**Towson Seminar 102 Maryland Plantations: Then and Now**

Towson University | Fall 2014

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Course Meetings:

 **Section 066**: M W, 2:00-3:15 pm, [Liberal Arts Bldg](http://www.towson.edu/main/maps/index.asp?id=CLA) 4105

 **Section 067**: M W, 3:30-4:45 pm, [Liberal Arts Bldg](http://www.towson.edu/main/maps/index.asp?id=CLA) 4110

Office Hours: [By appointment](http://abbybschreiber.youcanbook.me/) or MW 11:30-1:30 pm

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 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 Sept 22)

 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.

2. Runaway Slave Ads (Due Oct 1)

 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.

**Exhibit Review** (Due Oct 27)

This course requires a field trip to the Hampton National Historic Site in Towson, Maryland. This trip is scheduled for October 17 at 2:00 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>

**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 October 20)

 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.

2. Rough Draft (Due before class on November 3)

 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, and conclusion. 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.

3. Final Draft (Due before class on December 8)

 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.

**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.

**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.

Books are available on reserve at Cook Library. Any articles, chapters, or supplemental material will be 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 completed at least ONE HOUR BEFORE the class meeting for which it is assigned.

**Introduction**

Aug 27: Introduction to the course and syllabus

Sept 1: NO CLASS, Labor Day

Sept 3: 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**

Sept 8: Sources: How do we know what slavery and plantation life was like?

 Prepare for discussion using worksheet on Blackboard

Sept 10: Colonial Slavery in the Chesapeake

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

Sept 15: 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)

Sept 17: Tobacco Revolution

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

Sept 22: Enslaved Women and Labor

 Due before class: Material Culture of Slavery Analysis

Sept 24: Race and Slavery

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

Sept 29: Slavery in the Antebellum Period

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

Oct 1: Meet in Library (Cook 317) - Research practices

 Due before class: Runaway Slave Ad Analysis

 Read: Turabian, *A Manual for Writers*, Chs 1-4

 \*\*Optional Chicago Manual of Style Citation Workshop on Thursday, October 2nd at 5 PM in Cook 317\*\*

Oct 6: Antislavery and Popular Opinions about Slavery

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

Oct 8: Meet in Library (Cook 317) - Finding sources

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

**Plantations Remembered: Museums & Memory**

Oct 13: 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)

Oct 15: Authority and Public History

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

Oct 17: Tour at Hampton National Historic Site at 2:00 pm

Oct 20: Discussion of Hampton tour and planning for presentations

 Due before class**:** Outline/Bibliography for Research Paper

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

Oct 22: Community and Stakeholders

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

Oct 27: Sotterly Plantation

 Due before class: Exhibit Review

Oct 29: Historical Silences and Public History

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

Nov 3: Slavery in Film

 Due before class: Rough Draft

Nov 5: Which history? Monticello as Example

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

Nov 10: In-class editing session

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

Nov 12: Tourism, Public History and Race

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

Nov 17: 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)

Nov 19: Honor, Morals, and Connecting with the Past

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

Nov 24: Small-group meetings about research paper

Nov 26: NO CLASS, Thanksgiving Break

Dec 1: In-class Presentation planning session

Dec 3: The Legacy of Slavery in Maryland

 Read: Horton, *Slavery and Public History,* Ch 10

Dec 8: Recap and takeaways

 Due before class: Final Draft of Research Paper

Dec 10: In-class presentation planning

Final Exam for Section 067: Friday, Dec 12, 10:15 am -12:15 pm

Final Exam for Section 066: Wednesday, Dec 17, 12:30-2:30 pm

**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 foresters 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](http://towson.edu) Phone: 410-704-2000

TU Text Alert System Sign-up: <http://www.towson.edu/ADMINFINANCE/facilities/police/campusemergency/index.asp>