

interpreter

Core Curriculum Catalog Issue for Historic Area Interpreters

Objectives of the Core Curriculum

The Core Curriculum is an *in-service* interpretive education program that is offered annually to all Historic Area interpreters of the Colonial Williamsburg Foundation. It is but one portion of the entire interpretive education program and is general and division-wide in nature. Another component of the Department of Interpretive Education's programs (although it is not the subject of this catalog) is *departmental in-service* training. In contrast to the Core Curriculum, departmental training is offered within an interpreter's specific department, and it endeavors to address site-related topics (for example, tavern update training, crafts interpretation technique training, visitor aide training, and so forth). All interpretive education programs, whether Core Curriculum or departmental, are overseen by the members of the Department of Interpretive Education.

Core Curriculum consists of the following phases:

Core Curriculum 1 and 2: required courses;

Core Curriculum 3, 4, and 5-Plus: elective courses, offered in combination with required courses (Core Curriculum 3 and 4) or by themselves (Core Curriculum 5-Plus);

Core Curriculum 6-Plus: optional special programs (seminars, for example) scheduled during the period from March through December and open only to those interpreters with six or more years of interpretive experience who have completed three years of Core Curriculum requirements.

Each of these phases shares the following objectives:

1. To provide concepts and historical information of a general, contextual nature for interpreters.
2. To offer guidance in the organization and application of these concepts and contextual information to specific interpretive situations.
3. To develop interpreters' skills in communications and in the use of historical source materials of all kinds.
4. To identify and underscore those aspects of interpretation that will serve to strengthen the sense of common purpose among interpreters from Colonial Williamsburg's various interpretive departments.

Core Curriculum 1 and 2 offer an introduction to the understanding and interpretation of colonial Virginia society and culture. In an effort to develop more effectively the Foundation's interpretive theme of "Becoming Americans," the structure of Core Curriculum 1 and 2 is being revised slightly from that of past years. This restructuring will be completed in 1987, and 1986 will be a transitional year in the process. The curriculum is developing as follows:

1985

(Last winter's program)

Core Curriculum 1: *Virginia Society in Profile*
Introduction to Virginia's Colonial Economy
The Black Presence in Colonial Virginia
Fine Things|Plain Things: Virginia's Material Culture

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Objectives, *continued*

- Core Curriculum 2: *The Evolution of Government in Colonial Virginia*
The Revolution in Virginia and Its Aftermath
Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

1986

(This winter's program)

- Core Curriculum 1: *Virginia Society in Profile*
Introduction to Virginia's Colonial Economy
Introduction to Virginia's Colonial Government
Fine Things/Plain Things: Virginia's Material Culture
- Core Curriculum 2: *Introduction to Virginia's Colonial Government*
British Regulation of the Empire
Trades and Manufacturing in Colonial Virginia
Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

1987

(and succeeding years)

- Core Curriculum 1: *Virginia Society in Profile*
Introduction to Virginia's Colonial Economy
Introduction to Virginia's Colonial Government
Fine Things/Plain Things: Virginia's Material Culture
- Core Curriculum 2: *The Black Presence in Colonial Virginia*
British Regulation of the Empire
Trades and Manufacturing in Colonial Virginia
Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

Core Curriculum 3, 4, and 5-Plus offer interpreters who have completed Core Curriculum 1 and 2 (and those interpreters hired before January 1, 1980) a choice of one, two, or three elective courses.

If you completed Core Curriculum 2 in 1985, you will enter Core Curriculum 3 in 1986. At this level, you will complete two required courses, *Comparative Colonial Experience* and *England's Heritage: 1086-1607*, and will choose one additional elective. In 1987 you will progress to Core Curriculum 4. Here you will complete one required course, *The Age of Enlightenment*, and choose two additional electives.

At the Core Curriculum 5-Plus level interpreters are able to choose three elective courses. (Note: Interpreters who have chosen electives in past years will, in essence, enter the 1986 program at this level or at the Core Curriculum 6-Plus level, described below.)

Each year elective course offerings are identified by members of the Core Curriculum Committee, which consists of interpreters, researchers, curators, and members of the Department of Interpretive Education. All electives are taught in one eight-hour day, with the last portion of each class day devoted to a course summary /discussion/application session.

Core Curriculum 6-Plus, which will be implemented in 1986, offers those who are eligible even greater opportunity for interpretive development. This level of the Core Curriculum program consists of optional special programs such as seminars and visits to other museums. Some of these programs will fulfill all of an interpreter's Core Curriculum requirements; others may be supplemented with elective coursework, up to a total of 24 hours.

Program Appraisal: Test/Application/Evaluation

Tests and Assistance: Tests offer you and us an effective means of gauging your knowledge of course content. This is especially important at the required-course levels, Core Curriculum 1 and 2. If you participate in courses at either of these levels, you will take a 1½-hour test covering content material from all of your classes. The test will be given on a day following completion of your classes.

The Core Curriculum faculty and the Department of Interpretive Education will be glad to answer any questions you may have about courses, to provide tutors upon request, and to assist you in choosing future courses.

Application Session: An application session will be conducted after completion of your classes, giving you an opportunity to work on the use of course content material in your specific interpretive situations. If you participate in Core Curriculum 1 or 2, this session will take place after you have completed and discussed your test; if you enroll in elective courses, the application session will take place at the end of the class day. During this time we will consider the variety of ways to use the course content in interpretations organized around the "Becoming Americans" theme.

Student Evaluation: Following the application session, you will have a chance to give us your thoughts about the Core Curriculum segment in which you participated. As usual, your evaluation will help us to refine the program next year.

How to Enroll: Core Curriculum 1, 2, 3, 5-Plus, 6-Plus

Core Curriculum 1: Your master teacher will contact you about your eligibility to begin Core Curriculum 1.

Core Curriculum 2: If you completed Core Curriculum 1 in 1985, you will participate in Core Curriculum 2 courses in 1986.

Core Curriculum 3: If you completed Core Curriculum 2 in 1985, you will enter Core Curriculum 3 in 1986. At this level, you will participate in two required courses, *Comparative Colonial Experience* and *England's Heritage: 1086-1607*, and you will choose a third elective from among those listed on your registration form. Elective courses will be taught in one eight-hour day; the two required courses will be taught in half-day segments over two eight-hour days.

Core Curriculum 5-Plus: If you completed the requirements for elective courses in 1985, you will continue to have that opportunity in 1986. Once again, each elective will be taught in one eight-hour day. In 1986 you will register for three courses, selected from among those listed on your registration form.

How to Enroll, *continued*

Core Curriculum 6-Plus: If you were hired as an interpreter before January 1, 1980, and have completed three years of Core Curriculum requirements, you will have an opportunity to participate in this new segment of the Core Curriculum. Core Curriculum 6-Plus consists of optional special programs, such as seminars and visits to other museums. (You are, of course, free to enroll in Core Curriculum 5-Plus electives rather than 6-Plus special programs, if you so choose.) The programs to be offered in 1986 are described on your registration form.

Registration: Please fill out the registration form that relates to the Core Curriculum level in which you will participate. Return the form to your master teacher or interpretive education representative by **Friday, October 11, 1985.**

Confirmation: You will receive enrollment confirmation through your department during the month of November.

Attendance: Participation in training is an integral part of your job. Attendance will be recorded at each class meeting. As usual, all classes will be held regardless of weather conditions (unless, of course, the Colonial Williamsburg Foundation closes operations). With the permission of your department head, a partial absence may be permitted for illness or an emergency.

Core Curriculum Committee: John Caramia (chair), Barbara Beaman, Gary Brumfield, Brenda Canada, Valerie Coons, Liza Gusler, Kevin Kelly, Jane Strauss, Bill Weldon, and Sandi Yoder.

Core Curriculum Catalog: Valerie Coons, coordinator.

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Course Descriptions

Core Curriculum 1

Virginia Society in Profile

This course traces the evolution of Virginia society from its beginnings in the chaotic seventeenth century to its mature form in the third quarter of the eighteenth century. The course will explore how the changing demography of the region profoundly affected Virginia, and, further, how that society grew more hierarchical and closed by the end of the colonial period. Finally, the course will examine the shape of Williamsburg's urban society and compare it to that of rural Virginia. Kevin Kelly.

Introduction to Virginia's Colonial Economy

This course provides an overview of the economy of the colonial Chesapeake by exploring the twin processes of economic development and economic diversification. Through lectures and exercises in the classroom we shall study Virginia's transformation from a tobacco-dominated economy to one of mixed agriculture, modest manufacturing, and burgeoning internal trade. Topics of study will include economic cycles, credit, money, introduction to slavery, and alternative markets. Peter Bergstrom.

Introduction to Virginia's Colonial Government

This course will examine seventeenth- and eighteenth-century Virginia government from its inception in 1607 through the decisive year of 1776. We will consider the workings and personnel of government at the local (county, municipal) level as well as at the colonial level. Nancy Milton.

Fine Things|Plain Things: Virginia's Material Culture

Participants will study the tangible evidence of late-eighteenth century Virginia society, including houses (slave quarters to large planters' homes), furnishings, and clothing. Documents (inventories) and antique objects will be utilized to help students understand room terminology, the use of spaces, and the types and arrangements of furnishings. Liza Gusler.

Core Curriculum 2

Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

The spiritual and mental worlds of eighteenth-century Virginians will be explored in this course. Through presentation and analyses of dramatic vignettes, maps of the period, and documentary sources, participants will come to understand how various colonial Virginians viewed themselves, their neighbors, their communities, and the natural and spiritual worlds of which they were a part. Contrasts with eighteenth-century England and seventeenth-century Virginia, as well as with contemporary America, will be made. Department of Interpretive Education Staff.

Introduction to Virginia's Colonial Government—see description above (Core Curriculum 1).

British Regulation of the Empire

This course will survey what the British expected of the Empire in the seventeenth and eighteenth centuries. There will be an explanation of the statutes and regulatory institutions by which the Empire was governed and a discussion of their effectiveness. The emphasis will be on the changes that occurred in British attitudes in the 1750s and 1760s and the resulting legislation that set the stage for the Revolution. John Selby.

Trades and Manufacturing in Colonial Virginia

The central theme that runs through the history of trades in colonial Virginia is the perpetual shortage of skilled labor. This course will focus on that theme as well as such topics as apprenticeships and training, wages and prices, competition, economic opportunities, social position of artisans, specialization and diversification, laws affecting artisans, and black craftsmen. The course will also explore the beginnings of industry, such as iron manufacturing and lumbering, in colonial Virginia. John Caramia.

Core Curriculum 3, 5-Plus, 6-Plus

Communication Skills Workshop (Note: This course will count as two electives.)

This two-day workshop will begin with a discussion of voice production and practice of the proper use of the vocal apparatus. It will then focus on interpersonal communication, elements of interaction, and effective interpretive delivery. Through the use of skill practices and videotaped interpretations participants will apply the techniques discussed in class. (Each workshop is limited to 10 participants.) Rex Ellis.

Comparative Colonial Experience

This course will provide a context for understanding that part of the Anglo-American colonial world which is represented here in the Chesapeake. Two major aims will be to explore the regional diversity of the Anglo-American colonial experience and to gain a sense of how each region developed over time. Kevin Kelly.

Crafts at Colonial Williamsburg: Printing and Bookbinding

This course will begin with a brief overview of printing in the colonies and a comparative study of printing styles, followed by an examination of printing in Virginia and a discussion of Williamsburg printers, particularly William Parks. The second segment of the course will focus on bookbinding and will cover such topics as book decoration and style, the availability of books and the content of libraries in colonial Williamsburg, and the exhibition libraries in the Historic Area. Mark Howell, Willie Parker.

Dance, Music, and Theater in the Lives of Colonial Virginians

This course will provide an overview of the three major performing arts—dance, music, and theater—in the colonial period. The discussion will cover the public and private aspects of these cultural arts in Virginia and their importance to eighteenth-century life. In addition, the course will address how these performing arts can assist us in interpreting the eighteenth century to our visitors. Company of Colonial Performers Staff.

Decorative Arts: Furniture and Textiles

Using the exhibits at the Wallace Gallery and objects from the study collections, this course will examine furniture and textiles within the context of the "Becoming Americans" theme. Comparison will be made between the textiles and furniture made in England and those produced in the various American colonies. Special emphasis will be placed on the manner in which some colonies deviated from high-style English production, while other colonies consciously tried to copy English style and construction methods. Linda Baumgarten, Ron Hurst.

Eighteenth-Century Health and Medicine

Through lectures, slides, demonstrations, and case studies, this course will introduce interpreters to the history of medicine, including medical theory and pharmacy. The discussion will also cover mental health care, with special focus on the changing styles of treatment used in the Public Hospital and other American asylums from 1773 to 1885. Galt Apothecary Staff, Shomer Zwelling.

England's Heritage: 1086-1607

Virginia, before it became something different from its parent cultures, was a new England. This course is an introduction to English society at the time of North American exploration and settlement; and to the events, personalities, and forces that gave it its distinctive shape and dynamics. Working with a variety of sources, participants will be introduced to village life, to a growing national agricultural and trade economy, to forms of parliamentary government and monarchical rule, and to England's intellectual and spiritual life as it was shaped in parish churches, cloisters, and universities and through the literature and art of its emerging national culture. Dennis O'Toole.

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○ Core Curriculum 3, 5-Plus, 6-Plus Course Descriptions, *continued*,

Folk and Formal Traditions in Early American Art

This course will cover some of the distinctions between folk and academic or formal painting and the decorative arts by discussing examples from Colonial Williamsburg's collections. It will also consider how some of the methods and forms used by artists and craftsmen in the eighteenth century continued to be used and were changed during the nineteenth century. Carolyn Weekly.

Introduction to Eighteenth-Century Documents and Their Use in Primary Research

This course will survey documents surviving from the eighteenth century: What are they? How and why were they created? What sort of information do they contain? What are their limitations as sources? We will look at examples of documents and examine case studies that illustrate their use to answer particular questions in primary research projects. Gary Brumfield. Harold Gill.

Mid-Eighteenth-Century Plantation Life in the Tidewater

This course will deal primarily with work routines and management strategies on large farms during the golden age of tidewater plantation agriculture. Topics to be considered include typical market crop mix, slave work culture, the role of overseers, the impact of craft activities, important regional differences, and the overall profitability of plantation operations. Management of large plantations will be contrasted with work routines on smaller farms, and the ways white women's changing work roles fitted into the agricultural economy will be examined. Lorena Walsh.

Military Life

This course consists of an overview of the similarities and differences between Virginia and continental troops, regular, militia, minute, and independent companies, and the relationships that existed between civil government and the military. The role of the Magazine and the James Anderson Forges will be included in the discussion. Company of Colonial Performers Staff.

○ *Politics and Allegiances of the American Revolution*

This course will be a discussion of the reasons that led to loyalism, with special consideration of loyalism in Virginia and individual loyalists, such as John Randolph. John Selby.

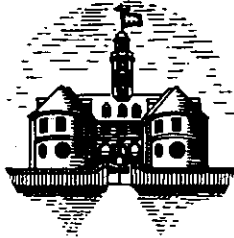
Tools and Wood Technology

The tools and technology portion of this class will use tool types, designs, and functions to begin exploring eighteenth-century English and colonial approaches to converting raw materials into finished products. With this as a background, broader themes such as training, communications, working conditions, and specialization will be discussed in order to provide an overview of period technology and its impact upon the design, production, and marketing of goods. The wood technology segment will discuss the seventeenth- and eighteenth-century woodworkers' growing knowledge of the response of wood to changes in relative humidity and the effect that knowledge had upon the design of wooden objects. The effect of changing styles, materials, and social and economic factors upon woodworking methods will also be examined. Jay Gaynor, Wallace Gusler.

Trades and Manufacturing in Colonial Virginia—see description above (Core Curriculum 2).

Williamsburg Restored

This course will include an outline history of Williamsburg from the seventeenth century through the early twentieth century, but it will concentrate on the history of the restoration. It will include a slide presentation of Williamsburg "before and after" and several films from the early days of the restoration. The problems of presenting the eighteenth century in a twentieth-century environment will be discussed as well as the evolving architectural philosophy of the restoration and how it has changed over time as a result of current scholarship. Nicholas A. Pappas.



1986

Core Curriculum Registration Forms

The Core Curriculum is intended for interpreters in the following Historic Area departments: Company of Colonial Performers, Craft Programs, Historic Area Stores, Historical Interpretation, and Visitor Aides. Please register for Core Curriculum 1 if your master teacher has indicated that you are eligible; for Core Curriculum 2 if you completed Core Curriculum 1 in 1985; for Core Curriculum 3 if you completed Core Curriculum 2 in 1985; or for Core Curriculum 5-Plus if you completed the requirements for elective courses in 1985. If you were hired as an interpreter before January 1, 1980, and have completed three years of Core Curriculum requirements, you have the option of registering for either Core Curriculum 6-Plus special programs or Core Curriculum 5-Plus electives.

Return this form to your master teacher or interpretive education representative by Friday, October 11, 1985. (Note: Space consideration necessitates limiting the number of participants in elective courses. Interpreters whose registration forms are received by October 11 will have the best chance of enrollment in the courses of their choice.)

Core Curriculum 1 and 2 Registration

Please print or type your name.

Department in HAPO

I understand that my department will schedule specific dates for me to attend either Core Curriculum 1 (if I am eligible for Core Curriculum 1 in 1986) or Core Curriculum 2 (for interpreters who completed Core Curriculum 1 in 1985).

The level for which I qualify is:

_____ Core Curriculum 1:

Virginia Society in Profile
Introduction to Virginia's Colonial Economy
Introduction to Virginia's Colonial Government
Fine Things/Plain Things: Virginia's Material Culture

_____ Core Curriculum 2:

Introduction to Virginia's Colonial Government
British Regulation of the Empire
Trades and Manufacturing in Colonial Virginia
Folkways: Everyday Behavior and Occasional Customs in Colonial Virginia

Signature

Please return this form to your master teacher or interpretive education representative by **Friday, October 11, 1985.**

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Core Curriculum 3 Registration

If you completed Core Curriculum 2 in 1985, you will enter Core Curriculum 3 in 1986. At this level, you are automatically registered for two required courses, *Comparative Colonial Experience* and *England's Heritage: 1086-1607*, and you will choose one elective course from among those listed below. (Course descriptions can be found at the end of this catalog.) Your elective course will be taught in one eight-hour day; the two required courses will be taught in half-day segments over two eight-hour days. Please indicate your first two choices on the lines below, numbering them "1" (first choice) and "2" (second choice). Every effort will be made to place you in your first-choice course.

Communication Skills Workshop

(Note: If you are interested in taking this elective, please contact your master teacher or interpretive education representative.)

- _____ January 6, 8
- _____ January 13, 15
- _____ January 29, 31

Crafts at Colonial Williamsburg: Printing and Bookbinding

- _____ February 3
- _____ February 13

Dance, Music, and Theater in the Lives of Colonial Virginians

- _____ January 7

Decorative Arts: Furniture and Textiles

- _____ January 9
- _____ January 22
- _____ February 11

Eighteenth-Century Health and Medicine

- _____ January 8
- _____ February 13

Folk and Formal Traditions in Early American Art

- _____ January 20
- _____ February 10

Introduction to the Use of Eighteenth-Century Documents

- _____ February 5
- _____ February 11

Mid-Eighteenth-Century Plantation Life in the Tidewater

- _____ January 27
- _____ February 12

Military Life

- _____ January 24

(continued on reverse)

Core Curriculum 3 Registration, *continued*

Politics and Allegiances of the American Revolution

_____ February 14

Tools and Wood Technology

_____ January 13

_____ January 23

Trades and Manufacturing in Colonial Virginia

_____ February 12

Williamsburg Restored

_____ January 6

_____ January 21

Please print or type your name.

Department in HAPO

Signature

Please return this form to your master teacher or interpretive education representative by **Friday, October 11, 1985.**

(cut along dashed line)

Core Curriculum 5-Plus Registration

If you completed elective courses in 1985, you may continue to do so in 1986. (Note: Those of you with six or more years of interpretive experience—i.e., those hired before January 1, 1980 and have completed three years of Core Curriculum requirements—are eligible to register for the special programs of Core Curriculum 6-Plus. To take advantage of this option, complete the Core Curriculum 6-Plus registration form. If you wish to continue taking elective courses in 1986, complete this form as indicated below.)

In 1986, you will be able to enroll in three elective courses, chosen from the list below. Each will be taught in one eight-hour day. Please indicate your first four choices on the lines below, numbering them 1–4 in order of priority. Every effort will be made to place you in the first three courses you have selected.

Communication Skills Workshop

(Note: This workshop will count as two electives. Please choose only one other.)

- _____ January 6, 8
- _____ January 13, 15
- _____ January 29, 31

Comparative Colonial Experience

- _____ February 6

Crafts at Colonial Williamsburg: Printing and Bookbinding

- _____ February 3
- _____ February 13

Dance, Music, and Theater in the Lives of Colonial Virginians

- _____ January 7

Decorative Arts: Furniture and Textiles

- _____ January 9
- _____ January 22
- _____ February 11

Eighteenth-Century Health and Medicine

- _____ January 8
- _____ February 13

England's Heritage: 1086–1607

- _____ February 14

Folk and Formal Traditions in Early American Art

- _____ January 20
- _____ February 10

Introduction to the Use of Eighteenth-Century Documents

- _____ February 5
- _____ February 11

Mid-Eighteenth-Century Plantation Life in the Tidewater

- _____ January 27
- _____ February 12

(continued on reverse)

Core Curriculum 5-Plus Registration, *continued*

Military Life

_____ January 24

Politics and Allegiances of the American Revolution

_____ January 17
_____ February 14

Tools and Wood Technology

_____ January 13
_____ January 23

Trades and Manufacturing in Colonial Virginia

_____ February 12

Williamsburg Restored

_____ January 6
_____ January 21

Please print or type your name.

Department in HAPO

Signature

Please return this form to your master teacher or interpretive education representative by **Friday, October 11, 1985.**

Core Curriculum 6-Plus Registration

Core Curriculum 6-Plus is a new addition to the Core Curriculum program. Seminars and museum trips are among the optional programs that will be offered in 6-Plus. If you are an interpreter with six or more years of experience (i.e., if you were hired before January 1, 1980 and have completed three years of Core Curriculum requirements), you are eligible to participate in these programs. (Note: Core Curriculum 6-Plus programs are *optional*. If you prefer, you may continue to enroll in elective courses to fulfill your Core Curriculum requirements. To do so, please complete the Core Curriculum 5-Plus registration form.)

Two Core Curriculum 6-Plus programs will be offered in 1986. Please indicate the one for which you wish to register by checking the appropriate line below.

Readings in Early American History—Approximately twelve classic interpretations of early American history, such as Charles Beard's *Economic Interpretation of the Constitution*, Daniel Boorstin's *Americans: The Colonial Experience*, and Bernard Bailyn's *The Ideological Origins of the American Revolution*, will be the focus of a series of seminar discussions about the principal themes that have informed and shaped modern scholarship in colonial America. Eight two-hour meetings will take place over the course of several months, beginning in March 1986. Kevin Kelly. (Note: Interpreters choosing this course may also choose one eight-hour elective from among those listed on the Core Curriculum 5-Plus registration form.)

Trip to Mystic Seaport, Old Sturbridge, and Plimoth Plantation, to be conducted by Bill Tramosch and John Caramia in September 1986 (five days). Participants will be required to complete an educational project upon their return. Cost: Interpreters will be responsible for their own meals; the cost of accommodations and bus transportation will be divided equally among the participants. (Note: Participation is contingent upon approval of your home department. Such approval will be granted on a first-come, first-served basis.)

Please print or type your name.

Department in HAPO

Signature

Please return this form to your master teacher or interpretive education representative by **Friday, October 11, 1985**.