

Towson Seminar 102 Maryland Plantations: Then and Now

Towson University | Spring 2015

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Course Meetings:

Section 010: M W, 2:00-3:15 pm, [Liberal Arts Bldg](#) 2302

Section 011: M W, 3:30-4:45 pm, [Liberal Arts Bldg](#) 2302

Office Hours: [By appointment](#) or MTWTh, 9:30-10:30 am

Course Description: Designed to introduce new students to the academic expectations for college-level work, and to the intellectual, communication, and collaborative skills needed for academic success. Seminar format emphasizing active learning with variable content in different disciplines. Requires grade of C or better to fulfill Core requirement. Not open to students with a 2010-2011 catalog or earlier. Core Category 1: Towson Seminar

This course focuses on the plantations of Maryland and the larger Chesapeake from the seventeenth to the nineteenth centuries. It investigates complexes of planters' houses and slave quarters to uncover the material reality of plantation life, for both men and women in the elite planter class as well as those who were enslaved. Its primary approach is historical, but it also employs perspectives and approaches drawn from the disciplines of material culture, art history, architectural history, gender studies, anthropology, and museum studies. A primary component of the course will be analysis of museums' interpretation of plantations to the general public. A trip to Hampton Plantation will allow students to consider museums' decisions about what to preserve and how to interpret the lives of masters, mistresses, and slaves. Students will be expected to read critically, participate in class discussions of readings, films, and historic sites, and be willing to work interactively and collaboratively. Topics covered include slavery, southern architecture, women's history, rising levels of consumption, the making of historical memory, and public history.

The structure of the course is seminar based, with an emphasis on in-class discussion and analysis. My intention is to cover interesting or controversial topics in my lectures, with the broad themes and topics to be covered in the assigned readings. We will be reading and looking at primary sources in order to understand how historians produce history. I hope that you will gain an understanding of history as a discipline, learn to read and analyze primary and secondary sources, and to think and write critically.

Learning Outcomes:

Upon completing the course, students should be able to:

1. Analyze the history and development of slavery and the plantation in Maryland starting in the 17th century.
2. Analyze the ways that plantation museums shape the public's understanding about the role of slavery
3. Read, understand, and interpret college-level readings
4. Have gained the critically thinking skills needed to be successful in college
5. Ascertain the necessary skills to properly write essays and research papers
6. Understand the historical notions and present-day legacy of southern plantation life

Course Organization and Requirements

The course is based on a seminar format, thus students are required to come to class prepared to discuss and/or raise questions about the assigned readings. To that end, students should always bring assigned materials with them to class.

Occasionally, I will supplement class discussion with lectures. At all times, students should actively listen, take notes, and be prepared to take part in discussion.

Grade Scheme & Expectations

Participation, In-class assignments and Attendance:

Participation and attendance are required of all students. Participation means that you come to class having read the assigned readings, and are able to take part in any discussion or group work that happens during class time. You remain attentive in class, and do not use phones, read newspapers, or otherwise draw attention away from the purpose of class time. You are expected to bring assigned readings to class with you, it's up to you whether you print out the reading or bring a laptop. Taking good notes as you read can be a great help in this, as well as taking notes during lectures. I will post my slides and an outline for lectures on Blackboard - it is your responsibility to take useful notes.

Occasionally, in-class quizzes may be used to check for reading completion. Other in-class assignments, such as short essays or discussion worksheets, may also be collected and graded. These assignments will contribute to the participation grade.

Students are expected to behave in an adult manner by maintaining respectful discourse with their peers and instructor. Distractions such as cell phones, websites not related to the course, and side conversations will not be tolerated. Students will be

informed verbally if they are not meeting expectations, and if that behavior continues it may impact the student's grade.

See the attendance policy below for details on how missing class will affect your grade. Students should arrive promptly for class and be ready to begin class at the scheduled time. Habitual tardiness will impact your grade. At the end of class, students should only begin to pack up their belongings AFTER class has been dismissed. I will not go beyond the scheduled class time, and you should remain engaged with the discussion until dismissal.

Primary Source Analysis

1. Material Culture of Slavery (Due Feb 16)

The object of this assignment is to think about the material lives of slaves and how that shaped their lived experiences. Students will refer to museum collections (links provided on Blackboard) and online exhibits to select three objects that were made or used by slaves. Students will describe the objects, noting their provenance (date and location of making, maker's name, materials, history of ownership if known) and their current location. Then, construct a narrative or analysis relating the objects to what you know about slave experiences from the assigned readings. Who used the object and for what purpose? Was it related to work or pleasure? Why is the object preserved today? The analysis should be 600-800 words. 20 points.

2. Runaway Slave Ads (Due Feb 25)

The object of this assignment is to think about the context of slavery and its impact on the personal lives of enslaved people. Using the Legacy of Slavery in Maryland website <http://slavery.msa.maryland.gov/>, students will search for two runaway slave ads that relate in an interesting way (for example, from two different counties at the same date or from the same owner at two different dates). In the analysis, describe the provenance of the advertisement (Newspaper, location, date) and the rationale for your selection. Then, compare and contrast the ads, explaining the differences in them and why they might be important. The analysis should be 600-800 words. 20 points.

Exhibit Review (Due March 30)

This course requires a field trip to the Hampton National Historic Site in Towson, Maryland. This trip is scheduled for March 27 at 2:00 pm. The bus will leave from campus at 1:30 pm, and will return to campus by 4:30 pm. After visiting the site, students will write a 650-700 word essay reacting to and analyzing their experience at the site. If you cannot attend the planned tour, you should attend a guided tour related to the African American experience at Hampton. See the schedule here: <http://www.nps.gov/hamp/planyourvisit/events.htm>. 20 points.

Research Paper

The research paper will consist of three progressive assignments: the outline/bibliography, rough draft, and final draft. The final product will be a written research project of 3000-3500 words that will relate closely to our class topics. It is meant to illustrate your mastery of class topics as well as your ability to think independently about a particular sub-topic of your choice. The three stages of the assignment are designed to help you think ahead and plan your writing, resulting in a better end product. All parts of the assignment will be submitted through Blackboard.

1. Outline/Bibliography (Due before class on March 25)

For this portion of the assignment, students should have a topic in mind and have thought about how it relates to the course. The outline should be a summary of ideas or arguments that the student plans to make, and should usually take up 1/2 to a full page, depending on level of detail. The Bibliography is an annotated list of sources for the paper, which should include between 10-20 items. Sources may include books, scholarly articles, newspaper articles, primary sources, and personal experiences. We will talk about sources for the paper in class, but if you are unsure about a source, please ask. 20 points.

2. Rough Draft (Due before class on April 8)

The rough draft is an unpolished version of the research paper, which should be at least 2000 words in length. Major components of the paper should be included: Thesis statement, main argument(s), evidence, conclusion, and works cited. All of these elements of the essay will be explained in class and through assigned readings. The rough draft will be edited/commented on by peer editors, with final comments by the instructor. 20 points.

3. Final Draft (Due before class on May 11)

The final draft is the polished, complete essay of 3000-3500 words. This version should be carefully edited for grammar, typing errors, and sentence structure. As the basis for the final presentation, this essay should be complete in its analysis of the topic, and well thought out. 50 points.

Presentation

Students will be placed in groups by the instructor based on their chosen topics. Presentations will be 15-18 minutes long and the product of collaborative effort among group members. They should thematically combine the ideas and conclusions of individual research projects. Students should use technology to aid their presentation. Some class time will be devoted to planning the presentation, but students should expect to spend some time outside of class collaborating. Presentations will take place during the exam period for the class. 30 points.

Grade Scheme:

20 - Participation, In-class assignments, Attendance

40 - Primary Source Analysis

20 - Exhibit Review

90 - Research Paper

30 - Presentation

200 points Total

Grade Scale:

A 94-100, A- 90-93.9, B+ 87-89.9, B 84-86.9, B- 80-83.9, C+ 77-79.9, C 70-76.9, D+ 67-69.9, D 64-66.9, D- 60-63.9, F 0-59.9

Expectations of the Instructor

Communication: Email is the best and easiest way to contact me:

aschreiber@towson.edu. University policy requires that I communicate with you exclusively through University-provided email. Thus, if you email me from an outside account (gmail or another service) I will not respond to you. Please identify the course in the subject of your email. Email will continue to be an important part of your professional practice, no matter your occupation. Use this opportunity to cultivate professional email standards for yourself. I check email often, so if you don't hear back from me within 48 hours, try again. The exception to this is on the weekends, when I will not read or answer emails. Another great way to ask questions is to visit me in my office. You may drop by during posted office hours or email to set up an appointment.

Classroom decorum: The classroom is a safe space for everyone. Civility is expected, and respect for differing ideas and opinions is fostered. My approach to teaching is to invite as much input from students as possible, while providing useful resources and exercises that will aid in learning. All assignments are designed to achieve some aspect of the stated learning outcomes for this course.

Grading and Feedback: Grades will be assigned through a standard rubric or point system that will become part of the feedback to the students. Once assignments are returned or graded, students can expect written comments outlining the reasons the assignment met or did not meet expectations, and what course of action to take for the following assignment. If written comments do not clearly convey the shortfalls of written work, please email me or see me to follow up.

Books

Students are required to acquire access to two books for this class. It is up to the student whether the books are in paper or digital format, but they must be brought to class on the days when readings are assigned.

1. *Slavery and Public History: The Tough Stuff of American Memory*, by James Oliver Horton and Lois E. Horton, 2008. ISBN: 978-0807859162

2. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*, by Kate L. Turabian, 2013. ISBN: 978-0226816388. Please buy this exact edition, not an older one.

Articles, chapters, or supplemental material are posted on Blackboard.

Technology

The course website on Blackboard will be used to post assignments, reading quizzes, and other course information. Students will also be required to submit assignments and view feedback on this platform. Thus, students must familiarize themselves with Blackboard. Written work should be submitted in .doc or .docx formats only. If you encounter problems with Blackboard, you must contact TechHelp <http://techhelp.towson.edu>.

All of our primary sources for this course will be sourced from online databases or websites. Students should have these materials with them in class, whether that means bringing a laptop or printing out the documents is up to the individual.

Schedule

Students are expected to have done the assigned reading **before** the class meeting for which it is assigned. Students should come to class familiar with the assigned material, and with detailed notes AND the assigned readings. Coming to class prepared to participate in discussion or other activities is considered as part of the participation grade.

Assignments

This course meets on Monday and Wednesday. All assignments should be submitted at least ONE HOUR BEFORE the class meeting for which it is assigned.

Introduction

Jan 26: Introduction to the course and syllabus

Jan 28: Why study slavery, slaves, plantations and memory? How do we write about it, and what questions do we ask?

Read: Horton, *Slavery And Public History*, Introduction and Ch 1

Plantations in Maryland: Historical Perspectives

Feb 2: Sources: How do we know what slavery and plantation life was like?

Prepare for discussion using worksheet on Blackboard

Feb 4: Colonial Slavery in the Chesapeake

Read: *Many Thousands Gone*, Ch. 1 (on Blackboard)

Feb 9: The Trans-Atlantic Slave Trade

Read: Slave Voyages “Ayuba Suleiman Diallo and Slavery in the Atlantic World” and skim the “Brief Overview” essay (links on Blackboard)

Feb 11: Race and Slavery

Read: *Many Thousands Gone*, Ch. 5 (on Blackboard)

Feb 16: Tobacco Revolution

Due before class: Material Culture of Slavery Analysis

Feb 18: Enslaved Women and Labor

Read: *Many Thousands Gone*, Ch. 10 (on Blackboard)

Feb 23: Slavery in the Antebellum Period

Read: *My Bondage and My Freedom*. Ch. 4 (on Blackboard)

Feb 25: Meet in Library (Cook 526) - Research practices

Due before class: Runaway Slave Ad Analysis

Read: Turabian, *A Manual for Writers*, Chs 1-2

March 2: Antislavery and Popular Opinions about Slavery

Read: *My Bondage and My Freedom*. Ch. 6 (on Blackboard)

March 4: Meet in Library (Cook 526) - Finding sources

Due before class: Library assignment

Read: Turabian, *A Manual for Writers*, Chs 3-4

March 9: Civil War and Reconstruction

Read: Horton, *Slavery and Public History*, Ch 3

Plantations Remembered: Museums & Memory

March 11: What is the role of museums? Discussion of research paper topics

Prepare for discussion by reviewing the research paper topics on Blackboard and preparing a list of three possible research questions (bring with you to class)

March 16 & 18: SPRING BREAK - no class

March 23: Authority and Public History

Read: Horton, *Slavery And Public History*, Ch 4 and view website “The Cultural Life of the Plantation” (link on Blackboard)

March 25: Community and Stakeholders

Read: Horton, *Slavery and Public History*, Ch 5

Due before class: Outline/Bibliography for Research Paper

March 27: Tour at Hampton National Historic Site at 2:00 pm (bus at 1:30)

March 30: Discussion of Hampton tour and planning for presentations

Due before class: Exhibit Review

Read: Turabian, *A Manual for Writers*, Chs 5-7

April 1: Sotterly Plantation

April 6: Historical Silences and Public History

Read: Horton, *Slavery and Public History*, Ch 6

April 8: Slavery in Film

Due before class: Rough Draft

April 13: Which history? Monticello as Example

Read: Horton, *Slavery and Public History*, Ch 7

April 15: In-class editing session

Read: Turabian, *A Manual for Writers*, Chs 9-12

April 20: Tourism, Public History and Race

Read: Horton, *Slavery and Public History*, Ch 8

April 22: Slavery in Popular Culture: Comedians, Storytellers and Spoofs

Read: Tyson and Dungey, “‘Ask a Slave’ and Interpreting Race on Public History’s Front Line: Interview with Azie Mira Dungey” and Cooper, “‘SNL’s’ Cringe-worthy truth: Leslie Jones’ slavery sketch was shoddy - but important” (links on Blackboard)

April 27: Honor, Morals, and Connecting with the Past

Read: Horton, *Slavery and Public History*, Ch 9

April 29: Small-group meetings about research paper
May 4: The Legacy of Slavery in Maryland
 Read: Horton, *Slavery and Public History*, Ch 10
May 6: In-class Presentation planning session
May 11: Recap and takeaways, In-class presentation planning
 Due before class: Final Draft of Research Paper

Final Exam for Section 010: Wednesday, May 13 10:15 am - 12:15 pm
Final Exam for Section 011: Monday, May 18 3:00 pm - 5:00 pm

Addenda

Attendance Policy

Attendance will be factored into your grade as part of Participation. An unexcused absence will result in a loss of 1 point from the Participation grade.

Towson University's policy on excused absences is as follows (TU Undergraduate Catalog, 2013-14):

2. It is policy of the university to excuse the absences of students for the following reasons:

- illness or injury when the student is unable to attend class
- religious observance where the nature of the observance prevents the student from attending class
- participation in university activities at the request of university authorities (e.g., Inter-collegiate Athletics, Forensics Team, Dance Company, etc.)
- compelling verifiable circumstances beyond the control of the student

Students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence when known in advance or as soon as possible when not known in advance.

3. Absences that do not fall into any of the categories outlined in item number two are unexcused. Faculty may set a limit on the number of unexcused absences.

Policy on Late or Missed Assignments/Exams

Written assignments submitted after the start of class meeting on which they are due will be considered late. One full grade will be deducted from the final grade for each day (24 hours) that it is late, with the minute after the deadline starting day 1. After 3 days (72 hours beyond the deadline), no papers will be accepted. All papers must be submitted online through BlackBoard, emailed submissions will not be accepted.

Plagiarism Statement

According to the TU Undergraduate Catalog, 2013-14, plagiarism is:

Plagiarism - presenting work, products, ideas, words or data of another as one's own is plagiarism. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product. This includes all information gleaned from any source, including the Internet.
2. one uses another person's ideas, opinions, work, data or theories, even if they are completely paraphrased in one's own words.
3. one borrows facts, statistics or other illustrative materials.

Plagiarism will not be tolerated. **Any plagiarized assignment will result in a grade of F for the assignment. A second plagiarized assignment will result in an F for the course.** Written assignments are to be your own, independent work. You may not collaborate beyond the discussion of topics.

Accommodations for Students with Disabilities

If you need accommodation due to a disability, please make an appointment to see me, and bring a statement from Disability Support Services (4-2638) authorizing your accommodation. I am happy to work with you.

Academic Standards Committee Statement

This course may be repeated only once without the prior permission of the Academic Standards Committee.

Diversity Statement

Towson University values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence, and cultivates the intellectual and personal growth of the entire university community.

Syllabus Change Statement

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Copyright Statement

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities

associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Emergency Statement

In the event of a University-wide emergency, course requirement, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, I will attempt to communicate with you via email and/or the Blackboard site.

For more general information about any emergency situation, please refer to the following:

Web: towson.edu

Phone: 410-704-2000

TU Text Alert System Sign-up:

<http://www.towson.edu/ADMINFINANCE/facilities/police/campusemergency/index.asp>