

# “Beyond the Grave: What Old Cemeteries Tell and Teach the Living”

Term: Fall 2016

Course Number: FYSE 111-01 (22187)

Class Meets: Mondays, 6-8:45 p.m.

Location: Education Center 109

Class Web (Blog) Site: [charlestonbeyondthegrave.blogspot.com](http://charlestonbeyondthegrave.blogspot.com)

## Instructor

Patrick Harwood

## Email

harwoodp@cofc.edu

## Phone

843.224.3112 (cell-OK to call or text)

**Office Hours:** I am available before and after class on Mondays; please call or text (cell phone) or email me with questions, issues, absence alerts, etc.

## Peer Facilitator:

Johan van Cauwenberghe

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Email: [vancauwenberghejs@g.cofc.edu](mailto:vancauwenberghejs@g.cofc.edu)



## General Information

### Description

Situated in the historic district of the “Holy City,” the College of Charleston is surrounded by Charleston’s historic streets, buildings, and cemeteries. This class will focus on the many 18<sup>th</sup> and 19<sup>th</sup> century graveyards within walking distance of campus and beyond. We will use multiple disciplinary perspectives to study long ago lives, researching and examining how people lived and died. Funerary customs- how people are buried, memorialized, and remembered- can tell us things about the past and also put into perspective, in some ways, our lives and lifestyles today.

This class is also about you becoming a better writer and researcher. Writing techniques, structure, grammar and other basics will be emphasized and interwoven throughout the many assignments, such as blog posts that you will be doing. You will be exposed to various research resources online, on campus and elsewhere that will be utilized for different assignments.

The course is also about multimedia online content creation and dissemination. On your blogs you will write and create an array of different types of content using words, photos and videos produced using programs some of which may be familiar to you, others not.

### Expectations and Goals

This course will hit on many different themes and academic disciplines, such as history, religion, art, art history, anthropology, sociology, psychology and genealogy. We will explore the old Charleston cemeteries in these and other contexts. Writing, researching, blogging and visiting graveyards and cemeteries will be a big part of this learning experience. We will have one or more guest speakers to share different views relevant to what we will study.

Expectations are that you:

- Attend all classes, be on time, and don't be disruptive with use of cell phones and other devices
- Complete assignments on time and make efforts to improve work based on my feedback
- Create your own individual blogs and post to them regularly, per assignments and otherwise
- Contribute to and have fun with the class blog! Meet deadlines, be creative
- Strive to meet with quality (and flare!) the various multimedia project requirements
- Ask questions, share opinions, participate in off-campus class events
- Also, be sure to save all of the photographs you take- you will need them for a final project

## FYE Learning Outcomes

- Students will be able to identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources. This will be assessed with an end of semester exam in the First Year Synthesis Seminar course.
- Students will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; Evaluate the relevance, quality, and appropriateness of different sources of information; Recognize and classify the information contained within a bibliographic citation; Access and use information ethically and legally. This will be assessed with a source identification and source relevance activity that will be part of the FYE embedded librarian session.
- Students will be able use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences

## Course Materials and Resources

### Required Books and Camera:

- "In the Arms of Angels: Magnolia Cemetery-Charleston's Treasure of History, Mystery and Artistry" by Patrick Harwood (2014)- this book should be purchased directly from me (\$50 cash or check)
- "Stories Told In Stone- Cemetery Iconography" by Gaylord Cooper (2009, Motes Books)- buy at the CofC Bookstore
- Camera or smart phone that can take quality images and video- you will also need to upload photos and video to various software programs, social media and apps for editing and postings
- Flashdrive- will be helpful in bringing your photos and other material to class when we use the computers
- Flashlight- we will do some nighttime visits to church graveyards; bring ghost repellent too! ;-)
- A special class blog has been established that you will post various types of material: writing, photos, videos, etc. The URL is [charlestonbeyondthegrave.blogspot.com](http://charlestonbeyondthegrave.blogspot.com)
- Several church graveyards are a short walk from campus. We will be visiting some of these as a class and you can come back to them (and others downtown) for research and homework assignments. Please do not go alone, especially at night. Always travel downtown with one or more other people! Safety in numbers! The churches are:
  - Cathedral Church of St. Luke and St. Paul, 126 Coming Street (Episcopal)
  - Second Presbyterian Church, 342 Meeting St. (across from Marion Square Embassy Suites hotel)
  - St. Patrick Catholic Church, 134 St. Philip St.
  - Circular Congregational Church, 150 Meeting St. (United Church of Christ and Presbyterian Church)
  - Unitarian Church of Charleston, 4 Archdale St.
  - Bethel United Methodist Church, 57 Pitt St.

## Specific Blog Posts (key research and writing assignments- all posts much include visuals)

- Church graveyard facts and impressions
- Magnolia Cemetery facts and impressions
- Cemetery/graveyard symbols scavenger hunt
- Research and write about an ancestor of yours (deceased great grandparent or older)
- Research and write about an “Old Charlestonian” and his/her gravesite
- Write about guest speakers
- Content creation using Blogger/Blogspot, Prezi, Kizoa and other programs

## CofC’s Grading Policy

A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 65-69; D 60-64; F 59 and under  
A = 4.00 B = 3.00 C = 2.00 D = 1.00 A- = 3.67 B- = 2.67 C- = 1.67 F = 0.00 B+ = 3.33 C+ = 2.33 D+ = 1.33

## Final Grade Determination

Two Exams (midterm and final exam):	40 percent
Blogs and blogging assignments:	40 percent
Participation, homework and other assignments:	10 percent
Attendance and participation in peer facilitator classes and work:	10 percent

**Note:** There will be extra credit opportunities in the form of extra blog posts you can do to have points added to the lower grade between your midterm and final exams.

## WEEKLY CLASS SCHEDULE

**Note:** This schedule is regularly updated and modified so do not rely on a schedule printed the first week of class. I will often bring up this schedule at the start of class, show you what is due next class and in the classes ahead, and go over what may have been changed in this schedule. Homework assignments and other key assignments are underlined for emphasis.

### August 29 (Week 1)

- Welcome to college and course introduction
- Course policies and procedures
- Peer facilitator and his/her role
- Syllabus review
- Required books
- Student information sheets
- Class and individual blogs (using Blogger)
- Prezi No. 1 presentation- Course overview
- Funeral and burial traditions historically and globally
- Graveyards in the city review
- Your professor’s cemetery interests, research and books
- Introduction to blogs and, specifically, Google’s Blogger platform
- How to set up your blog- step-by-step instructions
- Each class member will be added as an author to the class blog
- Week 1 Homework- Due Sept. 5:
  - Set up individual blog using the Blogger platform
  - In Patrick Harwood’s book, read pages 1-15 (Introduction, Rural and Victorian Cemetery Movements, Research Riches, and Other U.S. Victorian Cemeteries) and answer the questions in the distributed handout
  - In “Stories Told In Stone” review Chapter 4, “Glossary of Common Gravestone Symbols & Interpretations” (pages 71-82) and “Visual Guide to Cemetery Monument Types” (pages 91-92)

## September 5 (Week 2)

- Review and collect Week 1 homework
- Go over blog set up and getting started- students should have their blogs set up tonight, the basics at least
- Cemetery symbolism and iconography
- Visiting a cemetery/graveyard: what to look for!
- Types of grave markers and monuments
- Charleston's cemetery "scene" (tours, ghost walks, etc.)
- Origin of the "Holy City" nickname
- Graveyards and **tourism**
- Burials then and now
- The Victorian/Rural Cemetery movement
- Preview next week's visit from Ruth Miller, Charleston tour guide and cemetery book author- each of you will write a blog post about her talk (details to be given)
  
- Week 2 Homework: Due Sept. 12
  - In "Stories Told In Stone" read the Foreword on page 7, Chapter 1, "The History of Cemeteries & Gravestones" pages 9-12, and "Glossary of Common Gravestone Symbols & Interpretations" (pages 71-82)
  - "In the Arms of Angels"- read Chapter 5, "Cemetery Symbolism," pages 151-165
  - Answer handout questions from these readings

## September 12 (Week 3) (Guest Speaker Today)

- Review and collect Week 2 homework
- Ruth Miller will speak during the first hour of class tonight
- After her talk:
  - Review Cemetery Types and Symbols Prezi
  - Review [findagrave.com](http://findagrave.com) website
  - Preview Week 3 book homework
- Week 3 Homework- Due Sept. 19:
- In "Stories Told In Stone" read Chapter 2, "Identifying Your Ancestors" pages 25-53
- "In the Arms of Angels" read Ch. 7, "A Modern Monument Maker's Perspective" pages 180-182
- "In the Arms of Angels" review Chapters 1-4, "Magnolia's Most Magnificent," "More Memorable Memorials," "Magnolia's Confederacy Legacy," and "The Children of Magnolia Cemetery" (pages 16-150)
- Answer handout questions from these readings
- Also due next Monday: blog post on Ruth Miller's talk (see details given)
- --Write a 300 plus word blog post about Ruth Miller's visit to our class. Include at least three quotes from her. Hit on his general themes of who she is, how she became interested in grave sites, and the books she has written on Charleston graveyards. Post only on your blogs, not the class one
- --Include a photo of her that you take during class tonight and also have at least two links to related material about Ruth Miller (see class Pinterest site for two pieces on her)
- --Take careful notes during her presentation. Write (or record) interesting, insightful and especially articulate full sentences that will make strong quotes in your post
- --Give post an engaging headline- same with your lead sentence- don't be bland
- --Keep your paragraphs short and flowing
- --Review this PowerPoint on feature writing and reporting for insights into effective feature storytelling and writing

#### September 19 (Week 4) (Visiting Two Graveyards Today)

- Review and collect Week 3 Homework and Ruth Miller blog post due tonight
- Identify and research an ancestor of yours in order to write a detailed article with photos for your and the class blog
- Steps to begin this project: identify ancestor, talk to parents, grandparents, find records, articles about your subject; using Ancestry.com, details of writing and blog posting assignment
- Visit to the graveyards at the Cathedral Church of St. Luke and St. Paul, 126 Coming St. and St. Patrick Catholic Church, 134 St. Philip St. (bring cameras)--Keep an eye out for gravesites you may want to research for your research project due later in the term
- Week 4 Homework- Due Sept. 26:
- Write a short paper identify the relative you will research (remember, must be a great grandparent or older). Answer these questions: his/her name, connection with your parents and grandparents, when this person was born and died, cause of death, where he/she lived, job/career information, family life, and any other information you find out that you might use in your research article; also see what visuals you may be able to find and use. Note: This is not a blog post. Research paper/article blog post will be due Oct. 3.
- With notes and photographs made during our church graveyard visits, create a post on your blog documenting your impressions of these grave sites. Also include photographs and descriptions of 5 or more types of grave markers (headstone, obelisk, etc.) and 8-10 images of funerary symbols and their meanings. Identify name and birth/death years of markers/people you write about. Include two or more links to related material, such as the homepages of the two churches and perhaps sources used to identify types of markers and symbols.
- After creating your blog post, link it to the class blog (how to do this will be explained)

#### September 26 (Week 5)

- St. Patrick and St. Luke/Paul blog posts due today (we visited last Monday)- we will do peer reviews tonight
- Also due today, Ancestor Research Project proposals (checked and returned in class)
- Ancestor blog post is going to be due next Monday, Oct. 3- distribute and go over handout with details of this assignment (post a link on the class blog too)
- Research resources- visit from CofC Librarian Jared Seay tonight
- Ancestry.com presentation
- Information about the Charleston County Public Library (Calhoun Street on way to the aquarium) and its ancestry.com free terminals
- Go over Name That Monument Prezi- this time with types of markers listed
- Discuss Saturday, Oct. 8 field trip to Magnolia Cemetery (we will also see several other cemeteries in the vicinity of Magnolia, including the Emanuel AME cemetery where three of the June 2015 Charleston Church Massacre victims are buried)

#### October 3 (Week 6)

- Ancestor blog posts due today- presentations tonight (post to class blog also)--see handout for details of this assignment
- Discuss next week's visit to Bethel United Methodist Church, 57 Pitt St.

- Cemetery Symbol Scavenger Hunt! Photograph and document 10 different cemetery icons or symbols. You will do a blog post showing your ten and interpreting and describing the meanings of each. This will be worth 20 points on the upcoming midterm exam. The due date is Oct. 24, the exam date.

#### October 10 (Week 7)

- No class on Oct. 10 due to Hurricane Matthew
- Rescheduled to Oct. 17: Outing to [Bethel United Methodist Church](#), 57 Pitt St. for Symbol Scavenger Hunt- this is part of the midterm exam- see Oct. 3 info above for posting details
- October 15 Magnolia Cemetery field trip details (see below)—distribute and go over handout detailing the assignment/blog post that goes with this visit- assignment is also [posted on the class site](#)
- Midterm Exam preparations- study guide will be distributed (blog quality will be part of the exam)

\*\*\*Saturday, Oct. 15-- Magnolia Cemetery Field Trip- we will all meet in front of the Stern Student Center at 10 a.m. to get in the vehicles that will take us to Magnolia Cemetery in Charleston (attendance mandatory). Post on your site and link to class site due Monday, Oct. 31- see handout and [blog post](#) for post guidelines. \*\*\*

#### October 17 (Week 8)

- [Bethel UMC “Scavenger Hunt”](#)- meet in front of [Addlestone Library](#) at 6 p.m.
- [Handout will be given that you are to complete with your 10 symbols and other info](#)
- Bethel UMC symbols blog post is part of the exam and is due at the time of the test
- Write post on your blogs and [also post on the class blog](#)

October 24 (Week 9) Note: Thursday, Oct. 27 is the last day to withdraw with a “W” from this class

- [Midterm Exam is today \(rescheduled due to Hurricane Matthew\)](#)
- Handout and discussion: “Old Charlestonian Research Project”- Identify an interesting Charlestonian with an interesting gravesite. [Your proposal is due Nov. 14 and the research post is due on our Nov. 28](#)
- Write a proposal on the Charlestonian you will research and write about for your blog and class blog: who is this person, when did he/she live and die (and how); include other details you know so far about life, occupation, family, achievements (and failures), legacy and any other interesting facts and tidbits. Describe the gravesite. What is unique, interesting or magnificent or artistic about it? Also, include research sources you have and will use to write a detailed article. Style and length should be similar to the stories I have in “In the Arms of Angels.” Word count: 500-plus with photos/visuals and links

#### October 31 (Week 10)

- Magnolia Cemetery Blog Post is due today. [See details here.](#)
- Return Midterm Exams which have Midterm Grades
- Preview Dr. George Dickinson talk on Nov. 14
- Handout and discussion:
  - [“Old Charlestonian Research Project”](#)- Identify an interesting Charlestonian with an interesting gravesite. [Your proposal is due Nov. 14 and the research post is due on Nov. 28](#)
- Write a proposal on the Charlestonian you will research and write about for your blog and class blog: who is this person, when did he/she live and die (and how); include other details you know so far about life, occupation, family, achievements (and failures), legacy and any other interesting facts and tidbits. Describe the gravesite.

What is unique, interesting or magnificent or artistic about it? Also, include research sources you have and will use to write a detailed article. Style and length should be similar to the stories I have in "In the Arms of Angels." Word count: 500-plus with photos/visuals and links

- Note: Your "Old Charlestonian" research project and post must be from a gravesite found at one of the graveyards/cemeteries we have visited this semester. It can also be from one in Charleston you visit on your own. See a list of six nearby graveyards earlier in the syllabus
- Prezi, a popular alternative to PowerPoint presentations-- demonstration
- Students will need to sign up for Prezi accounts (free) on [prezi.com](http://prezi.com)
- Homework for Nov. 14: Create a Prezi presentation on the theme of:
  - "Top 10 Things..."
  - This can be on 10 things you want to achieve in life!
  - 10 places you want to visit around the country and world!
  - 10 items on your young "bucket list"!
  - 10 people you most admire and respect in the world!
  - Next Monday, after Dr. Dickinson's presentation, each of you will present your Prezi Top 10 creations
  - Post this on your blogs and the class blog ([charlestonbeyondthegrave.blogspot.com](http://charlestonbeyondthegrave.blogspot.com))
  - You will be shown how to embed Prezi in Blogger (it's easy!)
  - Make sure you have at least 10 circles (or slides as called in PowerPoint)
  - When presenting be ready to discuss each part of your Top 10 list
  - Have a photo/visual in each circle. Some writing is needed too, but not much since you'll be detailing each item/person, etc. on your list
- Funeral Practices by U.S. Religions and Around the World
  - Look at YouTube video and newspaper article (Pinterest)
  - Students complete a worksheet in class

November 7 (Week 11) Fall Break- No Class today (Election Day is tomorrow- Tuesday, Nov. 8)

November 14 (Week 12) (Guest Speaker Today)

- "Top 10 Things..." Prezi due today- will present after Dr. Dickinson's talk
- "Old Charlestonian" research topic due
- Tonight: Guest speaker: CofC sociology professor George Dickinson, author and nationally-recognized expert on death, dying and bereavement. [See additional information on him here.](#)
- Week 11 Homework: Due Nov. 21
- --Write a 300 plus word blog post about Dr. Dickinson's visit to our class. Include at least three quotes from him. Hit on his general themes on death, dying and bereavement. Post only on your blogs, not the class one
- --Include a photo of him that you take during class tonight and also have at least two links to related material about Dr. Dickinson
- --Take careful notes during his presentation. Write (or record) interesting, insightful and especially articulate full sentences that will make strong quotes in your post
- --Give post an engaging headline- same with your lead sentence- don't be bland
- --Keep your paragraphs short and flowing
- --Review this PowerPoint on feature writing and reporting (from one of my previous classes) for insights into effective feature storytelling and writing

November 21 (Week 13)

- Dr. George Dickinson blog post due- details above (post only on your blogs, not the class blog)
- Takeaways from Dr. Dickinson's presentation
- Week 15 Homework due Dec. 5: Prepare an "Epic Epitaphs" Prezi featuring 12 or more epitaphs that you found and photographed at three or more Charleston graveyards (post on class blog also). Your epitaphs can be from Magnolia Cemetery or the other church graveyards we have already visited. Here are several other downtown church graveyards within walking distance of campus. See more on this assignment after this list.
  - Second Presbyterian Church, 342 Meeting St.
  - St. Patrick Catholic Church, 134 St. Philip St.
  - First (Scots) Presbyterian Church, 53 Meeting St.
  - Circular Congregational Church, 150 Meeting St.
  - Unitarian Church in Charleston, 4 Archdale St.
  - Bethel United Methodist Church, 57 Pitt St.
- "Epic Epitaph" presentation- taken from my "In the Arms of Angels" book (Chapter 6, pages 166-180) and Greenhill section Chapter 8, pages 183-192)
- Your "Epic Epitaph" assignment: Produce a Prezi presentation featuring at least 12 epitaphs that you find and like at three or more Charleston cemeteries/graveyards. They cannot be from just one. In your presentation, have one or two photos of the gravesite, with the epitaph clearly visible in one photo. List the following: 1) the epitaph (verbatim); origin of the phrase (research!); who is buried there-name(s), birth/death years; and the cemetery/graveyard name (be sure to call church gravesites graveyards, not cemeteries)
- So, you will need to visit several grave sites on your own in the weeks ahead. The five listed above are within walking distance of campus. Magnolia Cemetery epitaphs can be included. Remember, three or more different gravesites, not one.
- This project is due on our last class date, Dec. 5- post on your blog and class one- each of you will present
- A look at some "Not So Epic Epitaphs"?
- What's Ahead for the rest of the semester...
- Video Project- Produce a video that documents the things you have done and seen during this FYE class this semester. This one-to-two minute video must be accompanied by music (incompetech.com is a great site for free music!)
- The video must be produced using Windows Movie Maker, Apple iMovie or another video or slideshow program such as Kizoa
- Use text to convey information such as the cemetery name and address, the gravesite we are seeing, other information
- This video will be due on our exam date in December and will be worth 25 points on the final exam
- Each of you will present your video on that date, before the test is taken
- Tutorials on Windows Movie Maker, iMovie and Kizoa

November 28 (Week 14)

- "Old Charlestonian" research post due today on your blog and class blog- presentations!
- Charlestonian blog post due today- include the following elements: 400-500 words, three or more visuals including own photos of gravesite; proper source attribution for



material used; two or more links to related material; short paragraphs; strong, engaging headlines and lead sentences; post on your blogs and the class blog also “Victorian Sadness/Victorian Splendor- Young Death and the Funerary Artistry it Inspired”

- Tonight, we will explore the alarmingly high 18<sup>th</sup> and 19<sup>th</sup> century infant and youth mortality rates
- View Pinterest material on 18<sup>th</sup> and 19<sup>th</sup> century diseases and illnesses
- Readings: “In the Arms of Angels” Chapter 4, “The Children of Magnolia Cemetery”, “Stories Told in Stone” pages 22-23, “Glossary of Major Epidemics/Pandemics”
- Creating a cemetery video- handout Apple/Mac iMovie instructions; Kizoa slideshow program

Video Project Details- Produce a video that documents the things you have done and seen during this FYE class this semester. The length should be 1:30- 2 minute video (OK if it’s longer)

- The video must be produced using Windows Movie Maker, Apple iMovie or Kizoa
- Use text to convey information such as the cemetery name and address, the gravesites we are seeing, other information
- Video must have music with it (incompetech.com is an excellent free music source)
- Post on your blog and the class blog (charlestonbeyondthegrave.blogspot.com)
- This video will be due on our exam date, Dec. 14, and will be worth 25 points on the final exam
- Tutorial on Windows Movie Maker
- Also remember copyright free music is available on the Incompetech website

December 5 (Week 15) Last Class (exams begin December 7)

- “Epic Epitaphs” post due on your blog and class blog- each student will present tonight
- FINAL EXAM STUDY GUIDE AND PREPARATIONS
- Go through my Apple iMovie video tutorial and picture-in-picture feature
- Introduce Kizoa slideshow program- students can do a slideshow in Kizoa instead of producing a video in iMovie or Windows Movie Maker
- Note: Extra credit can be earned if you produce videos/slideshows in both Kizoa and one of the video editing programs. Shows, however, must not be the same- same photos. Need a separate theme or angle to the extra credit production. Ideas: crosses, angels, mourning women, Christian symbols, etc. Ten points can be added to the lower grade between your midterm and final exam.

Final Exam: Wednesday, Dec. 14, 7:30- 10:30 p.m. (time may be moved to 6 p.m.)

- Cemetery Video due today- post on blogs (your and class) and present tonight before test is taken (worth 25 points on the final exam)
- Any extra credit posts? There will be a place on the final exam to list any
- Last chance for extra credit posts and points is Friday, Dec. 16, 9 a.m.- must notify me so I will know to check for them (call or email me)

FINAL GRADES: Due Friday, December 16 by noon; grades available for students to view by 5 p.m. on MyCharleston