

AMS 301 A: Practice in American Studies
“Reform and Radicalism in Ohio: History and Memory”
T/TR 2-3:15 PM
Spring 2008

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Part I: Course Description

AMS 301 will introduce students to the practice of American Studies with an emphasis on public history and memory. We will explore questions such as, what is the relationship between history and memory? How and where do we learn about the past? How is local history linked to present reality, public culture, and citizenship? What are the challenges faced by public history sites? What constituencies do they serve and how do they balance varying interpretations and priorities? We will also ask why certain aspects of the past are celebrated and others obscured. The first section of the course will explore these questions and seek to develop a set of criteria by which we can evaluate public history programs and sites.

The second unit in the course will focus on the specific example of reform and radicalism in Ohio, focusing on the abolition movement, the Underground Railroad, the women’s rights movement, and the temperance movement -- each of which had a significant presence in nineteenth-century Ohio. We will study both the history of these movements and the ways in which they are remembered (or not remembered) today. To this end, we’ll visit and evaluate one or more of the following historical sites: the National Underground Railroad Freedom Center, the Rankin House (an important stop on the Underground Railroad), and the Harriet Beecher Stowe Center.

For the third and final unit, each student will research and write a paper on the person, place, event, or organization of their choice, using local archives including those housed at Miami University and the Smith Library of Regional History. Then, as a class we’ll turn one or more of these papers into an exhibition. We will decide as a class what form this exhibition will take, possible options include: a display to be housed on campus, a website, a walking tour, a documentary, or a podcast. This course presents a unique opportunity for students to not only study history but also help create it. Students will have a great deal of flexibility in determining the content and scope of the final project.

Class format:

This class will be organized around student discussion of readings, in-class activities, and participation in group projects. We will also go on field trips (details to be determined as a class) to two or more of the following places: the Rankin House, the Freedom Center, the Harriet Beecher Stowe House, the Smith Library of Regional History, and the Freedom Summer Walking Tour on Miami’s Western College campus.

Course Goals/Learning Outcomes:

- * make meaningful connections between the past and the present
- * hone critical thinking, reading, and writing skills
- * analyze and evaluate public history projects
- * research, create, and develop a public history project

Required Texts (available for purchase at the MU bookstore in the Shriver Center or through a number of on-line vendors, and on reserve at the King Library):

1) Andrew Cayton, *Ohio: The History of a People* (Columbus: Ohio State University Press, 2002). ISBN: 0814208991

2) Geoffrey Parker, Richard Sisson, William Russell Coil, eds., *Ohio and the World: 1753-2053* (Columbus: Ohio State University Press, 2005).
ISBN: 0814209394

3) Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge: The MIT Press, 1995).
ISBN: 0262581523

4) David Glassberg, *Sense of History: The Place of the Past in American Life* (Amherst: University of Massachusetts Press, 2001).
ISBN: 155849281-X

5) James Loewen, *Lies Across America: What Our Historic Sites Get Wrong* (New York: Simon and Schuster, 1999).
ISBN: 074329629X

Additional readings are posted in electronic reserves (accessible through Blackboard and the MU library). Readings on electronic reserve are denoted with an "(ER)" on the syllabus.

Assignments and Grading:

Paper #1 – 2-3 pages, review of David Glassberg, *Sense of History* (10%)

Project #1 – develop criteria for public history sites and revise 1 from *Lies Across America* (10%)

Paper #2 – 3- 4 pages, evaluation of field trip site/program (15%)

Paper #3 – 4-6 pages, research paper on Ohio person, place, event (25%)

Final class project and reflection paper – (25%)

Attendance and class participation – (15%)

Grading Scale:

97-100= A+

93-96 = 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+

65-67 = D

Below 65 = F

Please note: students are welcome to appeal their grades but grade appeals must be made within three days of the returned assignment.

Part 2: Course Policies

Format of Papers: All papers must be typewritten. Double space between lines, use 12-point font, and use 1-inch margins all the way around the text. Papers should conform to MLA or Chicago Manual of Style standards for format and citation of sources. Please consult me, a librarian, and/or the Center for Writing Excellence for additional information.

Class Attendance and Participation:

The overall success of this class depends upon the active participation of students. Most classes will be devoted to discussion and work on papers and projects. Attendance and class participation count for 15% of your grade. According to the University's attendance policy, the only "excused absences" are for religious holidays. If our class conflicts with a religious holiday,

please notify me in advance of your absence. If you participate in a varsity sport or other University-sponsored activity that will preclude you from attending occasional classes, please see me during office hours to make other arrangements.

Late Assignments: Late papers will be penalized one letter grade for each day that they are late. If you cannot attend class on the date an assignment is due, arrange to have a classmate or friend drop it off during scheduled class time. There is no makeup of in-class work. I will only grant paper extensions in the event of family or medical emergency, religious holiday, or official Miami University business (with documentation). To receive an extension, special arrangements must be made with me in ADVANCE of the due date.

Academic Misconduct: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. A report of the incident will also be made to Miami University officials. If you have any questions about what constitutes plagiarism or about how to use outside sources in your assignments, please see me before you turn in the project. For more information, please see the “Undergraduate Academic Regulations” section of the Student Handbook. Students are also strongly encouraged to complete “Miami scholar,” the library’s on-line tutorial about academic integrity, research, and citing sources, The URL is <http://me.lib.muohio.edu/miamiescholar/>, and a login (with Unique ID and MUNet password) is required.

Classroom Etiquette: We will often discuss controversial topics about which students will have a variety of opinions. Courteous and respectful consideration of others’ views is imperative. All cell phones must be turned off before class. Drinks are fine, but please do not eat in class. Using your laptops for anything other than taking notes (e.g. email, IM, web surfing) detracts from the quality of class discussion, distracts other students, and will result in a reduction of the student’s class participation grade. In addition, the professor reserves the right to consider students who repeatedly arrive late to class, sleep in class, and/or spend class time on-line as absent.

Students With Disabilities: If you are a student with a physical and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course, please contact the Office of Disability Resources at 529-1541 (V/TTY). Students with AD(H)D and/or specific learning disabilities may contact the Rinella Learning Center at 529-8741. Guidelines for who is eligible for services and accommodations can be found at www.muohio.edu/ODR and <http://www.units.muohio.edu/saf/lrn/ldServices.shtml>.

Additional Resources:

I encourage students to take advantage of the services offered by the Howe Center for Writing Excellence. More information is available at: <http://www.units.muohio.edu/cwe/about/index.html>

Part 4: Class Schedule (please note: this schedule is an approximation and will likely be updated as details on field trips and final course projects are determined)

DATE	TOPIC	Homework/Readings
	I. Why and how do we remember the past?	
T 1/15	Introduction to AMS 301	
TR 1/17	Why and how do we remember the past?	Chapter 1 “Sense of History,” in <i>Sense of History</i> by David Glassberg
T 1/22	Why and how do we remember the past?	Chapter 2, “Remembering a War” in <i>Sense of History</i> by David Glassberg
TR 1/24	Why and how do we remember the past?	Chapter 4, “Watching <i>The Civil War</i> ” and conclusion in <i>Sense of History</i> by David Glassberg
T 1/29	The importance of place	Chapters 1 and 2, <i>The Power of Place</i> , by

		Dolores Hayden
TR 1/31	Creating urban public history Paper #1 due in class	Chapter 3, <i>The Power of Place</i> , by Dolores Hayden
T 2/5	Dealing with shame and tragedy	Chapters 1 and 9, "A Landscape of Violence and Tragedy," in <i>Shadowed Ground</i> , by Kenneth Foote (ER)
TR 2/7	Ethnicity and Gender at the Alamo	"We Run the Alamo, and You Don't: Alamo Battles of Ethnicity and Race," by Holly Beachley Brear (ER)
T 2/12	A "Ku Klux Klan Museum"??	"Under the Rope: Lynching and Memory in Laurens County, South Carolina" by Bruce E. Baker (ER) In-class activity: http://www.withoutsanctuary.org/
TR 2/14	"Lies Across America"?	"In What Ways Were We Warped," (15-49) and skim 136-176, <i>Lies Across America</i> In-class exercise – pick one and revise
T 2/19	Work on <i>Lies Across America</i> project How do we evaluate public history sites and projects?	
	II. Reform and Radicalism in Ohio	
TR 2/21	Why Ohio? Project #1 due in class	Introduction to <i>Ohio and the World</i> , by Andrew Cayton Start reading, <i>Ohio: The History of a People</i> , by Andrew Cayton, 1-237, and 269-301
T 2/26	Nineteenth-century Ohio (Fieldtrip to National Underground Railroad Freedom Center, Rankin House, and/or Beecher House)	Keep reading <i>Ohio: The History of a People</i> , by Andrew Cayton, 1-237, and 269-301
TR 2/28	What would make a good research paper topic? Discuss paper #2	Keep reading <i>Ohio: The History of a People</i> , by Andrew Cayton, 1-237, and 269-301
T 3/ 4	**Fieldtrip to Smith Library of Regional History. Meet at 15 S. College Avenue, Oxford, OH 45056 Phone: (513)523-3035	Keep reading <i>Ohio: The History of a People</i> , by Andrew Cayton, 1-237, and 269-301
TR 3/6	**Freedom Summer Walking Tour Meet on Western Campus Research paper topic proposal due in class	Finish reading <i>Ohio: The History of a People</i> , by Andrew Cayton, 1-237, and 269-301
T 3/11	Race in 19 th century Ohio Paper #2 due in class	"Race and Region: Ohio, America's Middle Ground," chapter two in <i>Ohio and the World</i> , by James Oliver Horton "Ohio and the World: The Civil War Era," chapter three in <i>Ohio and the World</i> , by Eric

		Foner
TR 3/13	Progressive reform in Ohio Discuss research papers	"Ohio 1903: Heartland of Progressive Reform" chapter four in <i>Ohio and the World</i> , by Kathryn Kish Sklar
	SPRING BREAK 3/16-3/23	
	III. Creating History (Individual Papers and Group Project)	
T 3/25	Research paper presentations	Work on research paper
TR 3/27	Research paper presentations	Work on research paper
T 4/1	Peer review of research papers (bring rough draft to class)	Complete rough draft of paper
TR 4/3	Discuss class project Research papers due in class	Complete final draft of paper
T 4/8	What do we need to know/do to complete our project?	Readings TBA
TR 4/10	What examples do we have of projects that work? Work on class project	Chapters 6-7, <i>The Power of Place</i> , Dolores Hayden
T 4/15	What examples do we have of projects that work? Work on class project	Read EITHER chapter 8 or chapter 9, <i>The Power of Place</i> , Dolores Hayden
TR 4/17	The World Trade Center Memorial Work on class project	<i>New York Times</i> articles on World Trade Center (ER) http://www.pbs.org/wgbh/pages/frontline/shows/sacred/designs/ids.html
T 4/22	Work on class project	Readings TBA
TR 4/24	What does our project tell us about today?	Readings TBA
T 4/29	What does our project tell us about today?	Readings TBA
TR 5/1	Last day of class Final reflection papers due in class	