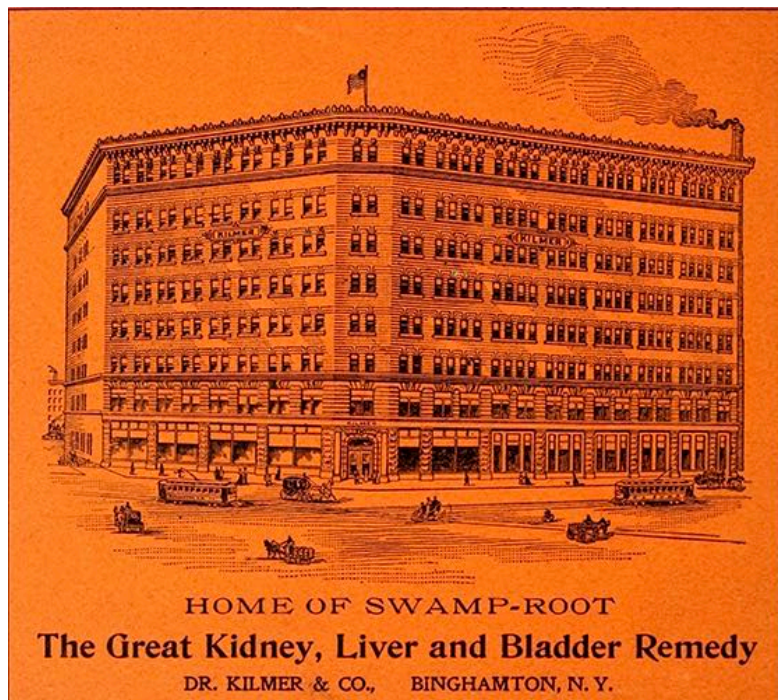


**Binghamton's Business**  
**HIST 480K, CRN 28872**  
**Spring 2018**

**Tues/Thurs 1:15pm – 2:40pm, Student Wing 310**

<b>Professor Dael Norwood</b> dnorwood@binghamton.edu Library Tower 714 (LT 714)	<b>Office Hours</b> Mondays 3-5pm, Tuesdays 9:30am-11:30am & by appointment
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***Course Description***

How has Binghamton been shaped by capitalism – and how can that history inform contemporary discussions? In this research-intensive and community-engaged digital humanities course, we will investigate Binghamton's past as a case study for the history and culture of American capitalism, probing how the Parlor City has been shaped by currents of economic development from its origins in the expansion of commercial agriculture in the early republic through to today's deindustrialization. In hands-on work, students will learn historical research methods as well as gain experience in archival management, digitization, and communication with non-academic audiences. Using the tools of historians, librarians, and museum professionals, the class will raise new questions about how we conceptualize, create, and share history. At the end of the semester, students will present their original research in new digital projects and at a local public conference – contributing to the urgent conversation about how business has made and remade Binghamton, and where we might go next.

## Course Requirements

Our class meetings will combine group discussions of common readings, hands-on training in historical research methods, and field observation and practice with the work of archives, museums, and other forms of public history. Your attendance and active participation in all of these activities will make up a significant component of your grade.

**NOTE:** Our class will meet regularly both on campus and off campus. Transportation to class meetings at various Downtown Binghamton locations will not be provided. However, all visits will be to sites accessible by car as well as served by OCC and Broome County Transit bus lines. Please plan accordingly.

OCC Transport: <https://www.occtransport.org/>

Broome County Transit: <http://gobroomecounty.com/transit>

In addition to attendance of class meetings on and off campus, you will be responsible for completing 6-8 hours of outside work on an existing local history project of your choosing. Last but not least, over the course of the semester you will complete a significant independent research project, and present your findings publicly at a local history conference on Saturday April 21, 2017 and in the class-developed online exhibition.

### Seminar Agenda: What a Typical Week Will Look Like

*Tuesdays:* discussion of assigned readings; primary source workshop;

**due:** commonplace book entries

*Thursdays:* field trip to archives or museums, guest speakers, software training; student presentations;

**due:** formal written work (papers, proposals, etc)

**A note about absences:** You have two (2) “free” unexcused absences for the semester. For each subsequent class that you miss without a documented excuse, you will lose one (1) point off your total grade. Absences will be excused for religious observance (for which you must receive pre-approval) or documented medical reasons, as per Binghamton University policy.

## Grading Breakdown

Participation	15%
Commonplace Books	15%
Public History Service Project	20%
<u>Digital Exhibit Assignment</u>	<u>50%</u>
Total	100%

## Grading Scale

A	100-93
A-	92.99-90.0
B+	89.99-87.0
B	86.99-83.0
B-	82.99-80.0
C+	79.99-77.0
C	76.99-73.0
C-	72.99-70.0
D	69.99-60.0
F	59.99-below

## Required Readings

The only required book for the class is:

- Carol Kammen, *On Doing Local History*, 3rd ed. (Lanham, MD: Rowman & Littlefield, 2014).

It is available for sale at the campus bookstore, and on reserve in the Newcomb Reading room.

Shorter readings will be made available on the *myCourses* Blackboard, under the “Course Readings” link. If you have any trouble obtaining course texts in a timely matter – on Blackboard or at the bookstore – please let me know as soon as possible, and I will do what I can to assist you.

## ***Assignments & Assessments***

### **Participation (15%)**

Productive debates about history are impossible without a dependably shared body of knowledge, common engagement with the material, and mutual respect. For this reason, participation is weighted heavily in your final grade. Participation is measured not just by talking (although that you must do that), but by your sustained critical engagement with the readings, with the questions posed by fellow students, the professor, and guest instructors, and with the larger historical issues throughout the semester. You should come to each class session with the reading completed, and prepared to actively engage. If you find speaking in a class setting difficult, arrange to speak with me privately.

### **Commonplace Books (15%)**

Each week, you will be responsible for adding a new entry to your online “commonplace book,” a journal of materials read. These will be kept on the *myCourses* Blackboard site under the “Commonplace Book” tab.

Each entry should be titled with the week number (i.e. Week 1, Week 2).

For each entry you should:

- (1) write a one paragraph summary of the arguments of one of the secondary texts assigned for that week;
- (2) transcribe one quotation from any of the assigned primary sources;
- (3) write one paragraph on what surprised or interested you from any of the readings; and
- (4) list 1-2 questions arising from your reading that you would like the seminar to address.

All entries are due online by 11am on **Tuesdays** (NOTE: except for the first week of class; then your assignment is due by 11am on Thursday). Entries will be graded exemplary, satisfactory, or unsatisfactory. Any entries that do not address all four components of the assignment, or are missed or otherwise incomplete will be marked unsatisfactory, and receive no credit.

The final grade for this assignment will be your total successful weeks of entries divided by the total number of opportunities.

The goal of this assignment is motivate careful attention to course materials, create opportunities synthesizing materials on an ongoing basis, and provide fodder for seminar discussion.

## **Public History Service Project (20%)**

One of the goals of this class is to understand and analyze how historical materials are collected, preserved, and made accessible to researchers. For this assignment, you will choose from a list of an existing projects at a local history institution, and learn how this work is done by doing it yourself – for 8-10 hours. This work will take the place of course readings and at least one class meeting.

This assignment has three parts. You will be evaluated on your ability to draft a feasible work plan, execute it, and (most importantly) analyze the project.

### Part 1: Service Proposal (5%):

After a discussion with me and the archivist or museum professional with whom you intend to work, submit a 1-2pp (250-500 word) proposal for your archive/museum service activity. Specify what institution you will be working at, what collections or items you will be working with, what you will be doing, the schedule for your work, and, finally, what the intended product or products of your work will be. Your proposed project should occupy 8-10 hours. The final proposal should be submitted, by e-mail, to both me and the archivist or museum professional with whom you will be working; it must be approved by both of us before you begin work.

### Part 2: Service Work (5%)

Do the work you proposed to do, for 8-10 hours. Keep a log of your work time: note the date, times worked, and tasks completed. A template for this log will be distributed in class.

### Part 3: Service Reflection (10%):

In a short, double-spaced, 750-1,250 word (4-5pp) paper, reflect on your experience working with archival and museum collections in light of Carol Kammen's work on local history.

Your reflection should address the following questions: What did you learn about the primary sources? About archival/museum work? About Binghamton's history? How was this interaction with historical sources different than your interactions with sources in other contexts? What, if anything, has this changed about your approach to your own research? How might Kammen regard the work you did, and the institution in which you did it?

The goal of this assignment is to get hands-on experience collecting, preserving, and making historical materials available, and develop an analysis of that process.

## Potential Service Projects

### **Binghamton University - Special Collections**

Contact: Yvonne Deligato, [deligato@binghamton.edu](mailto:deligato@binghamton.edu)

#### Broome County Oral History Project

64 interviews, recorded, digitized, and transcribed. Recorded between November 1977 and September 1978, they document life in Broome County. Transcriptions are to be timestamped and linked to specific portions of audio recordings; and content descriptions expanded.

Collection: <http://omeka.binghamton.edu/omeka/collections/show/9>

Finding aid: [https://www.binghamton.edu/libraries/special-collections/researchandcollections/findingaids/localhistory/bcoralhistory\\_FA.pdf](https://www.binghamton.edu/libraries/special-collections/researchandcollections/findingaids/localhistory/bcoralhistory_FA.pdf)

#### Business Professional Women's Association Collection

Newly acquired collection of materials from local Business Professional Women's Association chapters. Contents to be inventoried, sorted into series, and described, in preparation for the creation of a finding aid.

#### Dorothy Titchener Papers

Papers and clippings from the Chair of the Binghamton Housing Authority. Contents need to be sorted into series and described in preparation for the creation of a finding aid.

#### Lyon-Phillips Collection

Letters between a Binghamton woman and a sailor during World War II. Contents need to be transcribed, and metadata created.

### **Broome County Historical Society**

Contact: Gerald R. Smith, [gsmith@co.broome.ny.us](mailto:gsmith@co.broome.ny.us)

#### Noyes Photograph Collection

Approximately 800 glass-plate negatives, c. 1890-1925. Contents to be scanned, described, and the resulting data entered into collections system.

#### Joseph Buemi Collection

Approximately 1200 photographs by a local photographer dating from 1940s to 1970s. Items to be scanned, described, and indexed, with the resulting data entered into collections system.

#### Incoming Collections

Various materials, various media; specific collection tbd by current needs. Materials need to be accessioned, described, enclosed/organized for preservation, and the resulting data entered into the collections system.

**Vestal Museum**

Contact: Chereese Rosales, crosales@vestalny.com

Photograph collection

Miscellaneous photographs documenting life in Vestal, NY. Items need to be sorted into series, described, and data recorded in collections system.

**Bundy Museum of History & Art**

Contact: Andy Pragacz, ajrpragacz@gmail.com

Audio Material Archiving Project (with WBDY-LP)

Various material from local organizations recorded on vinyl records. Material needs to be digitized and described/cataloged. Material to be use in local history radio broadcasts.

United Way Slide Image Archive (with Binghamton Photo)

Several thousand image slides from the United Way of Broome County. Materials to be scanned, lightly edited, and indexed.

Hera Digitization Project

A run of Hera, a Binghamton area women's newspaper, from the 1980s-1990s. Materials to be scanned, described, and indexed for a public archive project.

American Civic Association Case Files

A large collection of encompassing 70 years of immigration case files. Materials to be indexed and described.

**Past2Future Project**

Contact: Kevin Wright, wright@binghamton.edu

Incoming Collections

Various materials, various media; specific collection tbd by current needs. Materials need to be scanned, and description entered into collections database.

## Digital Exhibit Assignment (50%)

Your main research and writing task in this class will be to produce a digital exhibit that makes an argument or tells a story about some aspect of history of capitalism, using primary sources drawn from, or directly related to, Binghamton.

This assignment is broken down into sub-assignments; though each is related to the next, every component will be evaluated separately. You will receive individualized guidance on your project as it progresses – but at various points in the semester, you will also be required to discuss your research in class, with the group, publicly.

The goal of this assignment is to provide you with opportunities to develop your research skills, write for different audiences in different formats, and contribute meaningfully to ongoing public conversations about local history in Binghamton.

### Part 1: Identify, Describe, and Pose Questions of a Source (2.5%)

Conducting searches in digital and analog collections, identify a single primary source that you can use to investigate one or more aspects of the history of capitalism in the Binghamton area. Your source should be an “item” – a single, distinct component of a collection or set. For example: an issue of a newspaper or magazine, a speech, a diary, a ledger, a letter, a monograph, a government report, a photograph, or even an object.

Once you have identified a source, write a short, double-spaced, 1-2pp paper (250-500 words) in which you describe the item in detail, explain its potential relevance to the study of the history of capitalism in Binghamton, and list at least three (3) specific research questions you can pursue relating to it, paying particular attention to questions concerning the item’s historical and archival context.

### Part 2: Put a Source in Context (5%)

Research your item in digital and analog collections, answering the three questions you generated in step one. Then, write a concise, double-spaced, 2-3pp (c.500-750 word) paper in which you explain the item’s historical context (who created it, for what purpose, when, what its audience was, etc), as well as its archival context (where it is stored or held, what its provenance is, what collections it is a part of, etc.). Conclude your paper by answering the following question: how is this item’s historical context related to its archival context?

### Part 3: Annotated Bibliography (2.5%)

Compile an annotated bibliography of 3-4 scholarly secondary sources (books, book chapters, or articles) that will help you to put your chosen topic into historical and historiographical context, and 2-4 additional primary sources that will enable you to make an argument or tell a story about the history of capitalism in Binghamton. Each item in the bibliography should include a full Chicago-style citation, along with 1-2 lines that summarize the source’s topic or argument, as well as its relevance to your source and the history of capitalism.



#### Part 4: Analytic Essay (15%)

Write a double-spaced paper of 1,000-1,200 words (4-5pp) that advances a clear argument about the history of capitalism in Binghamton, using your primary and secondary sources as material. Your paper should be a formal academic argument, complete with thesis, fulsome evidence, and clear footnotes. (Papers will be evaluated according to a rubric distributed in advance).

#### Part 5: Poster Presentation - Draft (2.5%)

Using your analytic essay as a basis, design a poster that tells a story or makes an argument about the history of capitalism in Binghamton, and present it to the class.

Your poster should feature your exhibit title, an introduction to your topic and research question, an overview of your findings (argument/story), a few carefully chosen images that illustrate, exemplify, or otherwise help explain your topic (e.g. photographs, maps, graphs), labels for those images, and a bibliography detailing your sources. Text should be kept under 1,000 words; a viewer should be able to fully read your poster in 5-10 minutes.

Prepare some short (<5 minute) remarks to accompany your poster as you present it to the class.

For the purposes of display in class and at the Broome County Area History conference, our poster should also be able to stand up on its own on a table: use a tri-fold display board or a poster with a stand.

#### Part 6: Poster Presentation - Final (5%)

Present your final poster at the *Perspectives on Broome County Area History* conference, Saturday April 21, 2018 at the Bundy Museum of History & Art. (Posters will be evaluated according to a rubric distributed in advance).

#### Part 7: Digital Exhibit Draft (2.5%)

Taking what you've learned from feedback on your contextual essay and poster presentation, along with the additional research you have conducted, create a digital exhibit on the class Omeka site. For our purposes, a "digital exhibit" is a short 800-1,000 word text accompanied by digitized source materials (illustrations, photographs, graphs, film clips, audio clips, etc.), each with its own descriptive label, and a bibliography. Your exhibit should tell a story or make an argument about the history of capitalism in Binghamton.

#### Part 8: Final Digital Exhibit (15%)

What it says on the tin: full, final text with images, completed labels, and bibliography. (Exhibits will be evaluated according to a rubric distributed in advance).

## Course Calendar

- Course readings / deadlines are subject to change, with notification.
- The most up-to-date edition will always be posted on the myCourses Blackboard site.
- All class meetings are in SW 310 unless otherwise indicated

### Week 1

Tues., Jan-16: Introduction

Thurs., Jan-18: Digital Collections & Binghamton's History

NB: *Commonplace book entries for this week are due by 11am on Thursday*

#### Readings:

- Carol Kammen, *On Doing Local History*, 3rd ed. (Lanham, MD: Rowman & Littlefield, 2014), ix-30
- Seth Rockman, "What Makes the History of Capitalism Newsworthy? [Review Essay, Capitalism Takes Command]," *Journal of the Early Republic* 34, no. 3 (2014): 439–66
- Primary sources: Videos from the *Uniquely New York: New York's Path Through History* (WSKG Public Media, 2016)
  - "Binghamton" : <https://youtu.be/wf2NW5K5vu8>
  - "George F. Johnson" : <https://youtu.be/3ky58DKD6dg>
  - "Willis Sharpe Kilmer" : <https://youtu.be/EWE4nnhSckM>
  - "The Bundy Brothers" : <https://youtu.be/QYWshz59DNo>

### Week 2

Tues, Jan-23: Dispossession & Speculation

#### Readings:

- Kammen, *On Doing Local History*, 31-70
- Stuart Banner, *How the Indians Lost Their Land: Law and Power on the Frontier* (Cambridge, MA: Belknap Press of Harvard University Press, 2005), 1-9, 112-149
- Barbara Graymont, "New York State Indian Policy After the Revolution," *New York History* 78, no. 4 (1997): 374–410
- Primary Sources: Local Histories
  - J. B. Wilkinson, *The Annals of Binghamton, and of the Country Connected with It, from the Earliest Settlement*. (Binghamton: Cooke & Davis, printers, 1840), 18-53
  - William Summer Lawyer, *Binghamton: Its Settlement, Growth and Development: And the Factors in Its History, 1800-1900* (Boston: Century Memorial Publishing Company, 1900), 11-22, 32-44

Thurs, Jan-25: Visit to BU Special Collections

- Meet at entrance to Special Collections, 2<sup>nd</sup> Floor North, Bartle Library

**DUE:** Digital Exhibit Assignment, Part 1: Identify, Describe, and Pose Questions of a Source

### Week 3

Tues., Jan-30: Slavery & Antislavery

#### Readings:

- Kammen, *On Doing Local History*, 135-150
- David N. Gellman, *Emancipating New York: The Politics of Slavery and Freedom, 1777—1827* (Baton Rouge: LSU Press, 2006), 1-11, 153-186, 189-223, 226-230, 268-289
- Primary Sources:
  - Swayzé v Mayer, 1848, St. Landry Parish, Louisiana, in Loren Schweninger, ed., *Race, Slavery, and Free Blacks*, Series II, Petitions to Southern County Courts, 1777-1867, Part F: Louisiana (1795-1863) (Bethesda, MD: University Publications of America, 2012), PAR 20884822
  - Supplemental (optional!)
    - Henry J. Reske, “Following Slavery’s Legal Trail: History Professor Finds Untold Stories in the Records of Southern Courthouses on JSTOR,” *ABA Journal* 80, no. 8 (August 1994): 38.
    - Jennifer Hull Dorsey, “A Documentary History of African-American Freedom: An Introduction to the Race, Slavery and Free Blacks Microfilm Collection,” *Slavery & Abolition* 30, no. 4 (December 2009): 545–63.

Thurs., Feb-01: Visit Broome County Historical Society

- Meet at entrance of Broome County Public Library, 185 Court Street, Binghamton, NY

### Week 4

Tues., Feb-06: Canals & Internal Improvements

#### Readings:

- Kammen, *On Doing Local History*, 71-92
- Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (Hill and Wang, 1997), 52-78, 110-138
- Primary Source: Newspapers
  - *Anti-Masonic Telegraph* (Norwich, NY), June 6, & June 10, 1832
  - Supplemental (optional!)
    - Barry K. Beyer, “The Chenango Canal and the Campaign for Its Construction,” *New York History* 38, no. 3 (1957): 257–75

Thurs., Feb-08: Visit to Binghamton University Library Preservation & Digitization Offices

- Meet at the entrance to Special Collections, 2<sup>nd</sup> Floor North, Bartle Library

## Week 5

Tues., Feb-13: Money, Markets, & Banks

### Readings:

- Kammen, *On Doing Local History*, 93-116
- Sharon Ann Murphy, *Other People's Money: How Banking Worked in the Early American Republic* (Baltimore: Johns Hopkins University Press, 2017), 8-70, 103-132
- Primary Sources: Account Books
  - Gray Family
  - Sissons Department Store
- Supplementary (optional):
  - John Lauritz Larson, *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good* (New York: Cambridge University Press, 2010), 46-97

Thurs., Feb-15: Visit to Vestal Museum, 328 Vestal Parkway East, Vestal, NY 13850

**DUE:** Digital Exhibit Assignment, Part 2: Put a Source in Context

## Week 6

Tues., Feb-20: Manufacturing Labor

### Readings:

- Kammen, *On Doing Local History*, 117-134
- Jeanne Boydston, "The Woman Who Wasn't There: Women's Market Labor and the Transition to Capitalism in the United States," *Journal of the Early Republic* 16, no. 2 (July 1, 1996): 183-206
- Sean Wilentz, "The Bastardization of Craft," in *The Industrial Revolution in America*, ed. Gary John Kornblith, Problems in American Civilization (Boston, MA: Houghton Mifflin, 1998), 79-87.
- Primary Sources: Census materials

Thurs., Feb-22: Visit to Bundy Museum

- Meet at Bundy Museum, 127 Main St. Binghamton, NY 13905

Sat. Feb-24: **DUE** by e-mail: Service Project Proposal

## Week 7

Tues., Feb-27: Railroads & Big Business

### Readings

- Kammen, *On Doing Local History*, 151-168
- William Cronon, "Rails and Water," in *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton & Company, 1991), 55–96.
- Primary Sources: Corporate Annual Reports
  - Dick's Sporting Goods, Inc., *2016 Annual Report*
  - *First Annual Report of the Board of Managers of the Delaware, Lackawanna, & Western Railroad, Co., to the Stockholders, 1853* (January 1854)
  - Endicott Johnson Corporation, *Seventh Annual Report* (December 31, 1925)
  - Supplemental (optional!)
    - Edward Hungerford, "Early Railroads of New York," *New York History* 13, no. 1 (1932): 75–89.

Thurs., Mar-01: Digital Exhibit Project Workshop

## Week 8

Tues., Mar-06: NO CLASS (winter break)

Thurs., Mar-08: Visit to the Past2Future Project

- Meet at entrance to Rockefeller Center, Binghamton University

## Week 9

Tues., Mar-13: The Great Cigar Strike of 1890

### Readings:

- Patricia A. Cooper, "What This Country Needs Is a Good Five-Cent Cigar," *Technology & Culture* 29, no. 4 (October 1988): 779–807
- Philip Sheldon Foner, *History of the Labor Movement in the United States, Volume II: From the Founding of the American Federation of Labor to the Emergence of American Imperialism*, vol. 2, 8 vols. (New York: International Publishers, 1955), 133-144, 171-205
- Primary Source: New York (State) et al., *Annual Report of the Board of Mediation and Arbitration of the State of New York, 1890* (Albany, NY: James B. Lyon, 1891), selections  
<https://catalog.hathitrust.org/Record/100490668>.
- 

Thurs., Mar-15: Visit to Phelps Museum

- Meet at entrance to Phelps Museum, 191 Court Street Binghamton, NY 13901 (next to Broome County Public Library)

***DUE SUNDAY, 5pm:*** Digital Exhibit Assignment, Part 3: Annotated Bibliography

## Week 10

Tues., Mar-20: Welfare Capitalism

### Individual Research Meetings Begin This Week – Sign Up!

#### Readings:

- Gerald Zahavi, “Negotiated Loyalty: Welfare Capitalism and the Shoeworkers of Endicott Johnson, 1920-1940,” *The Journal of American History* 70, no. 3 (1983): 602–20, <https://doi.org/10.2307/1903485>.
- Primary Sources: Company propaganda
  - *E-J Workers Review* (November 1920)
  - *An E.-J. Workers First Lesson in the Square Deal* (1922)

Thurs., Mar-22: Omeka Training w/ Amy Gay

- Tour of Omeka S: <https://omeka.org/s/tour/>

## Week 11

Tues., Mar-27: Redlining & Housing Development

#### Readings:

- Amy Hillier, “Redlining and the Home Owners’ Loan Corporation,” *Journal of Urban History* 29, no. 4 (May 2003): 394–420.
- Primary Sources: Binghamton HOLC Map
  - Robert K. Nelson, LaDale Winling, and Richard Macriano, “Mapping Inequality,” in *American Panorama*, ed. Robert K. Nelson and Edward L. Ayers, accessed January 12, 2018, <https://dsl.richmond.edu/panorama/redlining>
    - Look up Binghamton, & look up the nearest big city to where you grew up; compare.

Thurs., Mar-29: Individual Research Meetings / Service Work

## Week 12

SPRING BREAK – Mar 30 – Apr 8 – NO CLASS

***DUE SUNDAY, April 8, 5pm:*** Digital Exhibit Assignment, Part 4: Analytic Essay

### Week 13

Tues., Apr-10: Postwar Corporate Culture

#### Readings:

- JoAnne Yates, "The Emergence of the Memo as a Managerial Genre," *Management Communication Quarterly* 2, no. 4 (May 1, 1989): 485–510

#### Primary Sources:

Corporate Memoranda

- Edwin A. Link Jr. Collection, Special Collections, Binghamton University,
- Mark H. McCormack Papers (MS 700). Special Collections and University Archives, University of Massachusetts Amherst Libraries

Thurs., Apr-12: Poster Presentation Project Workshop

***DUE: Sun., Apr-15, by 5pm online, Service Project Reflections Paper***

### Week 14

Tues., Apr-17: Research Poster Presentations & Workshop

Thurs., Apr-19: Research Poster Presentations & Workshop

***DUE, in class:*** Digital Exhibit Assignment, Part 6: Poster Presentation - Draft

Sat., Apr-21: 9am-5pm, Broome County Local History Conference  
Bundy Museum of History and Art

***DUE:*** Digital Exhibit Assignment, Part 6: Poster Presentation - Final

### Week 15

Tues., Apr-24: Post-conference roundup

Thurs., Apr-26: Deindustrialization, Redevelopment

#### Readings:

- Maria O'Donovan, "A Tale of One City: Creative Destruction, Spatial Fixes, and Ideology in Binghamton, New York," *International Journal of Historical Archaeology* 18, no. 2 (2014): 284–98.
- Primary Sources:
  - Greater Binghamton Fund, *DECO: Downtown Entertainment & Cultural Organizations District Application* (Binghamton, NY, 2018),  
<http://assets.documentcloud.org/documents/4380709/Read-Binghamton-s-proposal-for-a-downtown-arts.pdf>.

***DUE Friday, Apr-27, by 5pm: Digital Exhibit Assignment, Part 7: Digital Exhibit Draft***

**Week 16**

Tues., May-01: Group work on Omeka Exhibit

Thurs., May-03: TBD

**Week 17**

Mon., May-07

***DUE : Digital Exhibit Assignment, Part 8: Final Digital Exhibit***



## ***Course Policies***

### **Course Website & E-mail**

A course website will be maintained on *myCourses*, Binghamton's Blackboard site. Check it regularly for course materials and announcements. I also communicate regularly via email, so make sure you regularly check your Binghamton University e-mail account.

### **Tardiness & Attendance**

We're all adults. Let's be here on time, every time, for every meeting. If you must be late, don't disrupt your fellow students with your entrance; if you do, you will be asked to leave, and it will count as an absence. Excessive tardiness will also count as an absence.

You have two (2) "free" unexcused absences for the semester. For each subsequent class that you miss without a documented excuse, you will lose one (1) point off your total grade. Absences will only be excused for religious observance (these must be must receive pre-approval) or documented medical reasons, as per Binghamton University policy.

Attendance will be spot-checked several times during the semester.

### **Late Work**

Late written work is not encouraged, but will be accepted for papers (NOT for weekly homework assignments). However, you will lose a half a letter grade for every day that a paper is late (e.g. an A will become an A-, a B+ a B, etc.). That said, **it is far, far better to turn in a late paper** than to plagiarize in order to get a paper in on time.

### **Regrade Policy**

I take my responsibility to make sure that students understand fully the assignments and grading procedures very seriously. If you feel that your assignment was not given an adequate grade, you may request a regrade.

The procedure for doing so is as follows:

E-mail me a one-paragraph formal request for a regrade, making an argument for reconsideration (Note: saying that you put in tremendous effort is *not* sufficient. We expect significant effort; this is Binghamton.)

I will then regrade the assignment according to the rubric. Your new grade could be higher, or it could be lower: either way, once you submit your new copy to me, you cannot ask for your original grade back

## **Academic Honesty and Integrity**

Compromising your academic integrity will lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or expulsion from the university.

Academic misconduct of any sort—cheating, plagiarism, etc.—will be reported to Harpur College's Committee on Academic Honesty. For more information, please review the Student Academic Honesty Code: [http://www.binghamton.edu:8080/exist/rest/bulletin/2015-2017/xq/2\\_academic\\_policies\\_and\\_procedures\\_all\\_students.xq?\\_xsl=/bulletin/2015-2017/xsl/MasterCompose.xsl#d330e63](http://www.binghamton.edu:8080/exist/rest/bulletin/2015-2017/xq/2_academic_policies_and_procedures_all_students.xq?_xsl=/bulletin/2015-2017/xsl/MasterCompose.xsl#d330e63)

## **Acknowledgment of Original Work (aka HOW TO AVOID PLAGIARISM)**

All scholars respond to and build on the ideas of others, but it is critical to indicate where your ideas end and another scholar's begin. In all written work, you must properly cite (quote and footnote) your sources to distinguish your original ideas from facts and ideas taken from other sources. Failing to do so constitutes plagiarism, a serious violation of the Honesty Code.

The Writing Center can help you with learning how to cite and acknowledge others' work: <http://www.binghamton.edu/writing/writing-center/index.html>. The BU Library website has an excellent site with helpful tools and guidelines for citation and plagiarism, too: <http://libraryguides.binghamton.edu/honesty>. In assignments for this class we will use the Chicago Manual of Style citation format, the standard for historical scholarship. For an overview, see the CMOS Quick Citation Guide: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

## **Acknowledgment of Feedback and Support**

Scholars acknowledge not only their written sources, but also those individuals and groups who have helped them work through their ideas. In keeping with common scholarly practice, I encourage you to express your indebtedness in a brief acknowledgments section or footnote to anyone who gave you feedback on written work or contributed to your thinking on the topic—e.g. classmates, roommates, tutors, or relatives. Exceptions are the instructors of this course.

## **Disability Accommodations**

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify me as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. Their website (<http://www.binghamton.edu/ssd/>) includes information regarding their Disability Documentation Guidelines. The office is located in UU-119.

## **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (607-777-2804) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

## **Technology in the Classroom**

You are welcome to use your computer in class to take notes. However, if you are using your computer or phone for non-course-related purposes, you will be asked to put them away for the rest of class. Such behavior is distracting to you, to your fellow classmates, and to the professor.

## **Generally speaking**

If you have any individual concerns or issues that need to be discussed, please contact me. It is always better to chat sooner rather than later about any potential problems.

Likewise, if you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class.

Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510
- Ombudsman:
  - o Main campus 607-777-2388
  - o University Downtown Center office 607-777-2388
- Services for Students with Disabilities: 607-777-2686 (Voice, TTY)

## **Recommended Resources**

Binghamton University Libraries

<http://www.binghamton.edu/libraries/>

Binghamton University Library: Citation Help and Academic Honesty

<http://libraryguides.binghamton.edu/citation/honesty>

Harpur College: Academic Honesty

<https://www.binghamton.edu/harpur/students/academichonesty.html>

Services for Students with Disabilities

[www.binghamton.edu/ssd](http://www.binghamton.edu/ssd)

Center for Learning & Teaching (tutors available)

<http://www.binghamton.edu/clt/>

Writing Center (tutors available)

<http://www.binghamton.edu/writing/writing-center/>

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Any errors or limitations are my sole responsibility.

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