

COURSE OBJECTIVES

“Tobacco” is a History 199: Elements of Historical Thinking course. The purpose of the History department's History 199 courses is to introduce students to the nature of historical interpretation—how historians examine the past and form persuasive arguments.

The rich and varied history of tobacco will be our window onto the broader study of history. We will examine tobacco's central place in the histories of European encounters with America, the American Revolution, slavery, the rise of big business and organized labor, the birth of advertising and mass culture, and emergence of public policy interest groups in the 1960s and 1970s. Over the course of the semester, we'll tackle such questions as:

What role has tobacco played in America's place in the world?

How did the experience of Virginia's planters influence the American Revolution?

How did tobacco production shape the course of American slavery and post-Civil War Reconstruction?

How can the history of cigarmaking help us to understand labor rights, nationalism, and migration?

How has tobacco advertising reflected and shaped changing visions of gender roles?

How did the cigarette become central to culture and society in the 20th century?

How and why have our cultural attitudes about smoking changed over time?

Cigars and Freedom

How did cigarmaking tie together an Atlantic World of Cuba, Tampa, and New York? What role did cigarmakers have in battles for political and personal freedom and autonomy?

Tue, Oct 9 **Cigarmakers' Atlantic** (27 pages)

Gary R. Mormino, “Tampa's Splendid Little War: Local History and the Cuban War of Independence,” *OAH Magazine of History* 12, 3 (Spring 1998): 37-42*

Lisandro Pérez, *Sugar, Cigars, and Revolution: The Making of Cuban New York*. New York: NYU Press, 2018: 1-10, 99-103, 158 (bottom)- 161, 267-269*

In class: StoryMaps Workshop

Thu, Oct 11 **Analyzing an Historical Event: Strike of 1931** (25 pages)

Washington Evening Star and *New York Times*, Nov 29-Dec 13, 1931*

Studs Terkel, “Interview with Jose Yglesias,” 1970*

Louis A Pérez, “Reminiscences of a Lector: Cuban Cigar Workers in Tampa,” *Florida Historical Quarterly*, 53, 4 (April 1975): 443-449*

Robert P. Ingalls, *Urban Vigilantes in the New South: Tampa, 1882-1936*. Knoxville: University of Tennessee Press, 1988: TBA

Thu, Oct 18 **Analyzing an Historical Event, cont'd (work on Presentations)**

Tue, Oct 23 **Presentations**

Storymaps JS Workshop

As students of history, we are always exploring both time and place. Today, we are going to learn how to use [StoryMap](#), a tool that enables you to tell visual stories that emphasize geographic location. A Storymap is comprised of a series of slides with a spatial component. It works best when the number of slides doesn't exceed twenty, the story has changes in geographic location, and the story is relatively contained.

Here's an introductory "how to" video: https://www.youtube.com/watch?v=X4gOXga-Q_w

Getting Started

1. Go to <https://storymap.knightlab.com/>
2. Click on "Make a StoryMap"
3. Login with your designated Google Account. We'll be working in groups for this assignment. I've created a google account for each group.

<u>Lucky Strikes</u> Nate Arrants Leighton Ball Emily Huesman Mark Ready <i>Google account:</i> luckystrikes199@gmail.com	<u>Marlboros</u> <i>Nathan Abramowitz</i> Sam Chiacchia Talon James Cindy Ochoa <i>Google account:</i> marlborohist199@gmail.com	<u>Chesterfields</u> Brock Cannon Fletcher Dalton Braxton Hughes Will Troutman <i>Google account:</i> Chesterfieldhist199@gmail.com
<u>Edgeworth Pipes</u> Dionte Austin Susannah Johnson Max Joynes Dalton Pascale <i>Google account:</i> Edgeworthpipes199@gmail.com	<u>Bull Durham</u> Georgia Cabot <i>Tommy Clark</i> Andrew Felix William Kastberg <i>Google account:</i> Bulldurham199@gmail.com	Passwords: Passwords for each of these accounts is Tobacco2018 . Important: Do <u>NOT</u> change the passwords or any other info on these accounts.

Now, let's walk through an example

4. **Title your Storymap:** When you see the prompt, "Great! Let's make a StoryMap. What do you want to call it?" Call it "Life of Henry Box Brown—Your Last Name." Press the "Create" button

5. Make your First Slide

The first slide will serve as a place to put your overall argument and thesis. Think of it as your introductory paragraph or overview slide. Please note: There is no choice for location on the first slide. Instead, it will show you the points from the rest of the slides.

Headline: Life of Henry Box Brown

Text: Most histories of Henry "Box" Brown focus on his extraordinary (and atypical) escape from bondage. Brown's life nonetheless offers a window onto the ordinary lives of enslaved tobacco "hands" in central Virginia in decades before the Civil War.

URL to your Media: <http://cdn.loc.gov/service/pnp/pga/04500/04518v.jpg>

****Note: You can also upload an image but it must be in .jpg format. The url you find and upload must end with a jpg or it will not appear in your Storymap****

Credit: Library of Congress

Caption: The Resurrection of Henry Box Brown at Philadelphia, who escaped from Richmond Va. in a box 3 feet long 2 1/2 ft. deep and 2 ft wide," 1850

**** Make sure to hit "Save" regularly and always click Save before exiting StoryMapJS****

6. Okay, let's add a second slide: Click the "Add Slide" button on the left-hand side. With the second slide and every slide after that, you'll need to add a location. Use the search bar to type in a location. Type in "Cuckoo, Virginia"

Headline: Birth in Louisa County, Virginia, ca. 1815

Text: In either 1815 or 1816, Brown was a born a slave at the Hermitage, the plantation of John Barret, a former mayor of Richmond.

URL to your Media: http://piedmontvahistory.org/archives14/files/original/the-hermitage-nov-18-2011_1daa99c80b.jpg

Credit: Louisa County Historical Society

Caption: The Hermitage, Louisa County, Virginia

7. Let's add a third slide. Use the search bar to type in "15 South 5th Street, Richmond, Virginia"

Headline: Brown sent to Richmond, 1830

Text: After John Barret died on June 9, 1830, his slaves, including Brown's family, were divided among his children. Brown became the property of John's son William Barret, a tobacco manufacturer in Richmond. Fourteen years old, Brown was separated from his mother and father and sent to Richmond to work in William Barret's factory. Brown's sister Martha, who also became Barret's property, was according to Brown, made Barret's mistress.

URL to your Media: <http://cdn.loc.gov/service/pnp/pga/03100/03119v.jpg>

Credit: Library of Congress

Caption: W.J. Bennett, "Richmond, from the Hill above the Waterworks," engraving, 1834

****On choosing Locations: Think about what type of location is most important for your story. How precise do you need to be (or can you be)? Are you offering the specific location a moment you are describing or a location depicted by your image?****

8. Formatting Text and adding Hyperlinks to Text. Within the text of a slide, you can italicize, bold, or insert a link. Let's practice inserting a link. Let's practice inserting the following link to the first mention of William Barrett:

https://www.encyclopediavirginia.org/Barret_William_1786-1871

Choosing the Basemap and Font

Now that you have some events on your map, you might decide we want to change the base map and font styles. In Options (next to save button), there is a way to change the size, language, and font.

9. We are going to change the MapType in options. Toner Lite is an alright map, but let's go ahead and choose the OpenStreetMaps Standard. Feel free to experiment, but make sure to take into account the overall aesthetics of the map. Click close

Sharing the Map

10. Once you are ready to share your map, select the "Share" button on the top right corner.

Extended Assignment: Cigarmaker Storymaps

****Step 1: Tue, October 23 and Thu, Oct 25: Group Presentations in Class****

****Sun, Oct 27: Individual reflection due to Box by 5 pm****

In groups of four (marked below), you will be making Storymaps about the world of cigarmakers in the late 19th and early 20th century. Your Storymaps will be based on your research in following sources:

- Gary R. Mormino, “Tampa’s Splendid Little War: Local History and the Cuban War of Independence,” *OAH Magazine of History* 12, 3 (Spring 1998): 37-42*
- Lisandro Pérez, *Sugar, Cigars, and Revolution: The Making of Cuban New York*. New York: NYU Press, 2018: 1-10, 99-103, 158 (bottom)-161, 267-269*
- Studs Terkel, “Interview with Jose Yglesias,” 1970*
- Louis A Pérez, “Reminiscences of a Lector: Cuban Cigar Workers in Tampa,” *Florida Historical Quarterly*, 53, 4 (April 1975): 443-449*
- Links to photographs in collections of [Florida Memory Project](#), [Library of Congress](#), and images posted to Blackboard. (You will need to research other images online)

If you draw on additional online sources for images or to fill in historical details, you must credit/acknowledge them in your Storymap.

Step 1: Making a Storymap

The goal of your Storymap will be to explain, to an audience of non-specialists, the significance of one of the follow topics in the history of cigarmaking. Each group will tackle a different topic:

Lucky Strikes:	The Reader
Malboros:	The Cigar Workers Strike of 1931
Chesterfields:	The Rise of Ybor City
Bull Durham:	Vicente Martinez-Ybor
Edgeworth Pipes:	Havana and New York

Each Storymap must include:

1. **An opening slide** that offers, in 3-4 sentences, the topic and argument of your Storymap
2. **8-12 slides**, each with an appropriate headline and 2-3 sentence of text on each slide—explaining this history in your own words. Remember to proofread!
3. **An historically appropriate image for each slide**, with proper image credits
4. **A location** for each slide and locations in at least two countries
5. **Citations on each slide crediting your sources**, formatted in Chicago Turabian style. Since there’s no way to footnote in Storymaps, you can simply list your sources (with relevant page numbers) at the bottom of each slide text

You will want to plan out your Storymap first and make sure that every person in your group has an equal role to play in the process of research, writing, image discovery and selection, and formatting.

Step 2: Presenting your Storymap

Each group will have 10 minutes to present their Storymap to the class. Your presentation should:

1. Walk your audience through your Storymap
2. Involve all four members of the group, and
3. Include time for questions/suggestions from the rest of the class
4. Share the link to your Storymap with me (nsackley@richmond.edu)

Step 3: Individual Reflection

After each group presents, all groups members will write a 2-3 page reflection on their research and production process. The reflection should answer the following questions:

1. Was there anything about this history that you saw more clearly by creating the Storymap?
2. What was the most interesting and what was the most challenging part of the process?
3. What was your individual contribution the group's work? How did your group work together?

Evaluation Criteria for Storymaps

Research and Historical Accuracy: The Storymap demonstrates a close reading of relevant assigned written sources as well research into images using photographic collections or internet research

Clarity and Historical accuracy: The Storymap explains the topic in clear, concise prose and offers an argument for the topic's significance. Headlines [slide titles] and the order of the slides makes sense: the slides follow logically from one another.

Citations: All of the images are cited (credits and captions are filled in) and texts are cited using Chicago Turabian format.

Visual appeal: Attention is given to map choice, fonts, and proofreading

Story Map Reflection

For my Storymap, I looked into the life of Martínéz Vicente Ybor and how he created Ybor City. We created a thesis focused on why Ybor created the city, with the Story map being the decisions in his life leading up to that. Working on a person for the Story map, I was able to see more clearly the habits of movement and migration. Ybor moved from all over, following the highest sales of cigars. It was all about business, but looking at the Story map you see how the industry took him across different countries. It was also interesting to see all of his transactions took place on the Atlantic. It added a part to the history of cigars being very big on the east coast, and you could see that history through the Story map.

The most interesting part of the process was learning about how Ybor created this city. We had learned about the city itself, the riots, and ultimately the decline, but had not looked at the start. It was interesting to learn that Ybor created this city itself to avoid union riots and conflicts, but instead that is what he got. He was a very powerful man with interesting facts and features that were entertaining to learn about. Learning the new information and ultimately putting the pieces together was the most interesting part of the process. Though, there were difficulties within our Story map.

At first, it was difficult to decide which direction we wanted to go. Researching Ybor as a person was different then mapping out an event. Because of this, we knew we wanted to take advantage of the changes in a person's life and move the Story map a lot by putting it in many different locations. But next we had to decide why these locations mattered, and from that we concluded our thesis. Once we had our thesis, the Story map worked well in its progression and presented information.

Working within my group, I found that the most challenging part of the project was technological. It was frustrating to be working on a slide and then have it delete because we were all on it. Once we figured out this wasn't going to work, we switched to just using one laptop and it went much more smoothly. Working on one laptop took longer, but it was successful because we were all working on the slides together so it was much more of a group effort. Everyone got to add what they had found to the slides we did together, which created good slides with lots of information. As well, we were able to watch mistakes because we had all eyes looking on the one slide.

Individually, I contributed to the group by completing a number of my own slides, editing others and choosing pictures and locations for many of them. I began the brainstorm of a thesis, and together our group discussed how we wanted the Story Map to go. Everybody successfully put in effort to the project, as we all met together and worked on it simultaneously so we knew what everyone got done. We worked well together, answering each other's questions, explaining misunderstandings and ultimately being okay with everyone's different decisions and trusting we got it done.

Overall, I liked the Story map project. Besides the technological part, the map was an integral part in understanding some of the topics and it was interesting to put it together in that way. It was different than anything I had done before, but I liked how the progressions all made sense. It was entertaining to listen to the other presentations as well. I would recommend doing it again next year!