**IB2205/ARCH2205**

**LEARNING PLACES: UNDERSTANDING THE CITY**

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

**Prof. Susan Phillip Office:** Namm 225-B

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**Office Hours:** Tuesdays & Thursdays, by appointment only

**Class Meeting Times:** Tuesdays and Thursdays, 10:30 am - 12:35 pm **Location:** N-1023A

**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

**COURSE MATERIALS/REQUIREMENTS:**

* OpenLab site for Readings (need to join as member)
* Activated library barcode (on City Tech ID card)
* Online Sexual Harassment Training/Field Trip documentation

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.

**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 contested 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 as depicted in public spaces |
| 1. Develop a methodological approach to research. | Student observation at monuments, site documentation reports, post-film discussions, and evaluation of sources for the annotated bibliography |
| 1. 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 |
| 1. Use analytical skills to investigate places. | Place-based learning experience in museums and site visits, classroom discussion; post-film discussions, 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. |
| 1. 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 |
| 1. Apply observational skills to research and analysis. | Place-based learning experience in museums and site 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. |

**GENERAL 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 |
| 1. Skills: Inquiry and Analysis Derive meaning from experience, as well as gather information from observation. | 1. Placed-based learning experiences and documentation in monument site documentation |
| 1. Integration: Information literacies Gather, interpret, evaluate, and apply information discerningly from a variety of sources. | 1. 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 |

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| 1. Values and Ethics and Relationships: Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues]. | 1. 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; site documentation reports and final project |
| 1. Synthesize and transfer knowledge across disciplinary boundaries | 1. Classroom discussion, site documentation reports and reflections. |
| 1. Apply integrative thinking to problem solving in ethically and socially responsible ways | 1. Final project and reflections; discussion posts |
| 1. Recognize varied perspectives | 1. Classroom activities, discussions posts, and final project |
| 1. Think critically, communicate effectively, and work collaboratively | 1. Site documentation report, discussion posts and final project |

**ASSIGNMENTS**

**Site Documentation Report**

The site documentation describes the monument as you observe it and includes your interpretation of what you see. Connect your personal discoveries to the historical and contemporary concepts/events discussed in class.

The following information should be included from both the cite visit and from further research about it.

* At least one image of the monument, with a caption describing the photo
* Memorial description, title and type – marker/statue
* Historical context/Background
* Physical location of the monument
* Who/what monument commemorate
* Person or organization who commissioned the work
* Key dates (e.g., date monument was created, date of event being memorialized)
* Artist(s) who created the work
* Describe why you think the monument was created and what message it is conveying.
* Explain why you think the monument should remain, be removed or re-contextualized?

Apply the scientific method to your experience:

* What observations did you make?
* What questions or inquiries came to mind?
* Generate one hypothesis based on your thinking as a scientist.
* Select three to four keywords that reflect related topics
* Document all sources using APA format.

A successful site report reflects depth of observation, inquiry and analysis. Pay careful attention to what you observe and take notes. Support your arguments by documenting it with carefully evaluated sources that are reliable and accurate. See template.

**Final Project: Monument Analysis**

Based on your analysis of one of the monuments you visited with the class, re-visit the monument and review site documentation report and incorporate classroom discussions, readings and, observations about the site and expand the original report addressing the following:

* Reason for the monument’s creation
* Discuss your opinion of the monument in light of classroom material and discussions
* Discuss social reactions to the monument at the time of its construction, citing historical evidence (e.g., newspaper and magazine articles)
* Discuss current reactions to the monument, and explain and support which Process of Change occurred from the time of construction to present day.
* Assume you are a representative of one of the following organization’s – [She Built NYC](https://www1.nyc.gov/site/dcla/publicart/shebuiltnyc.page), [The Municipal Arts Society of New York](https://www.mas.org/), [East Harlem Preservation](http://ehp.nyc/) Harlem Preservation, [American Indian Community House](https://aich.org/contact/), – build an argument, based on supporting evidence, on whether the monument should remain, be removed or re-contextualized. Interview at least two people from the organization that you selected and at least one other person from the community and include their views in your report.
* Develop an annotated reference page of at least six primary and/or secondary sources.
* Final reflection on your courseexperience and how your views of monuments have changed (also to be discussed in class on May 21.
* Oral presentation (with PowerPoint or Prezi)

**Written Assignments**

As indicated on the Course Outline; due in-class and based on assigned readings.

**Post-Film Discussion Posts**

Submit one response in addition to commenting on a classmate’s response on Blackboard, by 11:59pm on Tuesdays, following the Race film series.

**Classroom Reflections**

Students will write a 75-100 word reflections about the main topic at the end of each class session.

**GRADING**

Site Documentation 30%

Final Project 40%

Written Assignments/Classroom Reflections 30%

**Total 100%**

**City Tech Grading System**

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| A | 93 - 100 | C+ | 77 - 79.9 |
| A- | 90 - 92.9 | C | 70 - 76.9 |
| B+ | 87 - 89.9 | D | 60 - 69 |
| B | 83 - 86.9 | F | 59.9 |
| B- | 80 - 82.9 |  |  |

**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 American Psychological Association (APA).

**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.

**PLAGIARISM**

Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources.
2. The work of other students or of faculty.
3. Information from the Internet.
4. Software programs or other electronic material.
5. Designs produced by other students or faculty. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

**EXAMPLES OF CHEATING INCLUDE**

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data (in whole or in part).
11. Falsifying data (in whole or in part).
12. Unauthorized use during an examination of electronic or wireless, handheld devices, including computers or other technologies to retrieve or send information during an exam.

**USE OF ELECTRONIC DEVICES**

As stated in the Student Handbook, the use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

**COUNSELING SERVICES AT CITY TECH**

*Namm-108, Phone: 718-260-5030,**http://www.citytech.cuny.edu/counseling/counseling-services.aspx*

The webpage of the College’s Counseling Services states that “Counselors provide academic, career and personal counseling to help students succeed in life. Meeting with a counselor in their office, students are encouraged to talk about any problem or situation in their life that is interfering with their success in college.

This may include family or relationship problems, financial problems and confusion over major requirements or college regulations etc. Counseling sessions may take one or more meetings with a counselor to review concerns and explore possible resolutions. We do not offer on campus psychiatric services or long-term psychotherapy. However, we can help you find services in the community that can help you with almost any need you have.” They offer individual counseling, walk-in hours, crisis counseling and workshops.

**COURSE SCHEDULE**

*Subject to change at the discretion of Profs. Almond & Phillip*

**WEEK ONE**

**Tuesday: January 28 Thursday: January 30**

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| **Introduction to the Course**  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  **Place-based learning Henry Ward Beecher Monument**  **Read and view for Thursday, January 30th**  **Read:**  [“All The Monuments Must Fall” by Nick Mirzoeff](http://www.nicholasmirzoeff.com/bio/all-the-monuments-must-fall-charlottesville/)  **View**  *Vox,* “[Timeline of Confederate Monuments](https://www.youtube.com/watch?v=WClgR6Q0aPE&t=52s),” Uploaded to *YouTube* on 23 September 2017/ | *Documenting Hate*: *Charlottesville*  https://www.pbs.org/video/documenting-hate-charlottesville-25ks-iob3fi/  **Assignment Due February 4th**  **Complete** a 400-word reflection on the *Documenting Hate* session of frontline.  **In-class Reflection**  Describe the association of white nationalists with Confederate icons  For Feb 4th Class Read  [*“Does an Exception Clause in the 13th Amendment Still Permit Slavery?*](https://www.history.com/news/13th-amendment-slavery-loophole-jim-crow-prisons) |

**WEEK TWO**

**Tuesday: February 4 Thursday: February 6**

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| **View in Class, Documentary: *Thirteenth***  Turn in Reflection on Documenting Hate  **For Thursday, Feb 6th Class:**  **Read:**  [Southern Poverty Law Center (2018). “Whose Heritage? Public symbols of the Confederacy”](https://www.splcenter.org/20180604/whose-heritage-public-symbols-confederacy)  Blight, D. [(2017, August 2017). ‘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) *The Guardian.*  **Additional Resources**  Graham, D. [(2016, April 26) “The Stubborn Persistence of Confederate Monuments.”](https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/) *The Atlantic.*  Levin, K. M.(August 17, 2017) [The pernicious myth of the ‘loyal slave’ lives on in Confederate memorial](https://www.smithsonianmag.com/history/pernicious-myth-loyal-slave-lives-confederate-memorials-180964546/), *Smithsonian*  Potter, C. (2017, August 24) What to do with a Stephen Foster statue with a [black](https://www.post-gazette.com/local/city/2017/08/18/Stephen-Foster-statue-Pittsburgh-racist-offensive-american-songwriter-african-american-charlottesville/stories/201708180140) man at his feet? *Pittsburgh Post-Gazette.*  **Write:** In a 200-word response to SPLC’s “Whose Heritage,” explain what surprised. If you were not surprised, explain why you were not. | **Part 1. Monuments, Myths, Memory, and Power: Civil War and Confederate Monuments**     * History of monuments and commemorative forms in 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 * Defining interpretation and contextualization   **View in Class: *The Civil War***  Turn in “Whose Heritage” Response  **For Feb 11th Class:**  **Read:**  Conducting Psychology Research in the Real World  <https://nobaproject.com/modules/conducting-psychology-research-in-the-real-world>  Thinking Like a Psychological Scientist <https://nobaproject.com/modules/thinking-like-a-psychological-scientist>  **Write:** For each reading, select two key concepts (for a total of four). Process and reflect on the concepts in two pages, typed. |

**WEEK THREE**

**Tuesday: February 11 Thursday: February 13**

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| **Introduction to Research Methods and the Scientific Attitude**  Scientific inquiry  Modalities for understanding  Research ethics  Turn in two-page assignment  **For Thursday, Feb. 13th Class**  **View: *Slavery by Another Name***  *https://www.pbs.org/tpt/slavery-by-another-name/watch***/**  **Read:**  [“White nationalist,” the Southern Poverty Law Center](https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist?gclid=EAIaIQobChMIjsLxzrGB3QIVh4vICh19IQmlEAAYASAAEgKmkPD_BwE)  [Townsend. J. (2016, April) How the Green Book Helped African-American Tourists Navigate a Segregated Nation. *Smithsonian.*](https://www.smithsonianmag.com/smithsonian-institution/history-green-book-african-american-travelers-180958506/)  **Additional Resources**  Gray, R. (2017, August 15). Trump [defends](ttps://www.theatlantic.com/politics/archive/2017/08/trump-defends-white-nationalist-protesters-some-very-fine-people-on-both-sides/537012/) white nationalist protesters: “Some very fine people on both sides.” *The Atlantic.*  Sedgwick, J. (2018, July 29) [Civil War portrayals’ glaring omission](https://www.nytimes.com/2018/07/28/us/civil-war-portrayals-glaring-omission.html). *New York Times.*  [Meserole, C. (2017, August 20) “How should the Trump administration respond to right-wing extremism?” *Lawfare*.](https://www.lawfareblog.com/how-should-trump-administration-respond-right-wing-extremism) | ***View in class: Reconstruction: America After the Civil War***  **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 * The valorization of the confederate myth * “Southern Hospitality” |

**WEEK FOUR**

**Tuesday: February 18 Thursday: February 20**

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| **Psychology of Racism**   * Social Psychology * Jane Elliot Experiment   **In Class Reflection**  Distinguish between discrimination, prejudice, and stereotype using examples from the Jane Elliot experiment.  **For Thursday, February 20th: Read:**  Moore, M. (2018, July 27). [In wake of Charlottesville, new scrutiny for Native American statue. Pew Charitable Trust](https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/07/27/in-wake-of-charlottesville-new-scrutiny-for-native-american-statues).  Williams, Keith (2018, Feb 7) [Williams Uncovering the Ruins of an Early Black Settlement in New York](https://www.nytimes.com/2018/02/07/nyregion/uncovering-the-ruins-of-new-yorks-first-free-black-settlement.html)  Mirzoeff, N. (2018, January 15). For Anti-Racism: Against NYC’s [Monuments](http://www.nicholasmirzoeff.com/bio/for-anti-racism-against-nycs-monuments-commission/) Commission. | **Place-Based Learning the American Museum of Natural History Theodore Roosevelt Statue**  **Seneca Village Marker, Central Park**  The Role of Museums in Memorializing Myth I |

**WEEK FIVE**

**Tuesday: February 25 Thursday: February 27**

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| ***Race, the Power of an Illusion: “The Difference Between Us”***  *“We have a long history of searching for innate differences to explain disparities in group outcomes - not just for inherited diseases, but also SAT scores and athletic performance. In contrast to today's myth of innate Black athletic superiority, a hundred years ago many whites felt that Black people were inherently sickly and destined to die out. That's because disease and mortality rates were high among African Americans - the cause was poverty, poor sanitation, and Jim Crow segregation, but it was easier for most people to believe it was a result of "natural" infirmity, a view popularized by influential statistician Frederick* | **The Role of Museums in Memorializing Myth II**   * Hierarchy of race * Eugenics * What is decolonization * What is [Decolonization](https://abbemuseum.wordpress.com/about-us/decolonization/) of museums? * Statues and Stereotypes: The Depiction of Blacks and Indigenous People in Monuments, and Memorials |

**WEEK SIX**

**Tuesday: March 3 Thursday: March 5**

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| **Guest Lecture:** Professor Rob MacDougall, Philosophy Professor  **Processes of Change (Prof. Almond)**   * How and why to people change? * What are the stages of change? * What are the processes of change?   **Reference**: An Overview of the Transtheoretical Model of Change  <https://web.uri.edu/cprc/detailed-overview/> | [**Seneca**](http://projects.mcah.columbia.edu/seneca_village/) **Village: “Negro Removal” Then and Now**  **Importance of Seneca Village**  **Urban Renewal, Gentrification and Displacement of Blacks in New York**  **Turn in**  Site Documentation Report American Museum |

**WEEK SEVEN**

**Tuesday: March 10 Thursday: March 12**

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| **Race, the Power of an Illusion “The Story We Tell”**  -Pre-Film Discussion/Activity  -Watch Film  *“By the mid-19th century, race had become the accepted, "common-sense" wisdom of white America, explaining everything from individual behavior to the fate of human societies. The idea found fruition in racial science, Manifest Destiny, and our imperial adventures abroad. In the new monthly magazines of the late 19th century and at the remarkable indigenous people displays at the 1904 World's Fair celebrating the centennial of Jefferson's Louisiana Purchase, we see how American popular culture reinforced and fueled racial explanations for American progress and power, imprinting ideas of racial difference and white superiority deeply into our minds. "The Story We Tell" is an eye-opening tale of how deep social inequalities came to be rationalized as natural - deflecting attention from the social practices and public policies that benefited whites at the expense of others.”*  **For Thursday, March 12th:**  **Read**  Demby, G., Chow, K. (Hosts). (2018, August 23). What our monuments don’t teach us about the past. [[Radio](https://www.npr.org/sections/codeswitch/2017/08/23/545548965/what-our-monuments-don-t-teach-us-about-remembering-the-past) broadcast episode].  Moore, M. (2018, July 27). In wake of Charlottesville, new scrutiny for [Native](https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/07/27/in-wake-of-charlottesville-new-scrutiny-for-native-american-statues) American statue. Pew Charitable Trust.  Mirzoeff, N. (2018, January 15). For Anti-Racism: Against NYC’s [Monuments](http://www.nicholasmirzoeff.com/bio/for-anti-racism-against-nycs-monuments-commission/) Commission.  [The Four Continents](http://www.blueofthesky.com/publicart/works/fourcontinents.htm)  Editorial Board. (2017, October 7). Robert E. Lee, Christopher [Columbus](https://www.nytimes.com/2017/10/07/opinion/sunday/robert-e-lee-christopher-columbus-and-petain.html) ... and Pétain? *New York Times*.  **Additional Resources**  Wimmer Schwarb, A. (2016, Winter). “[Where](http://www.ncaa.org/static/champion/where-pride-meets-prejudice/index.php) pride meets  prejudice. *NCAA Champion.* | **Place-Based Learning: National Museum of the American Indian and Canyon of Heroes**  Statues and Stereotypes: The Depiction of Blacks and Indigenous People in Monuments, and Memorials |

**WEEK EIGHT**

**Tuesday**: **March 17** **Thursday: March 19**

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| **Place-Based Learning: Greenwood Cemetery Visit**  **Where do Fallen Heroes Go: New York City’s Controversial Monuments**   * Will Green<https://www.green-wood.com/>-Wood Cemetery become a monuments park? * The role of the Mayoral Advisory Commission on City Art, Monuments, and Markers   Turn in Site Documentation for Four Continents/Museum of the American Indian | **Art History: On Depicting Race and Gender in Art**    For Thursday, March 19    **Read**  Goodman, J. Monumental Concerns.*Planning, 83*(11), 2017, 19-23. |

**WEEK NINE**

**Tuesday: March 24 Thursday: March 26**

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| **The House We Live In**  **Race, the Power of an Illusion “The House We Live In”**  *If race doesn't exist biologically, what is it? And why should it matter? We will focus not on individual attitudes and behavior but on the ways our institutions and policies advantage some groups at the expense of others. "Colorblind" policies which ignore race only perpetuate these inequities. As Supreme Court Justice Harry Blackmun wrote, "To get beyond racism we must first take account of race. There is no other way." As* ***The House We Live In*** *shows us, until we address the legacy of past discrimination and confront the historical meanings of race, the dream of equality will remain out of reach.*  **For Thursday, March 26th:**  **Read**  Mundy. L. (2018, March 1). Why we need to start building monuments to groundbreaking [women](https://www.smithsonianmag.com/history/why-we-need-start-building-monuments-groundbreaking-women-180968306/). *Smithsonian.*  Fortin, J. (2017, August 17). The [toppling](https://www.nytimes.com/2017/08/17/world/controversial-statues-monuments-destroyed.html) of monuments: A visual history. *New York Times*  Perry. A. (2017, November 9). Removing racist [monuments](https://www.brookings.edu/blog/the-avenue/2017/11/09/removing-racist-monuments-is-about-making-history-not-erasing-it/) is about making history, not erasing it. *The Hechinger Report.*  **Additional Resources**  Mays, J. C. (2108, July 5). What’s in a Name? Plenty, When It’s a [Street](https://www.nytimes.com/2018/07/05/nyregion/little-haiti-flatbush-brooklyn-street.html) in Brooklyn’s ‘Little Haiti.’ *New York Times.*  Singer, A. (2018). Two Brooklyn streets named for pro-slavery [Confederate](https://www.huffingtonpost.com/entry/two-brooklyn-streets-named-for-pro-slavery-confederate_us_59708515e4b0d72667b05e7a) generals. . | **Redesigning Civic Memory**   * Female Representation (or lack of) and Depiction in Public Space * How do communities memorialize their members * The politics of naming streets * The Vietnam Memorial   **In-class Reflection**  Compare and contrast the depiction and design of the African American Burial Ground and the National September 11 Memorial & Museum.  **For Tuesday, March 31st:**  **READ:** [**Gender**](https://nobaproject.com/modules/gender)  [**https://nobaproject.com/modules/gender**](https://nobaproject.com/modules/gender) |

**WEEK TEN**

**Tuesday: March 31 Thursday: April 2**

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| **Psychology of Gender**   * Gender, sex, and sexism * Applying lessons from social psychology   **For Thursday, April 2nd:**  **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. (2017, November) [Monumental](https://harpers.org/archive/2017/11/monumental-error/) Error: Will New York City Finally tear down a Statue? *Harper’s.*  **Additional Resources**  Weiner, J. (2017, June 20). Confederate statue 'Johnny Reb' dismantled for move to [Greenwood](file:///F:\ID%20MONUMENTS%20COURSE%20SYLLABUS\January\Confederate%20statue%20'Johnny%20Reb'%20dismantled%20for%20move%20to%20Greenwood%20Cemetery) Cemetery. *Orlando Sentinel*. | **Re-contextualization**  **The Roles of Education, Governments and Cultural Organizations and Media in Contextualizing and**  **Re-Contextualizing**  The roles of:   * Education * Government * Cultural organizations * Media   **Write**  Annotated References Draft  Complete Site Documentation |

**SPRING BREAK (April 8 – 16)**

**WEEK ELEVEN**

**Tuesday: April 21 Thursday: April 23**

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| **ROUGH DRAFT OF SITE ANALYSIS DUE**  **Revisiting Race, The Power of Illusion**   * Group Discussions * In-Class Writing Assignments | **Guest Lecture:** Professor Rob MacDougall, Philosophy Professor  **For Tuesday, April 28th:**  **Read--** Neuman, W. (2018, April 4). City [orders](https://www.nytimes.com/2018/04/16/nyregion/nyc-sims-statue-central-park-monument.html) Sims statue removed from Central Park. *New York Times*.  Howard University. The African American Burial Ground ([ABG](https://coas.howard.edu/content/african-burial-ground-abg-new-york-city)) in New York City.  **Additional Resources**  Keyes, A. (2018, March 5) Two museum [directors](https://www.smithsonianmag.com/smithsonian-institution/two-museum-directors-say-its-time-tell-unvarnished-history-us-180968341/) say it’s time to tell the unvarnished history of the U.S. *Smithsonian.* |

**WEEK TWELVE**

**Tuesday: April 28 Thursday: April 30**

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| **Place-Based Learning at the African American Burial Ground and the National September 11 Memorial & Museum**   * Rethinking/Redesigning Civic Monuments * Museums Meeting the Challenge: Opportunities for Contextualizing and Inclusion   Okona, N. Monuments Blur the Line Between [Memorial](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) and Tourist Attraction – That’s Why Context is so Important.  **Additional Resources**  In pursuit of freedom: [Abolitionist](http://pursuitoffreedom.org/abolitionist-brooklyn/) Brooklyn  Complete Site Documentation for | **New York’s Public Spaces: Ownership, Representation and Community**   * Who owns public spaces? * Who is represented in public spaces? * Spatial organization of public spaces * The Role of the Design Commission of New York City * The survival of Weeksville   **Heritage Tourism and Mythmaking**   * The Tourist Gaze * Preservation and Historic Districts * Sense of Place * Responsible Interpretation |

**WEEK THIRTEEN**

**Tuesday: May 5 Thursday: May 7**

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| **Revisiting Research Methods and Process of Change** (Prof. Almond)   * Overview of Final Project * Come prepared with questions! | **Troubleshooting**  **The Road to Inclusion: Other Models of Commemoration**   * New York City as exemplar: Stonewall; Irish Huger Memorial; * National Museum of African American History and Culture * Re-contextualizing/education * New curricula * Inclusion in the Narrative |

**WEEKS FOURTEEN/FIFTEEN**

**Tuesday, May 12th & Thursday, May 14th: PRESENTATIONS**

**Tuesday, May 19 and Thursday, 21 course recap and discussion on how your views about monuments have developed.**

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**ADDITIONAL RESOURCES**

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/)

PBS NewsHour, “[Why America is Wrestling With Confederate Monuments](https://www.youtube.com/watch?v=eNQ8F72Olh0),” Uploaded to YouTube on 25

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National [Park](https://www.nps.gov/index.htm) Service Index (Parks and Monuments)

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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