Fall 2017
ANTH-2125

Discover SRQ: History, Archaeology, Heritage
New College of Florida

Professor Uzi Baram
Office Hours: Tuesday 1-2 pm & by appointment
Office Telephone Number: 487-4217 EMail: Baram@ncf.edu
Staff Professionals: Andrea Knies
Course meets on Wednesday from 12:30-3:30 pm in College Hall 221

Course Description:
This course offers engagement with the college’s surrounding communities across Sarasota and Manatee, focused on archaeology and history. There is a rich heritage in this region and the course will mix fieldtrips and classroom presentations. We will discover a complex history that spans ancient peoples more than 14,000 years ago to the contemporary landscape, with particular concern for gender, class and race and their legacies. The course includes first-hand observation, archival research, artifact analysis, reflections, discussions, and guest lectures. Commemorations, memories, monuments, and landscapes of heritage will conclude the course.

The Course in the New College of Florida Curriculum:
- Professor is an Anthropologist
- The course is part of Environmental Studies
- And the course is Gender Studies Eligible
- LAC: fulfills Diversity requirement

Prospectus:
This course will acquaint students with Sarasota and Manatee counties, the archaeology and history for the region. No major events occurred in this region; there are no readily recognized historic sites. But there is a rich heritage revealed by archaeological excavations spanning the pioneers 14,000 years ago, whose material remains are found at Little Salt Spring, to interesting coastal adaptations during the Archaic period, and the peoples living between the Calusa (of Charlotte Harbor) and Tocobaga (of Tampa Bay) before the Spanish came five centuries ago. Ignored by the Spanish crown, the rich maritime resources and interior hiding places attracted fisherfolk and self-emancipated slaves and maroons during the 18th and 19th centuries. Only in the 1840s were Anglo-American settlements established with cities developing in the 1880s in Sarasota and early 20th century in Bradenton. The 1920s were the Boom Times, with neo-Mediterranean architecture and tourism during the age of segregation. The present landscape seems very recent, and the last few decades have seen a great expansion in residents and preservation for nature. Sarasota has a complex history, particularly along gender and race lines, and the legacies of that heritage are everywhere, if one knows to look for the history extant on the contemporary landscape. The course includes first-hand observation-observations, personal investigations, archival research, artifact analysis, reflection, discussion, and guest lectures. We will focus on the history of Sarasota from archaeological insights into the ancient peoples through the modern era, with particular concern for the past in the present.

The course employs historical anthropology for Sarasota/Manatee. The focus on regional heritage unites archaeology and history and will highlight the symbolic significance of the past for the present. Archaeological theory suggests materiality plays an active role in the production and reproduction of social relations; the materiality ranges from small objects through architecture to landscapes – history is imprinted on landscapes and landscapes influence our sense of place. We will read several seminal works on the materiality of symbols, archaeological interpretations of artifacts, and scholarship on the region.
Books:
- Patrick Smith 1996 *A Land Remembered*. Pineapple Press (any edition is acceptable)
- Jeff LaHurd 2009 *Hidden History of Sarasota*. The History Press
- Thomas F. King 2009 *Our Unprotected Heritage: Whitewashing the Destruction of our Cultural and Natural Environment*. Left Coast Press, Walnut Creek

Format for each class session:
- The history, events, and places for Sarasota/Manatee
- Central concepts from heritage, archaeology, or history
- The tour – either visit to a specific location (via trolley) or a presentation in the classroom

Assignments:
1. Attendance and Participation – with a once a week schedule, students need to attend each and every class session. Illness and religious holidays are excused absences but missing two sessions will lead to a designation of unsatisfactory for the course. You are expected to complete the readings before the class session; over the term, you will read four books and several articles; as the syllabus indicates, you have a week to read an entire volume before we meet on Wednesday afternoon.

2. Weekly journal entries: each week, you will focus on one aspect from the visit/presentation and complete two components that ask you to think spatially about the locations and to use your descriptive skills in conveying the place in writing:
   a) draw a map of the place, focusing on the elements you consider significant from the presentation on its history, archaeology, heritage. The drawing can be free-hand, a photograph that exemplifies the heritage of the place, a modified image taken from Google Earth or US Topo that expresses your sense of the place, or a digital image produced from ArcView GIS, Sketch-up, or StreetMix. There is no expectation of consistency throughout the semester for what approach you take – experimentation is encouraged.
   b) write two to three double-spaced pages on how the object, place, landscape could help to raise awareness of the rich heritage of the region, tying together the readings, presentations, and tour. The two components – map and short paper- are due, each week, on Friday at 10 am to Canvas.

3. Final Project: two options following in the footsteps of Jane Jacobs, an urban activist who encouraged people to get to know their cities and their neighbors as a way to build community; the Jane Jacobs Walk (http://www.janejacobswalk.org/) has the tagline of "Walk/ Observe/ Connect." We will walk downtown Sarasota and where you will talk through your presentation and then you produce either a paper or video – due on December 11th at 11 am.
   a. A Paper: you will choose three of examples from your weekly papers, pull together what is today a fragmentary past for the region, and write about their history, materiality, and heritage through an analysis of the symbolic significance for those sites for the region and its communities – ten to twelve pages printed double-spaced pages to the professor’s mailbox in the Social Science Building.
   b. A Video or Powerpoint: For this project, you will look at how three sites in downtown Sarasota memorialize aspects of the identity, heritage & meaning for Sarasota, document the sites through photograph or a video, and organize history, participant observations, and a historic anthropology analysis through text or voice-over. Email a link to the video to the professor Baram@ncf.edu
**Weekly Schedule**

**August 30** Discovering the Campus – the historic buildings across New College and the Ringling Museum (the Ringling-Capas Historic District and SeaGate/Crosley Mansion)
Readings:
- William Cronon 1995 The Trouble with Wilderness; or, Getting Back to the Wrong Nature  http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html

**September 6** The Breadth of Archaeology and History at Historic Spanish Point from the Archaic to Bertha Palmer, led by John McCarthy
Readings:
- Patrick Smith 1996 *A Land Remembered*. (read the entire book)

**September 13** The Indigenous History of the Florida Gulf Coast: Archaeology from the PaleoIndian to 1513
Readings:

**September 20** Ancient Monumentality: Mounds and the role of the Manatee River in the region’s history. Trip to Snead Island, led by Karen Willey
Readings:

**September 27** The Many Peoples of 19th century Sarasota Bay and the Manatee River: Cuban Fishermen, Maroons, Seminoles, and the Contest between Britain and the US for Spanish Florida
Readings:
October 4 Modern and Contemporary Sarasota - walking tour of downtown Sarasota, led by Jeff LaHurd
Readings:
  • Jeff LaHurd 2009 *Hidden History of Sarasota*. (read the entire book)

October 11 Training in heritage interpretation, led by Karen Willey
Readings:
  • National Park Service Heritage Interpretation Program
    https://www.nps.gov/idp/interp/101/components.htm

FALL BREAK

October 25 Cemeteries: Coming Face-to-Face with the Past - visit to four cemeteries in Sarasota
Readings:
  • Barbara Little and Paul Shackel 2014 *Archaeology, Heritage, and Civic Engagement* (read the entire book)
  • Beauty in a Forgotten Space (https://www.youtube.com/watch?v=C6iNNUlJmiE)

November 1 South Florida Museum: Representing history for the public
Readings:
  • Chapters from Thomas Bennett 2010 *The Legacy: South Florida Museum: Chapter Two Montague Tallant and the Future Museum & Chapter Three De Soto and Museum Origins

November 8 Newtown Heritage Trail, led by Vickie Oldham
Readings:
  • Vickie Oldham 2016 Newtown Alive (download the report from http://www.newtownalive.org/)

November 15 Sarasota County Historic Resources and the Sarasota County History Center Museum, led by Robert Bendus
Readings:

November 22 is the Day before Thanksgiving
Class will not meet: Comparisons to wherever you are during the holiday weekend (extension from the typical Friday deadline for the map and paper: due November 27th)

November 29 Meet Elected Officials – discussion of contemporary local politics
Readings:
  • Thomas F. King 2009 *Our Unprotected Heritage* (read the entire book)
  • Historic Preservation Legislation/Regulations

December 6 Wrap up
Jane Jacobs Walk around Downtown Sarasota
A Class that Moves

Class formats vary from professor to professor, but most involve lectures, presentations, discussions, and a series of assigned readings. Since Discover SRQ is a class created to engage the region, which includes wrestling with theories, methods, and data regarding history, archaeology, and heritage.

I consider your participation in discussions, whether in a classroom, lab, or on the go, to be essential. Unless you insist on the consumerist model for education—where you are entertained and receive only positive feedback for your choice to be in the class—you will need to help make the course successful. I will lecture and guide presentation of academic and scholarly materials and we will tour various places but also offer space for evaluating what we are seeing and experiencing—that is the time for your analysis and interpretation. Everyone learns from the input and varied insights of colleagues. If you deny the class of your participation or work against its goals, you deprive everyone of this learning experience. But a course that moves can be particularly challenging since personal experiences, observations, and understandings can be swamped by one’s own experiences, both self-understood and imposed. The below is meant to be an aid in thinking through the issues and offers a guide to the course books.

A GUIDE TO SEMINARS-STYLE DISCUSSIONS

Preparation

* Read all materials assigned before the class meets.
* Take notes while you read—this is particularly important with electronic readings.
* Jot down questions you have about the readings.
* Formulate and write down 3-4 questions that might be good for discussion.
* Look for continuities throughout the semester and commonalities of themes for a given class session.

Discussion Skills

Some people are nervous about speaking in front of other people. For a seminar, that can pose problems, because a roundtable is about the free exchange of ideas. For this class to be a success people have to talk and you have to feel comfortable enough to forget your worries. There are several secrets to being comfortable:

* Be prepared by having done the readings and having given them some thought before class.
* Be interested in your classmates’ ideas.
* Recognize that there is a long-standing discussion and an international discourse on identities and this course is an entry point to those conversations.
* Develop good listening skills.

Good Listening Skills

* Start by being familiar with the materials under consideration. Core concepts are repeated in readings and in class on purpose. If you are familiar with terms and key ideas, the discussion won't get ahead of you.
* We live in an age of outrage, facilitated by the de-personalizing of social media. The classroom is not the place to troll for reactions. Be aware of your presentation of self and words and be courteous to everyone in the room.
* Learn the names of class members as quickly as you can. If you have interest in them as people, you will find what they say more interesting too.
* If you are in a discussion, try the approach of summarizing what the person who spoke ahead of you said before you launch into your ideas. This provides continuity and also may help to clarify ideas or misunderstandings. You might start by saying something like: Did I understand you to say...? or Now if I heard you right, you said..., followed by a brief summary of their statements.
* Don't address your comments to the professor. The discussion is not just for the professor; it is for you and the other students. Aiming your remarks at the professor is disrespectful to your classmates and shows that you may not be listening to them. Your job is not to impress the professor, but to exchange ideas with classmates (and with the professor too).

Problems

Difficulties in a seminar are inevitable. You need to be aware that they will occur. Here is a few of them and some advice on how to handle them:

**Problem:** You didn't get the assignment read.

Advice: Don't assume that you can ad lib your way through the material and do not opt out of class for that session. Both are obvious to the professor, making you look even worse! You can still participate in discussion, but by making connections between what students are saying and what the group read earlier. Do not express an opinion about the materials you have not
read. But also do not sit back and hope the professor does not call on you – listen carefully and try to connect comments to previous class sessions.

**Problem:** You looked over the reading assignment, but the jargon, argument, or writing style was confusing or seemingly uninteresting.

Advice: Rather than criticizing the reading on its literary merits, focus on the components of the reading: examining the central example, the theoretical orientation, or argument. Consider how the piece fits the larger course context rather than focusing on its internal components, or ask how it fits the course goals.

**Problem:** Another student monopolizes the discussion.

Advice: Some students just love to hear themselves talk. You may not see this as a problem because it means you don’t have to talk as much in class. But this kind of student does everyone a disservice, because you and other students may not get to have your ideas aired or questions answered. Rather than stop the active participant in class discussion, try to encourage non-talkers to talk. For example, you might say something like: Golly, the other day I heard Sophia say something about this after class. Would you repeat that for the group, Sophia? Or you might bring up a point raised in another course by one of the class members. For example, Dave presented interesting points on that topic in *The Colonial Encounter*, can you tell the class about it?

**Problem:** You simply don’t get along with another member of the group.

Advice: Try to remain professional and respectful at all times. Refrain from negative behaviors. If you can’t resolve the difficulties yourselves, go to the professor.

**Problem:** You have strongly held opinions or important experiences to share with the class but the professor is insisting that class discussions focus on readings and his presentations, or even cuts short your assertions.

Advice: Work to find academic support for your underlying opinions or share your opinions with classmates outside of the classroom and have them help you make the connections to scholarship.

**Problem:** You always seem to be slow in thinking about things, and someone says what you were going to say before you can get it out.

Advice: Some people use this to excuse not talking in class. If this represents your approach, admit it to yourself, and work on trying to find something to say. If you are prepared with notes on the readings, you won’t have a problem with finding issues to discuss or opinions to express. If you were truly prepared, and it still is a problem, chat with the professor.

---

**A GUIDE TO READINGS**

The four books are quite different from each other and should be read with different goals. Reading an entire book in a week can be a challenge, and even more to remember the flow and content when we meet on Wednesday.

1) Patrick Smith 1996 *A Land Remembered* is a best-selling novel for Florida history. Patrick Smith tells the story of three generations of the McIveys, a Florida family who battle the hardships of the frontier to rise from a dirt-poor Cracker life to the wealth and standing of real estate tycoons. Read for the dynamics of 19th century Florida, recognizing problematic presentations of gender and identity. Consider:
   - ecology – descriptions of the meadowns, cypress domes, et al
   - climate – the climates and hurricane of 1928
   - animals – especially the cows and horses
   - social relationships – McIvey, Seminoles, other Anglo-Americans, African Americans
   - modernity – the markers of change including railroad and land ownership
   in order to conceptualize the patterns of change for Florida. The concluding year for the saga is 1968, nearly a half-century ago – a key timeframe for historic preservation, which should lead to the question: what of this history needs preservation?

2) Jeff LaHurd 2009 *Hidden History of Sarasota* provides a series of stories for an overview on Sarasota. The region’s history is fragmentary so the volume is a reflection of that challenge for making sense of the past and an engaging view of multiple aspects of Sarasota’s past. As you read through the stories, work on finding strands that unite the peoples and events.

3) Barbara Little and Paul Shackel 2014 *Archaeology, Heritage, and Civic Engagement: Working toward the Public Good* is an academic book that encourages archaeologists to do more by offering personal experiences and published examples. Consider the opportunity and responsibility of archaeology toward social justice and how the work of archaeology can contribute to the contemporary public good.

4) Thomas F. King 2009 *Our Unprotected Heritage: Whitewashing the Destruction of our Cultural and Natural Environment* is partly a polemic, partly the regulations, and inclusive of the author’s experiences. What we learn from the critique? What are the positive lessons from the failures of preservation of the past?