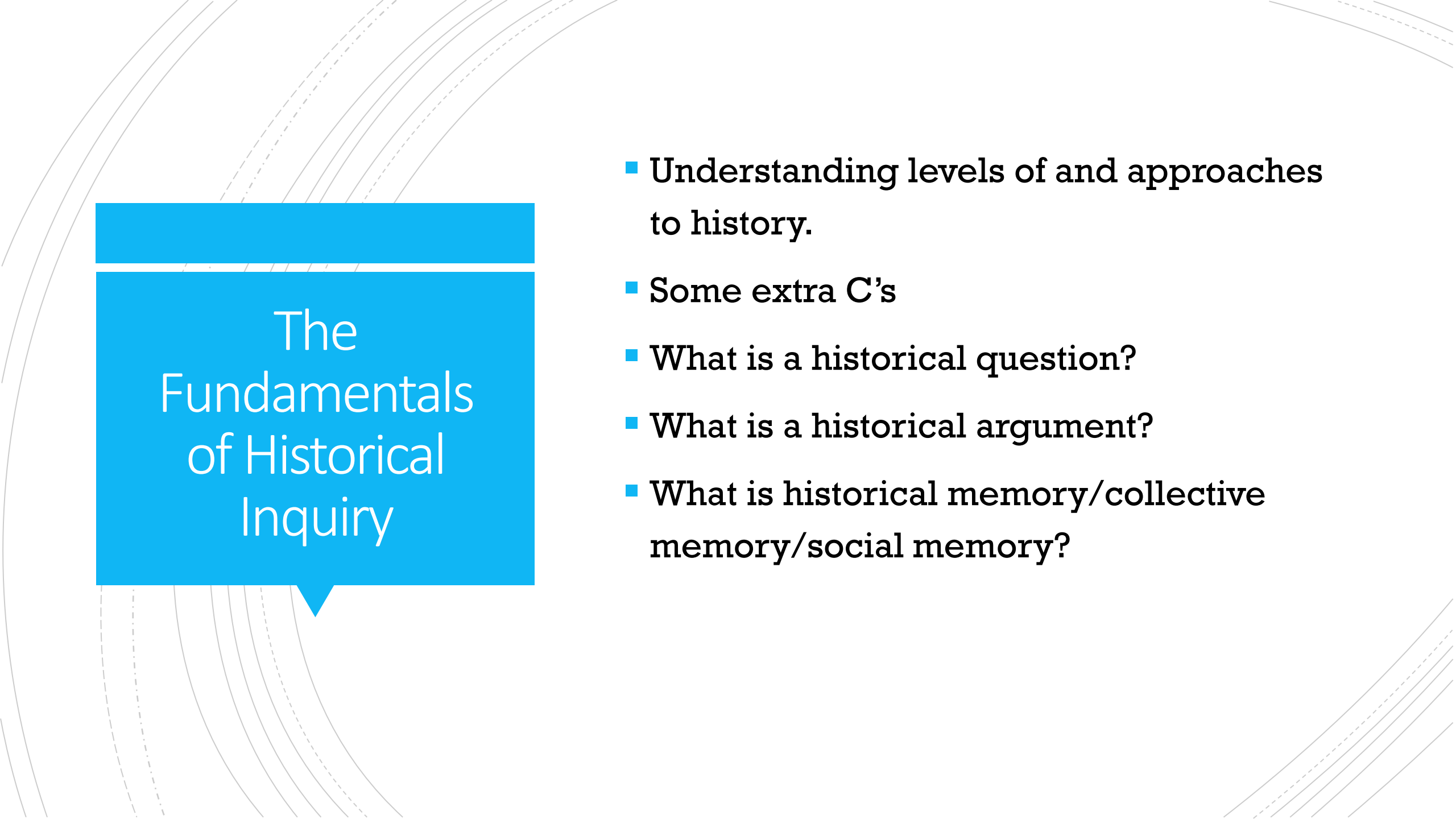
Work in Groups of Three (if possible)

- Quickly interview your partners to learn the following:
 - Name
 - Hometown
 - Year in school
 - Major
 - American history is _____.
 - Ten years from now, _____ will be ...

Building Skills

Distinguishing Primary and Secondary Sources

- **Primary** = documents created by witnesses or first recorders of events at or about the time they occurred (e.g., diaries, letters, reports, photographs, financial records, memos, autobiographies, oral histories, and *newspaper articles).
- **Secondary** = source created later by someone who did not experience first-hand or participate in the events or conditions you are researching. For the purposes of a historical research project, secondary sources are generally scholarly books and articles.
- Note: newspapers articles from the period you are researching are primary sources BUT those published well after the fact (retrospective pieces) are secondary sources in most cases

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The Fundamentals of Historical Inquiry

- Understanding levels of and approaches to history.
- Some extra C's
- What is a historical question?
- What is a historical argument?
- What is historical memory/collective memory/social memory?

Nash article

- 1. How does Nash describe Buncombe County's "***conservatives***"? (Include in your answer this group's political aims)
- 2. Describe what Nash refers to as the ***Unionist Appalachia myth***.
- 3. How does Nash contrast the postwar views of the so-called anti-Confederates and the national Republicans regarding African American freedom and rights?
- 4. What historical question does Nash seek to answer?
- 5. What is Nash's primary ***historical argument***?

Tetrault Prologue

- 6. After reading this Prologue, how would you define ***collective historical memory***? Why might collective historical memory be an important element of a political movement?
- 7. What does Tetrault mean when she asserts that “stories are made, not found”? (page 3 of Prologue)
- 8. How does Tetrault define ***myth***? (page 5 of Prologue)
- 9. Describe what Tetrault calls the *Myth of Seneca Falls*?
- 10. What historical questions does Tetrault pose?

Next Class

- Lectures 2 and 3: *The Meaning of Freedom and From Radical Reconstruction to the Overthrow of Reconstruction*
- READ GML, Chapter 15: 564-601; VOF # 95, 97, 100
- FQs: (1) *What visions of freedom did former slaves and slaveholders pursue in the postwar South?* (2) *What were the competing goals and visions for Reconstruction?* (3) *What were the social and political effects of Radical Reconstruction in the South?* (4) *What were the main factors, in both the North and South, for the abandonment of Reconstruction?*