

Hood College  
Fall 2017

**HIST 371E Topics in Public History:  
Reinterpreting Plantations**  
Course Syllabus

Mondays, 5:30-8:00 p.m.

Dr. Emilie Amt

Email: eamt@hood.edu. (Email is a good way to contact me and get a quick reply. I always reply to student email, so if you don't hear back from me, it means I haven't received your email.)

Rosenstock 101

Office: Rosenstock 107, ext. 3696

**Office Hours:** Tues. & Thurs. 2:00-3:00 p.m.; other times by appointment. You don't need an appointment in office hours—please drop by!

**Course components, with percentages of course grade, and dates:**

|   |     |          |
|---|-----|----------|
| Attendance and class participation, including field trips (see below) | 40% |          |
| Publicity analysis paper (see instructions below)                     | 10% | Sept. 18 |
| Site visit paper (see instructions below)                             | 15% | Oct. 16  |
| Site visit presentation (see instructions below)                      | 5%  | Oct. 23  |
| Research paper proposal and bibliography                              | 5%  | Oct. 30  |
| Research paper  | 20% | Nov. 27  |
| Presentation  | 5%  | Dec. 4   |

**Field trips:** There will be two or more field trips, to be arranged. Participation in the field trips is expected and will count toward the attendance and class participation component of your course grade. Field trips may involve some modest costs (for example, lunch).

**Required Books:**

Eichstadt & Small, *Representations of Slavery*

Teresa Moyer, *Ancestors of Worthy Life*

Gallas & Perry, *Interpreting Slavery at Museums & Historic Sites*

Course readings on Blackboard course site

“Dr. Amt’s Paper-Writing Manual”—posted on Blackboard course site

**Course Objectives:**

- Analyze how plantation museums and historic sites shape public understanding of slavery.
- Assess the strategies used by plantation sites in presenting the history of slavery to the public.
- Learn how to research the history of enslaved populations.
- Evaluate the role of various stakeholders in plantation sites more accurate and inclusive.

**Student Learning Outcomes**—Each student will:

- H1 Through papers, short-answer questions on exams, identification questions on exams, or exam essays, students demonstrate familiarity with the key vocabulary, facts, and concepts of the relevant region(s) and time period for the course.
- H2a Students appropriately identify and analyze primary sources.
- H2b Students analyze and make historical arguments with clarity.

## COURSE OUTLINE

*Dates of guest speakers are subject to change and may cause other dates to change; please check your email regularly.*

*Please complete the assigned readings before the class session for which they are listed and bring them with you to that class.*

- Mon., Aug. 21      **Course Introduction**  
Lecture: Slavery in Maryland
- Sat./Sun, Aug. 26/27 Field Trip 1: Ferry Hill Plantation**  
Detail to be arranged
- Mon., Aug. 28      **Overview of Plantation Sites**  
Reading for discussion:  
Eichstedt & Small, *Representations of Slavery*, chs. 1, 2 (skip pp. 36-58), 3
- (Mon., Sept. 4      *Labor Day—no class*)
- Mon., Sept. 11      **Traditional Plantation Sites**  
Reading for discussion: Eichstedt & Small, chs. 4-6
- Mon., Sept. 18      **PUBLICITY ANALYSIS PAPER DUE**  
**Effecting Institutional Change**  
Guest Speaker: Ms. Kari Saavedra, Museum Director, Rose Hill Manor  
Reading for discussion:  
Gallas and Perry, ch. 3: Grim, “So Deeply Dyed...”
- Mon., Sept. 25      **Changing Ways of Presenting Plantations**  
Reading for discussion: Eichstedt & Small, chs. 7-9
- Mon., Oct. 2      **Listening to Descendants**  
Guest Speaker: Ms. Zsun-nee Matema  
Reading for discussion:  
Yaa Gyasi, *Homegoing*, “Ness” excerpt (Blackboard)
- (Mon., Oct. 9      *Fall Break—no class*)
- Mon., Oct. 16      **SITE VISIT PAPER DUE**  
**Researching Enslaved Populations**
- Mon., Oct. 23      **SITE VISIT PRESENTATIONS**  
**Case Study: Mount Clare, Baltimore**  
Reading for discussion: Moyer, chs. 1, 3-4 (skip ch. 2)

- Mon., Oct. 30      **PAPER PROPOSAL & BIBLIOGRAPHY DUE**  
**Case Study: Mount Clare, continued**  
Reading for discussion: Moyer, chs. 7-8
- Mon., Nov. 6      **Lecture by Ms. Teresa Moyer**  
Whitaker Commons, 7:00 p.m. (details to be announced)
- Mon., Nov. 13      **Interpreters and Docents, continued**  
Reading for discussion:  
Julia Rose, *Interpreting Difficult History*, ch. 5, excerpts (Blackboard)
- Mon., Nov. 20      **Visitors, Interpreters, and Docents**  
Reading for discussion:  
Gallas & Perry, ch. 6: Graft, "Visitors Are Ready..." (pp. 71-78 only)  
Gallas & Perry, ch. 7: Brooks, "Developing ... Competent Interpreters"  
Gallas & Perry, ch. 8: Moore, "Perceptions of Race..."
- Mon., Nov. 27      **RESEARCH PAPER DUE**  
Watching for discussion: "Ask a Slave" webcast (link on Blackboard)
- Mon., Dec. 4      **STUDENT PRESENTATIONS**

**Winter Weather Policy for this class:** If class is cancelled because of weather, you must *check Blackboard or your email* for instructions and schedule adjustments. Normally, any assignment that is due will still be due!

## COURSE POLICIES

**Electronics:** Laptops, tablets, and other electronic reading devices are allowed in class only during discussion, and only for accessing the assigned discussion readings. Otherwise, laptops and tablets are NOT PERMITTED in class, unless you make a special arrangement with me for a specific reason. Devices for note-taking will require a written accommodation from Disability Services. Accessing anything other than the readings in class will result in the loss of electronic privileges.

**Cell Phones:** Cell phones must be turned OFF in this classroom. If your phone becomes a problem in class, I will take whatever measures I choose to enforce this rule, including confiscation of the phone, deductions from your participation grade, etc. You may not use your cell phone in any way during class. If you believe you have a legitimate reason for an exemption from this policy, please talk to me about it.

**Inclusiveness:** I am firmly committed to diversity and equality in all areas of campus life, including specifically members of the LGBTQ community. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I

believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, and to participate in, or condone, harassment or discrimination of any kind.

### **Attendance:**

- Attendance is your responsibility. You need to be in class every day, if possible.
- If you are absent for illness or another unavoidable reason, please talk to me about it, and I may, at my discretion, excuse your absence. Reasons for excused absences in this class are serious medical emergencies, being too sick to attend class, a funeral in your *immediate* family, or other emergencies, at my discretion. I may require documentation of your emergency or sickness; this is up to me. If you are too sick to attend class, you need to inform me of that if you want an excused absence. “Not feeling well” is not specific enough for an excused absence. A scheduled doctor’s appointment is not an emergency warranting an excused absence.
- Attendance will affect your class participation directly (see below). A reasonable number of *excused* absences will not negatively affect your class participation grade. This is why you should make sure your absences are excused, by talking to me about them.
- Tests may not be missed unless you have made an arrangement with me *in advance*, or unless you have a doctor’s written explanation of a medical emergency which physically prevented you from attending.
- You are responsible for all material covered in class, including lectures, discussions, assignments, and announcements, whether you were in class or not.
- I take attendance daily and will report poor attendance. Poor attendance correlates strongly with poor academic performance.
- Please don’t leave the classroom during class unless it’s an emergency or unless you’ve made a prior arrangement with me.

**Punctuality:** Please be on time for class. Successful students usually arrive in class a few minutes early. Being late to class can hurt your academic performance, and it is disruptive. Being on time is more organized and it’s more polite, too.

**Winter Weather Policy for this class:** If class is cancelled because of weather, you must *check Blackboard or your email* for instructions and schedule adjustments. Normally, any assignment that is due will still be due!

**Class Participation Grades:** You will earn one letter grade for your participation in the first half of the semester, and another for the second half of the semester. A student who is always on time to class (all days) and is present and awake for all class discussions, but never participates, receives half credit (50%/F) for participation. To pass this element of the course, you also need to be prepared, have your readings with you, *volunteer frequently* in class discussions, and make worthwhile comments that show you are thinking about the readings. Don’t be late, don’t have unexcused absences, don’t engage in negative or disruptive behavior in class. Basically, an average of one substantive and constructive contribution per discussion class will earn a D, an average of two such contributions per class will earn a C, three per class will earn a B, and four per class will earn an A. Please see the rubric posted on Blackboard for further details.

## Grading

- Papers and exams are course requirements; not completing them means failing the course.
- Minor assignments not handed in, and quizzes or in-class assignments missed for an unexcused absence, receive grades of zero.
- You can find out your current grade in the course by seeing me in my office or by sending an e-mail message, if it is not on Blackboard.
- 99-100=A+; 93-98=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; 0-59=F.

## Paper Due Dates

- Assignments are due at the beginning of class on the due date. *An assignment brought to class late is late.* Being absent from class does not excuse the assignment's lateness.
- Any assignment not handed to me in class should go in my mailbox in Ros. 102. It's your responsibility to get it there by the deadline. Faxed or emailed assignments will *not* be accepted except by special arrangement.
- Lateness is calculated according to *when I receive the paper*, not when you put it in my mailbox or leave it at my office. So if you miss the in-class due time, you take your chances.
- Late assignments are graded down 5 points (out of a possible 100) after the beginning of class; 10 points if one day late, plus 5 points each calendar day thereafter.
- I may grade and return late papers later than on-time papers.
- No late assignments are accepted after the final exam, unless a formal incomplete is obtained.
- Early papers are welcome, and may be graded and returned early! But papers may not be turned in before all preliminary assignments (proposals, drafts) have been submitted and returned.

**Extensions:** An extension will be granted if in my judgment you really need one. If at all possible, you should see me in my office to arrange an extension; you must *talk to me* or email me. Leaving a voicemail message does *not* guarantee an extension. No extensions will be granted on or after the due date, except in the direst emergency.

**Emergencies:** In a true emergency, we can work things out. *Please* see me or call me.

**Complaints and Disputes:** If you feel I have treated you unfairly, *please* come talk to me about it. Being fair is very important to me, and I will listen to your side and do my best to reach a fair resolution of your problem.

**Special Needs:** If you have a documented learning or other disability, you are entitled by law to appropriate reasonable accommodation (for example, extra time on tests). I am happy to make suitable arrangements, but it is your responsibility to notify me, to provide the necessary written information, and to remind me when it's time for special accommodation. For additional help and information, I encourage you to talk to me or to the Disability Services Coordinator in CAAR.

**Free Advice:** Keep a copy of any assignment you hand in—especially major papers. Keep graded papers after they are returned, until you have your final grade in the course.

## INSTRUCTIONS FOR PUBLICITY ANALYSIS PAPER (PAPER #1)

**Due Sept. 18**

On Blackboard you will find a folder with resources for this assignment: brochures and links to websites. Choose **one** local historic site and read through the material for it. Write a short paper (3-4 pages) analyzing how the site is presented in the publicity material (brochure and/or website), with specific attention to slavery. The following guidance and questions should help you in your analysis:

- Is the site privately or publicly owned?
- Is this site a plantation? What kind of site is it?
- How often is slavery mentioned? How is it mentioned? How important is it in the overall description of the site?
- What kind of image is the publicity trying to create for this site? How does slavery fit into that image?
- What other factors seem to affect the way slavery is (or is not) represented in the material?
- If slavery is absent from the publicity, what knowledge do you have that makes that absence problematic?
- How does the portrayal of the site in this material fit into kind of analysis done by Eichstedt and Small in their book *Representations of Slavery*? Is slavery mentioned in a way that could be described as erasure, trivializing, deflecting, etc.?

Some (but not all) of these sites are also open to the public and could be the subject of your site visit paper and/or your research paper. *You may choose one, two, or three different sites to write your three papers about in this course.*

## INSTRUCTIONS FOR SITE VISIT PAPER (PAPER #2)

**Due Oct. 16**

Write a 4-to-6-page paper reporting on your site visit and analyzing the site you visited, with specific attention to its representation of slavery.

The following sites are pre-approved for this assignment (but see instructions below):

- Rose Hill Manor, Frederick, MD
- The Roger B. Taney House, Frederick, MD
- Beall-Dawson House/Museum, Montgomery County Historical Society, Rockville, MD
- Montpelier Mansion, Laurel, MD
- Homewood House Museum, Baltimore, MD
- William Paca House, Annapolis, MD
- Hammond-Harwood House Museum, Annapolis, MD
- Mount Vernon, VA

You may *not* visit a site with which you're already familiar (for example, a place where you have done an internship). You should explore a somewhat unfamiliar place. If you want to visit a site that is not on the list, it must be *approved by me in advance*.

Please note that most of these sites have restricted visiting hours. Several of them are open only on the weekend. Information about visiting all of them can be located online.

You must visit the site when it's open to the public. Be prepared to pay any admission charge. Plan to spend *at least* an hour at the site. If there's a tour, you must take the tour. (You can apply for reimbursement for travel and research expenses from the History Department's Betsy Pancelli Fund; pick up information in the History office.) You should also explore the website and/or brochure for the site you choose. **Take a photo of yourself at the site, showing a readable sign. Email the photo to me.**

Your paper should clearly identify the site you visited and how you engaged with the site (e.g., did you take a tour?). After that, write four to six pages, covering the following:

- The nature of the site, buildings, and exhibits
- A very brief history of the site
- What was the focus of the site as presented?
- How was slavery presented at this site? How often was it mentioned, and how was it mentioned?
- **Use the framework created by Eichstedt and Small in *Representations of Slavery* to analyze how slavery was presented at the site.**

**Format:**

1. Title page, with your name, the paper title (including the site name), date, and the photo of yourself at the site (this is not page 1)
2. Body of paper, 4-6 pages, numbered, with footnotes if necessary
3. Bibliography if necessary

Staple the whole paper securely in the upper left corner.

**Evaluation:** The rubric for this paper will be based on the one at the end of "Dr. Amt's Paper-Writing Manual" and will include the bullet points listed above.

### **INSTRUCTIONS FOR SITE VISIT PRESENTATION—Oct. 23**

Students who visited the same site may choose to give a group presentation, or you may give individual presentations. You have five minutes (maximum) per student. (An individual presentation has five minutes. A two-student team has ten minutes. A three-student group has fifteen minutes. Etc.)

Report clearly and concisely on your findings. You may use PowerPoint, or not.

**Evaluation:** A rubric for this presentation will be posted on Blackboard.

**INSTRUCTIONS FOR RESEARCH-BASED PAPER (PAPER #3):  
Slavery at a Rose Hill or Ferry Hill**

Proposal and Bibliography due Oct. 30  
Paper due Nov. 27  
Presentations Dec. 4

*Completion of this paper is a requirement for passing this course.*

**Rose Hill Individual or Pair Options:** You may do this paper alone or as a team project. To work as a team of two, see the special instructions below. (See Blackboard for Rose Hill topic ideas.)

**Rose Hill:** You are to *further expand* what is known about the enslaved population at Rose Hill by researching some aspect of their history, and by writing a report on your research that can be used as the knowledge base for providing a more accurate and inclusive history of the site (that is, one that integrates slavery into the story of Rose Hill). You will work with me and with Ms. Kari Saavedra to identify your research topic.

It's possible that you may not find much (or any) new information, but if you research responsibly and report that there is no new information in the sources you checked, *that is also valuable information*, and you'll learn a lot about research. I'll help you with how to write the paper if this happens.

**Ferry Hill:** Focusing on one individual or family enslaved at Ferry Hill, write a paper describing a possibly interpretation of that individual at the site. Include the known factual information and propose how it could be presented, by a first-person interpreter, by a second-person interpreter, and/or in an exhibit. Include both specific information about the individual(s) and background information that adds context.

**Length of individual paper:** An individual paper should be 4-6 pages long.

**Team project:** If you decide to work in a team, your proposal should indicate your plans for dividing the work (although you may modify those plans later on). The total length of the paper should 8-12 pages long. The team project should include one separate paragraph at the end detailing which group members did what work. Each team member will also be required to fill out a confidential evaluation of the team work. You may also divide up the sections of the paper and have separate authorship of each section. Team members will be graded separately for the project. I'm happy to talk about ways to handle the team dynamic and work product.

**Sources, research techniques, and citation:** The class session scheduled for Oct. 16 will be essential for this paper. In addition, a folder of links and other resources for this project will be posted on Blackboard. These aren't the only sources that will be useful for you, but they are great starting places, and you shouldn't ignore them.

Citing your sources fully and correctly (in footnotes and a bibliography) is essential for this paper. If a historic site uses your research to change the way it tells its story, it has to be able to rely on the accuracy of your statements. Its staff may need to use your footnotes to follow up on your research and carry it further. This is why we write footnotes!

**TOPIC APPROVAL:** Before the proposal is due, you *must* talk to me about your topic and have it approved. Everyone in the class must be working on different topics, even though they will all be similar and related. (See next page for Rose Hill topic ideas.)

## PROPOSAL AND ANNOTATED BIBLIOGRAPHY

Your proposal must include:

1. The title or topic of your paper.
2. Two paragraphs, one explaining your topic and the second discussing the sources (or kinds of sources) you plan to use, including a clear identification of the main primary source(s).

Don't write a mini-paper; talk about your plans. What are the goals of your research? Identify the questions that you hope to answer. What are your contingency plans, if you run into problems? Double-space this part of the proposal and use 12-point Times Roman font.

3. An annotated bibliography of at *least eight sources* you plan to use and have *already seen or previewed* (either in person or online), divided into Primary Sources and Secondary Works sections. Additional sources that you plan to use, but have not yet seen, may be listed in a separate section as "Sources Not Yet Seen"; they will not count for the required eight sources. This bibliography will be annotated—that is, each item will be followed by a sentence or two saying how it will be useful or what part of your topic it covers. Single-space each bibliography entry, with a space between entries. Use 12-point Times Roman font.

A sample proposal will be posted on Blackboard; *please look at it carefully!* Your proposal and bibliography should be like the sample and look like the sample. Include the signed Honor Code pledge at the end, and staple the assignment if it has multiple pages. The grading rubric for this assignment will also be posted on Blackboard.

### Format:

1. Title page (this is not p. 1)
2. Body of paper (pages numbered), with footnotes
3. Bibliography (not annotated)

Papers must be stapled, printed, **double-spaced, in 12-point Times Roman font, with 1-inch margins**. Please do *not* put your name anywhere inside the paper; it should be on the title page only. It is your responsibility to make your computer do things correctly (number pages, indent paragraphs, format block quotations, etc.), and you can always make corrections neatly by hand. Papers should be carefully proofread.

For further guidance in history paper-writing, footnoting, format, etc., refer to

- "Dr. Amt's Paper-Writing Manual," on Blackboard
- Turabian, *A Manual for Writers of Research Papers...* (required book for course)

You are responsible for following the guidelines in Dr. Amt's Manual. At the end of the Manual is the detailed rubric that I will use in evaluating your paper.

Writing Assistance: I encourage you to use the writing tutors in CAAR (Rosenstock third floor) as you work on your paper. You can sign up for an appointment on the sheet outside the office, or drop in. Hours are posted. You can also consult the history tutor in Ros. 120, who has posted hours every week. Every writer can use feedback from an attentive reader!

## PRESENTATION

Dec. 4

You will make a fifteen-minute class presentation based on your research paper. Your goal in the presentation is to tell your classmates about your research in a clear, interesting, informative manner. You are to talk from notes, not read a paper. You will have an assigned day for your presentation.

The purpose of the presentation is to give you practice in addressing an audience, to enable you to summarize your work for a general audience, and to allow the class as a whole to learn about each other's projects.

Please ask questions about each other's presentations.

Teams: If you worked in a team, you may present in a team. You will have a total of twenty minutes. (If you believe more time is justified, talk to me in advance.)

Visual aids: You are required to use Power Point or an equivalent software in your presentation. I'd be happy to talk with you about your visual aids if you have questions. Your grade will include the effective use of your visual component.

Time limit: Most students tend to go over the 15 minutes. You'll need to cut material to stay within the time. Practice, and watch the time during your presentation. I'll provide a timer, and I will not let you talk for more than 16 minutes (21 for a team).

Tips:

- Practice your presentation. Time it.
- Speak slowly and clearly.
- Face the audience. Look at them, or at some point between them, frequently.
- Make sure the audience catches the main information at the beginning (you might repeat your topic or write it on the board). Remember that the audience may not know anything about your topic; you may have to give some background information.
- Dress nicely.

The rubric will be posted on Blackboard. If you have an unexcused absence on the day of your presentation, you will receive a zero for this assignment.