Slave Deeds   NC Slave Notices   Race & Slavery Petitions

COMMUNITY HISTORY PRACTICUM

HIS/IAR 633   Fall 2022

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History Department Website: https://his.uncg.edu/

Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.

Scope and Purpose of the Course

The purpose of HIS 633 in your development as a practicing Public Historian is to integrate what you've learned in previous history and public history courses through a hands-on collaborative project development experience with community partners. This semester our community partner will be the Digital Library of American Slavery focusing especially on the People Not Property project. We will use documents from DLAS to create an exhibit that interprets the history of slavery in Greensboro. The exhibit will be composed of 4-5 retractable banners and is scheduled to be displayed at the Greensboro Historical Museum during Black History Month (February 2023).

Core Community Needs:

- Local records documenting slavery are mostly offline. This exhibit will show how *People Not Property* works with local registers of deeds to digitize local records and provide a voice to the voiceless.

- Greensboro embraces its historical role in the Underground Railroad and the Civil Rights Movement, but there is not much information about the experience of enslaved residents before 1865. The lack of information is not due to a lack of documentation. This exhibit will show how DLAS primary sources can make Greensboro's history of slavery visible.

Course Learning Objectives

By the end of the semester students should be able to demonstrate the following knowledge, skills, and habits of mind:

Second-Year Capstone Experience:

- Synthesize what you've learned in previous history and public history courses in a real-world problem-solving experience.

Historical Thinking and Research Methods

- Primary Sources: Contextualize primary sources to evaluate the experiences of enslaved people in the history of Greensboro.
- Scholarship: Synthesize appropriate scholarship on the history of slavery to create a scholarly, accurate, and current historical interpretation.
- Apply best practices in documenting exhibit content and securing rights and reproductions.

Public History: Integrating Theory and Practice

- Exhibit Design: Apply best practices to curate text and content for a multi-modal exhibit that engages audiences and encourages participatory approaches.
- Teaching Hard History: Evaluate the distinctive challenges of interpreting the history of slavery for American audiences and incorporate best practices for teaching hard history into your exhibit design.
- Teamwork: collaborate effectively with exhibit team members, listen to feedback with an open mind, and embrace shared responsibility. Be willing to adjust leadership and service roles as needed in different stages of project development.
- Project Planning: Create an effective project plan for task management and communication to identify key steps in project development and ensure timely project completion.
- Community Partners: Be responsive to the feedback of community partners and use it thoughtfully in your exhibit design.

- Visual Communication: Use effective visual design to communicate the main ideas of the exhibit in appropriate formats (exhibit panels, flyer, story map).

Readings

All readings will be provided in Canvas. If you would like to build your exhibit curation library, you may wish to purchase the following books:

Kristin L. Gallas and James DeWolf Perry, eds. *Interpreting Slavery at Museums and Historic Sites*, Rowman & Littlefield, 2015.

James Oliver Horton and Lois E. Horton, eds. *Slavery and Public History: The Tough Stuff of American Memory*. The New Press, 2006. https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=729212.

Beverly Serrell, *Exhibit Labels: An Interpretive Approach*. Rowman & Littlefield, second edition, 2015 https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=2055684

John Summers. *Creating Exhibits That Engage*. Rowman & Littlefield: 2018. https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=5288447

Evaluation

Class Participation and Teamwork	20%
Discussion Reflections	20%
Curation Deliverables	30%
Elective Deliverables	30%

Class Participation and Teamwork (20%)

Work on the project and participation in the class make up a central part of this practicum course. Please allot 9 hours per week on this class – 3 during class-time and 6 outside of class-time. Students will meet deadlines set by the team. In order to document this participation in the project, students will submit regular mini-reports in which you describe what you accomplished and identify your upcoming tasks. I will use these mini-reports and my own assessment to evaluate your consistency in participation, the weekly effort you put in, and your

ability to meet deadlines. I will also evaluate your attendance in class, which is mandatory. If you have any conflicts because of religious holidays, family emergencies or health issues, please contact me as soon as possible and no later than the day of class to request an excused absence and arrange for making up work as needed.

Discussion Reflections (20%)

Our work in the Discussion Board this semester will offer opportunities for reflection on course readings and project development. These reflection pieces offer you the chance to step back and give thought to the experience of curating an exhibit and what you learn along the way. You will have a chance to reflect on historical sources, connections between theory and practice, successes or breakthroughs, collaborations with peers or community partners, and challenging situations.

Curation Deliverables (30%)

You will submit final deliverables for your curatorial project at the end of the semester. These will reflect the work you did in curating your section of the digital exhibit with your teammates. I will grade these deliverables by evaluating the final materials and my own understanding of your role in the work, based on your mini-reports. Please note that the quality of a project often lies in the creativity, thoughtfulness, and rigor that you put into each step along the way. Please upload submit a link to the final content and/or GoogleDrive folder links to Canvas. The final deliverables should include:

- The final curated content (text, images, story map).
- A document with content text that includes footnotes for where you acquired your information. The footnotes should reference both primary and secondary sources.
- Art inventory documenting illustrations and permissions.

Exhibit Teams will be organized to produce exhibit panels, coordinated around different types of sources. Teams include: Intro panel about the purposes of the exhibit, Deeds and Census Records panel, Runaway Slave Notices panel, and Story Map panel.

Project due dates: These developmental work products will be graded Complete/Incomplete as Discussion Board Assignments.

9/20   Interpretive plan, including project plan schedule. Identify draft due dates for elective deliverables in Project Plan

10/7   Exhibit Outline

10/31   Preliminary Exhibit Draft

11/14   Revised Exhibit Draft

Elective Deliverables (30%)

You will choose one of the options below to deepen your visual design skills related to exhibit development. I will grade these elective deliverables by evaluating the final materials and my own understanding of your role in the work, based on your mini-reports. Please upload submit a link to the final content and/or GoogleDrive folder links to Canvas. The elective deliverable options are:

- **Public Programming Team**: Creates a flyer and an opening program for the exhibit. Trains in Adobe Ilustrator or InDesign.
- **Digital Map Team**: Builds a digital map that connects to the banner with an embedded QR code. Trains in Knight Lab StoryMap.
- **Exhibit Design Team**: Physically designs the banners, including color palette, fonts, accessibility, etc. to ensure coherent coordination of the exhibit panels. Trains in InDesign.

11/29 Final Curation and Elective Deliverables due.

Grade Scale:

A	100 %	to	94.0%
A-	< 94.0 %	to	90.0%
B+	< 90.0 %	to	87.0%
B	< 87.0 %	to	84.0%
B-	< 84.0 %	to	80.0%
C+	< 80.0 %	to	77.0%
C	< 77.0 %	to	74.0%
C-	< 74.0 %	to	70.0%
D+	< 70.0 %	to	67.0%
D	< 67.0 %	to	64.0%
D-	< 64.0 %	to	61.0%
F	< 61.0 %	to	0.0%

Course Schedule

Module 1. Project Planning: Curation as a Scholarly Process

Aug. 16   Introduction to the Project

Aug. 23   Exploring Sources: Local History of Slavery

Aug. 30   Exploring Scholarship: History of Slavery

Sept 6   Exploring Scholarship: Slavery and Public History

Sept 13   Interpretive Plan due

Module 2. Exhibit Design: Connecting to Audiences

Sept 20   Refining The Big Idea

Sept 27   Exhibit Design Best Practices: Exhibit Labels and the Visitor Experience

Oct 4   Exhibit Design Best Practices: Exhibit Outline due Oct. 7 (before Fall Break)

Oct 11   Fall Break

Oct 18   Best Practices: Inclusive Museum

Oct. 25   Best Practices: Accessibility

Nov.1   Exhibit Draft due

Module 3. Refining the Components

Nov. 8   Exhibit Revision and Elective Project Reports

Nov. 15   Exhibit Revision and Elective Project Reports

Nov. 22   Exhibit Revision and Elective Project Reports

Nov. 29   Final Deliverables

Course Policies

LATE WORK POLICY

You will do best in this course if you work on schedule. Meeting deadlines is an essential characteristic of professionalism and collegial teamwork. If something gets in the way of this, please reach out immediately so that we can create a mitigation plan. A consistent failure to meet deadlines will adversely affect the final grade.

ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, ods.uncg.edu (Links to an external site.)

ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: http://sa.uncg.edu/handbook/academic-integrity-policy/ (Links to an external site.)

COVID-19

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.

- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.
As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Health and Wellness

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/, or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu

CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course

evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)

- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

FINAL EXAMINATION

There is no final exam in this course.