**Learning Places: Understanding the City**

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Department of Hospitality Management

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## COURSE CODE: LIB2205/ARCH2205

## 2.5 classroom hours, 1.5 placed-based learning hours: 3 credits

COURSE DESCRIPTION:

This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. This course combines physical examination with information research and data collection using methodologies developed in multiple disciplines. Students from a variety of departments engage in on-site exploration and in-depth research of a location in New York City.

Faculty from Hospitality Management and Social Sciences will be teaching the course this semester and will thus focus the course material through the lens of psychological/social science and hospitality and tourism.

COURSE CONTEXT:

The course examines New York City monuments and markers amidst the debate about their cultural, artistic, and historic significance. Questions of racism, colonialism, sexism, power, and politics of monuments and markers in all five boroughs, including Columbus Circle, the Customs House (site of the Museum of the American Indian), Green-Wood Cemetery, the statue of Theodore Roosevelt at the American Museum of Natural History, the statue “Civic Virtue,” Weeksville and others are examined. Issues such as Confederate and Civil War monuments, nationally and locally, are explored. These monuments are re-evaluated and interpreted in context. “Ownership” of public spaces, historic preservation and the role of tourism are also explored.

PREREQUISITE (S): ENG1101 and One Flexible Core

RECOMMENDED/TYPICAL/REQUIRED TEXTBOOK (S) and/or MATERIALS

Interdisciplinary reading and other media will be used in this course.  Required reading and other material for the course will be available on OpenLab. Students will be required to conduct independent placed-based research for individual and team assignments, including a final project. A required group tour will cost $----

COURSE GOAL

While this course will primarily focus on monuments and markers in New York City, the violent clash in Charlottesville in 2017 between white nationalists protesting the removal of a Confederate statue and counter protesters, and President Trump’s equivocal response drew attention to the debate over whether Confederate monuments should be removed. The origin of these monuments and their polarizing effect on Americans reveal the causes of deeper political, social and cultural chasms that are still current and will be discussed along with controversial monuments in New York City. The goal of the course is to prepare students to become knowledgeable about the historic backdrop of the debate and to develop perspectives about them.

### COURSE-INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

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| **LEARNING OUTCOMES** Upon completion of the course, students should be able to: | ASSESSMENT METHODS |
| 1. Use the city as a laboratory for learning. | Site documentations, class discussions, reflections, and final projects will integrate student knowledge of social conditions their reflection in public spaces |
| 2. Develop a methodological approach to research. | Student observation at monuments, site documentation reports, blogs and evaluation of sources for the annotated bibliography |
| 3. Understand the cultural, social and economic processes that guide the physical development of the built environment. | The final project conceptualizing, researching and proposing a memorial/monument/marker demonstrating narratives with different perspectives |
| 4. Use analytical skills to investigate places. | Place-based learning experience in museums and site visits, class room discussion; blogs, and the final project will give students knowledge about the issues, a sense of ownership of public spaces and practice in articulating problem and solutions. |
| 5. Develop, document, catalogue, and organize information to make it accessible to the public. | Also, final project conceptualizing, researching and proposing a memorial/monument/marker demonstrating narratives with different perspectives |
| 6. Apply observational skills to research and analysis. | Place-based learning experience in museums and site visits, class room discussion; blogs, and the final project will give students knowledge about the issues, a sense of ownership of public spaces and practice in articulating problem and solutions. |

### GENRAL EDCUATION LEARNING OUTCOMES/ASSESSMENT METHODS

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| **Learning Outcomes** | Assessment Methods |
| 1. Knowledge  Develop knowledge from a range of disciplinary perspectives, and develop the ability to deepen and continue learning | **1**. Reading materials, student reflection, site visits and observations will provide knowledge to students that will be evaluated in their site reports, reflections and final project |
| 2. Skills: Inquiry and Analysis  Derive meaning from experience, as well as gather information from observation. | **2.** Placed-based learning experiences and documentation in monument documentation and analysis |
| 3. Integration: Information literacies  Gather, interpret, evaluate, and apply information discerningly from a variety of sources. | **3.** The final project to develop a proposal for a monument requires integration of knowledge from site visits, historic documents to rationalize their choice of memorial |
| **4.** Values and Ethics and Relationships:  Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues]. | **4**. The collection of reading material, visits and assignments build students’ understanding of social and civil issues, *and* develop their own perspectives about them |

**Interdisciplinary Learning Outcomes/Assessment Method**

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| **Learning Outcome** | **Assessment Methods** |
| 1 Purposefully connect and integrate across-discipline knowledge and skills to solve problems | 1. Reflections and classroom discussion of the issues; monument analysis and final project |
| 2. Synthesize and transfer knowledge across disciplinary boundaries | 2. Classroom discussion and reflections, |
| 3. Apply integrative thinking to problem solving in ethically and socially responsible ways | 3. Final project and team evaluation |
| 4. Recognize varied perspectives | 4. Classroom activities and team evaluation project |
| 5. Think critically, communicate effectively, and work collaboratively | 5. Site documentation analysis, team evaluation and final project |

**Assignments**

**Monument Documentation and Analysis**

After visits to monuments and memorials (class and individual), students will complete site documentation reports based on classroom discussion, readings, their observations at the site, and additional research about their creation and current attitudes toward them. Students will make an argument on whether the site should be removed or re-contextualized. See details in assignment handout.

**Final Project**

Students will develop a proposal for the creation of a monument or memorial to a person or event that they feel is deserving of one and has not been represented. Using a variety of supporting sources, students will make a case for why the person/deserves to be honored.

**Team Evaluation**

Working in teams of two, students will choose a controversial monument or marker in New York City and based, on the guidelines of the Mayoral Advisor Commission on Public Art, determine whether it should be re-contextualized, relocated or removed.

**Classroom Reflections**

Students will write 150-word reflection at the end of each lecture.

**Monuments Blog**

Mapping of monuments with women (group activity

**Grading**

Monument Analysis 30%

Team presentation 10

Reflections 10%

Participation 10%

Blog 5%

Final Project 35% (saffolded)

* Research question and thesis 5 pts)
* Abstract 5 pts
* Outline 5pts
* Annotated Bibliography 10 pts
* Written report 10pts

\*depending on department policy these may be uniform and required of all instructors of the course or there may be guidelines or samples from which instructors may select or adapt):

**SCOPE OF ASSIGNMENTS and other course requirements\***

## CLASS PARTICIPATION

Participation is critical to your success in this class and you are expected to join in lively, intelligent, and professional discussions by completing the assigned reading before coming to class and by actively listening and asking questions.

Reading and other assignments must be completed prior to attending class so that everyone will benefit from an in-depth discussion of topics. Each class will begin with a discussion of the assigned reading for that day. All written assignments are to be typed in MS Word, 12-point Times New Roman double-spaced. Spelling, grammar, and punctuation must be of professional, business standard. References used should be formatted according to guidelines of the Modern Language Association (MLA).

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**WEEKLY COURSE OUTLINE**

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| **Week 1** |  |
|  | **Introduction to the course; Monuments**  What makes a course interdisciplinary?  Learning objectives  What is a public monument?  The historical context of this course  Recent controversies over public monuments  Details of projects and assignments  View (in-class): Frontline *Documenting Hate*: *Charlottesville*  https://www.pbs.org/video/documenting-hate-charlottesville-25ks-iob3fi/  **Assignment due week 2**  A 400-word reflection on the *Documenting Hate* session of frontline.  **Read**  “All The Monuments Must Fall” by Nick Mirzoeff  http://www.nicholasmirzoeff.com/bio/all-the-monuments-must-fall-charlottesville/  Vox, “[Timeline of Confederate Monuments](https://www.youtube.com/watch?v=WClgR6Q0aPE&t=52s),” Uploaded to YouTube on 23 September 2017. |
| Week 2 | **Observational Learning; Public Memory**  The history of monuments and commemorative forms  How to “read” a monument  What are primary and secondary sources  Defining interpretation and contextualization  Student responses to *Documenting Hate*  Place-based learning Henry Ward Beecher Monument, Brooklyn Heights  **Assignment due Week 3----------**  **Read**  Blight, David. [‘The Civil War Lies on Us Like a Sleeping Dragon’: America’s Deadly Divide and Why It Has Returned](https://www.theguardian.com/us-news/2017/aug/20/civil-war-american-history-trump),” **2**0 August 2017, The Guardian.  Karen Cox, “[Why Monuments Must Fall](https://www.nytimes.com/2017/08/15/opinion/confederate-monuments-white-supremacy-charlottesville.html),” 15 August 2017, The New York Times.  The Choices Program Introduction—The Charlottesville Protests  [“Introduction—The Charlottesville Protests”](http://13ndxw3o9yns2zjjq31htyst.wpengine.netdna-cdn.com/wp-content/uploads/2017/08/choices-twtn-charlottesville-intro-reading.pdf); watch the videos “What is Historical Memory” and “[What is the difference between history and memory](http://www.choices.edu/video/what-is-the-difference-between-history-and-memory/)”?; complete [“Worksheet: Historical Memory”](http://13ndxw3o9yns2zjjq31htyst.wpengine.netdna-cdn.com/wp-content/uploads/2017/08/choices-twtn-charlottesville-video-worksheet-historical-memory.pdf) and complete (and submit) the worksheets for both <http://www.choices.edu/video/what-is-historical-memory/>videos.  Review *The Daily News’s* “A look at NYC’s Most Controversial Monuments as the City Weighs Whether to Remove Iconic Statues”  <http://www.nydailynews.com/new-york/city-remove-nyc-iconic-statues-article-1.3464427>,”  **Write**  A 250-word reflection on your observation of the Beecher monument and include your answer to the  following:  What message do you think the creator of this monument wanted to convey?  Have you made any observations about race in the monument’s message?  Do you feel that there should be more information about the monument on site? |
| **Week 3** | **Part 1. Monuments, Myths, Memory, and Power: Civil War and Confederate Monuments**  The construction of memory  What is public memory and how is it constructed?  The role of government and social organizations communities in shaping memory?  Slavery’s absence in the narrative of Civil War and Confederate monuments  The “lost cause” narrative  The United Daughters of the Confederacy and its role in constructing monuments  The history/culture debate  **Assignments Due Week four \_\_\_\_\_\_**  **Read**  David Graham (2016) “The Stubborn Persistence of Confederate Monuments” <https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/>  Chris Meserole (2017) “How Should the Trump Administration respond to Right-Wing Extremism?” *Lawfare,* 20 August 2017.  <https://www.lawfareblog.com/how-should-trump-administration-respond-right-wing-extremism>  Southern Poverty Law Center (2018) “Whose Heritage? Public Symbols of the Confederacy” <https://www.splcenter.org/20180604/whose-heritage-public-symbols-confederacy>  **Write**  A 400-word response to the SPLC “Whose Heritage” article and include your response to the questions below:   * What new information did you learn from reading this article? * Were you surprised at any information in the article? Explain. |
| **Week 4** | **Part II Monuments, Myths, Memory, and Power: Civil War and Confederate Monuments**  Confederate iconography  Monument construction and the Civil Rights Movement  Confederate iconography and white nationalist socialization  “On both sides”: The valorization of the confederate myth  **Assignment Due Week 5**  **Read**  Scott Hancock, “[In Gettysburg the Confederacy Won](https://www.citylab.com/life/2017/08/in-gettysburg-the-confederacy-won/537756/),” *City Lab*. 24 August 2017.  Pride or Prejudice? Racial Prejudice, Southern Heritage, and White Support for the Confederate Battle Flag  “White Nationalist,” the [Southern](https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist?gclid=EAIaIQobChMIjsLxzrGB3QIVh4vICh19IQmlEAAYASAAEgKmkPD_BwE) Poverty Law Center  <https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist?gclid=EAIaIQobChMIjsLxzrGB3QIVh4vICh19IQmlEAAYASAAEgKmkPD_BwE>    Josephine Sedgwick, Civil War Portrayals’ Glaring Omission  <https://www.nytimes.com/2018/07/28/us/civil-war-portrayals-glaring-omission.html>  **Write**  Based on the reading assignments and at least one new source that you must find and cite, discuss, in a one-page essay, the association of white nationalists with Confederate icons. |
| **Week 5** | **Monuments of the Grand Army, Brooklyn**  Place-based Learning: Class visits Grand Army Plaza, Brooklyn  Francis Morrone Architectural Historian; Guest Lecturerer (not confirmed)  The North’s role in perpetuating the myths of the South  **Assignment due Week 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Monument Analysis Monument  **Choose topic for final project**  **Read**  Potter, Chris. “What to do with a Stephen Foster Statue with a Black man at his feet?” *Pittsburgh Post-Gazette, 18 August 2017*  <https://www.citylab.com/life/2017/08/in-gettysburg-the-confederacy-won/537756/>  Wimmer Schwarb, Amy. “Where Pride Meets Prejudice”. *NCAA Champion.* Winter 2016  <http://www.ncaa.org/static/champion/where-pride-meets-prejudice/index.php> |
| **Week 6** | **Statues and Stereotypes: The Depiction of Blacks and Indigenous People in Monuments, and Memorials**  Place-Based Learning  Visits to the Alexander Hamilton US Customs House to view the “allegorical” statue *The Continent of America*.  What is Decolonization of museums?  Assignments Due Week 7  **Monument Analysis**  See details in handout  **Read**  Neuman, William. “City Orders Statue Removed From Central Park.” *The New York Times*, 4 April, 2018.  Pew Charitable Trust. “In Wake of Charlottesville, New Scrutiny for Native American Statue.”  <http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/07/27/in-wake-of-charlottesville-new-scrutiny-for-native-american-statues> |
| **Week 7** | **The Role of Museums in Memorializing Myth**  Place-based Learning the American Museum of Natural History  Hierarchy of race  Eugenics  Guest Lecturer: Amrit Trewn, activist (TBD) or  Rich Chavolla, chair American Indian Community House (TBD)  **Assignments Due Week 8**  Draft outline for final project  Monument Analysis: The Four Continents  See details in handout  **Read**  Are Museums the Right Home for Confederate Monuments?  <https://www.smithsonianmag.com/history/are-museums-right-home-confederate-monuments-180968969/> |
| **Week 8** | **Rethinking/Redesigning Civic Monuments**  **Museums Meeting the Challenge: Opportunities for Contextualizing and Inclusion**  Place-based learning at the African American Burial Ground and the National September 11 Memorial & Museum  **Assignments Due Week 9\_\_\_\_\_\_\_**  Compare and contrast the depiction and design of the African American Burial Ground and the the National September 11 Memorial & Museum  (Details in handout)  Two Museum Directors Say It’s Time to Tell the Unvarnished History of the U.S. <https://www.smithsonianmag.com/smithsonian-institution/two-museum-directors-say-its-time-tell-unvarnished-history-us-180968341/>  Civic Virtue  <https://www.nytimes.com/2012/07/22/nyregion/civic-virtue-much-maligned-statue-may-be-moving-to-brooklyn-graveyard.html?module=ArrowsNav&contentCollection=N.Y.%20%2F%20Region&action=keypress&region=FixedLeft&pgtype=article> Why We Need to Start Building Monuments to Groundbreaking Women <https://www.smithsonianmag.com/history/why-we-need-start-building-monuments-groundbreaking-women-180968306/>  What’s in a Name? Plenty, When It’s a Street in Brooklyn’s ‘Little Haiti’”  *By Jeffery C. Mays* New York Times  [*https://www.nytimes.com/2018/07/05/nyregion/little-haiti-flatbush-brooklyn-street.html*](https://www.nytimes.com/2018/07/05/nyregion/little-haiti-flatbush-brooklyn-street.html) |
| **Week 9** | **“Redesigning” Civic Memory**  Guest Lecturers  **Assignment Due Week 10**  Neighborhood Analysis (details in handout)  Female Representation (or lack of) and Depiction in Public Space  How do communities in memorialize their members  The politics of naming streets  The Vietnam Memorial  “Civic Virtue”  **View**  The Toppling of Monuments by Jacey Fortin, *The New York Times*  <https://www.nytimes.com/2017/08/17/world/controversial-statues-monuments-destroyed.html> |
| **Week 10** | **Where do Fallen Heroes Go: New York City’s Controversial Monuments**  Will Green-Wood Cemetery become a monuments park?  The Role of the Art Commission of New York City  The Mayoral Advisory Commission on City Art, Monuments, and Markers  Columbus action on controversial monuments  **Assignment Due**  Annotated Bibliography draft  **Read**  The Mayoral Advisory Commission on City Art, Monuments, and Markers  https://www1.nyc.gov/assets/monuments/downloads/pdf/mac-monuments-report.pdf  Hallman, J.C. “Monumental Error: Will New York City Finally tear down a Statue”*?* *Harper’s,* November *2017* <https://harpers.org/archive/2017/11/monumental-error/>  “Removing Racist Monuments is about making history, not erasing it” by Andre Perry, *The Hechinger Report*  <https://www.brookings.edu/blog/the-avenue/2017/11/09/removing-racist-monuments-is-about-making-history-not-erasing-it/> |
| **Week 11** | **The Roles of Education, Governments and Cultural Organizations and Media in Contextualizing History Monuments**  **What is interpretation and contextualization?**  The roles of:   * Education * Government * Cultural Organizations * Media  For Anti-Racism: Against NYC’s Monuments Commission http://www.nicholasmirzoeff.com/bio/for-anti-racism-against-nycs-monuments-commission/ |
| **Week 12** | **New York: Urban Planning and Public Spaces**  Who owns public spaces?  Who is represented in public spaces  New heroes, new monuments  **Preservation and Historic Districts**  **Spatial organization**  New York City Public Design Commission  Weeksville: Survival in the Wake of Urban Renewal  Read “For Anti-Racism: Against NYC’s Monuments Commission” by Nick Mirzoeff  <http://www.nicholasmirzoeff.com/bio/for-anti-racism-against-nycs-monuments-commission/> |
| **Week 13** | **Heritage Tourism and Mythmaking**  **Assignment Due Week 14**  Tourism Blog  The Tourist Gaze  Sense of place  Responsible Interpretation  Dark tourism  **Read**  Okona, Nneka. “Monuments Blur the Line Between Memorial and Tourist Attraction – That’s Why Context is so Important.  <https://mic.com/articles/183939/monuments-blur-the-line-between-memorial-and-tourist-attraction-thats-why-context-is-so-important?mic_referral=feed-page:feed:1> |
| **Week 14** | **The Road to Inclusion; Other Models of Commemoration; Moving**  National Museum of African American History and Culture  Other Models of Commemoration  New York City as exemplar: Stonewall; Irish Huger Memorial;  Additive Art  Re-contextualizing/education  New curricula  Inclusion in the Narrative  **Read**  <https://www.brookings.edu/blog/the-avenue/2017/10/04/recognizing-majority-black-cities-when-their-existence-is-being-questioned/>  **What our monuments don’t teach us about the past**  [**https://www.npr.org/sections/codeswitch/2017/08/23/545548965/what-our-monuments-don-t-teach-us-about-remembering-the-past**](https://www.npr.org/sections/codeswitch/2017/08/23/545548965/what-our-monuments-don-t-teach-us-about-remembering-the-past) |
| **Week 15** | Project Presentations and recap |

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**RESOURCES FOR STUDENTS**

A Brief Historical [Contextualization](https://history.olemiss.edu/wp-content/uploads/sites/6/2017/08/A-Brief-Historical-Contextualization-of-the-Confederate-Monument-at-the-University-of-Mississippi.pdf) of the Confederate Monument at the University of Mississippi.

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# Confederate [Monuments](https://www.nytimes.com/interactive/2017/08/16/us/confederate-monuments-removed.html) Are Coming Down Across the United States. Here’s a List.

East Harlem [Preservation](https://eastharlempreservation.org/parks-community-gardens-public-space/dr-marion-sims-statue/)

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National Council for the Humanities: “[Confederate Monuments and Contested Civic Space in the United States, 1865 to the 21st Century](https://www.youtube.com/watch?v=kuu4pxrMlew),” (W. Fitzhugh Brundage and Kevin M. Levin), Uploaded to YouTube, 3 April 2018.

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## Attached course outline written by: Susan Phillip       Date: August 25, 2018

## Revisions by: Susan Phillip and Amanda Almond      Date: September 29, 2018