



Confederate General Robert E. Lee statue removed from a Dallas park  
Sept. 14, 2017

“The major focus of [public memory] is not the past . . . but serious matters in the present such as the nature of power . . . . Public memory speaks primarily about the structure of power in society because that power is always in question.”

--John Bodnar, *Remaking America*

HONR 300 Mobilizing Public Memory or Race in the U.S.

#### COURSE INFORMATION

Credits: 4  
Gen Ed: WI/LO2 and L6  
Delivery Mode: Face to face in Hollenbeck 331/TR 2:30-4:45 PM  
Course Schedule: Spring 2022

#### FACULTY

Professor: Dr. Catherine E. Waggoner Professor, Dept of Communication & Digital Media  
Contact: cwaggoner@wittenberg.edu  
Phone: 937-327-7436  
Office: Hollenbeck 326  
Office Hours: MTWTh 1:00-1:50 pm and by appointment

#### REQUIRED TEXTS

Cox, Karen L. (2021) No common ground: Confederate monuments and the ongoing fight for racial justice Chapel Hill, NC: The University of North Carolina Press.

Other required readings are posted on Moodle Please download them and bring them to class.

#### COURSE DESCRIPTION

What does it mean to "create the past" via memorials, museums, and monuments? What gets



highlighting, and above all taking notes

To help you read carefully, I am providing a description of four basic cognitive tasks involved in reading carefully (developed by Harvey Daniels for “Literature Circles”). Daniels suggests that each person assume one of the roles for each reading, helping to ensure a more substantive and systematic reading of the piece. We will use these roles informally to facilitate our discussions of assigned readings, more formally for tests, and you also should find them helpful for reading for your final project.

<p><b>Illuminator:</b> Your role is to find important passages and read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include the quotations but also why you chose them. You will read these passages aloud as part of your class discussion.</p>	<p><b>Sample Questions:</b> What are the key passages? What did the key passage(s) make you think about? What do you think the reading was about? How might other people (of different backgrounds) think about this passage/reading? What one question would you ask the author if you go the chance? Why? What are the most important ideas in this reading?</p>
<p><b>Connector:</b> Your role is to connect what you are reading with what you are studying in other classes, with the world outside of school. You can connect the reading to events in your own life, other classes you’ve taken, news events, political events, or popular trends. You can also connect the reading to other things you have read. The connections should be meaningful to you and your classmates.</p>	<p><b>Sample Questions:</b> What connections can you make to your own life? What other places or people could you connect to?</p>

## GRADE DISTRIBUTION

Exams (2)	25%
Memory Site Visit Paper	10%
Final Project Proposal with Annotated Bib	15%
Final Project Draft/Peer Review	5%
Paper	15%
Presentation	10%
Discussion Leadership	10%
Class Engagement	10%

## ASSIGNMENTS

### Exams

There will be two exams covering the readings, films and discussions, largely comprised of essay questions. (W/LO2, L6)

### Memory Site Visits

You are required to make visits to memory sites this semester.

- **Class Memory Site Visit.** We will visit The Heritage Center in Springfield and The National Underground Railroad Freedom Center in Cincinnati. (L6)
- **Individual Memory Site Visit.** On your own, you are to visit a memory site of your choosing. For whichever site you choose, please write a paper (double-spaced) with your classmates in mind as the audience you should describe the site, provide some background, and explain the site vis-à-vis one or two of the theoretical treatments of memory in the course. You will be asked to discuss your paper in class. (W/O2, L6)

### Project

How do sites that commemorate the past shape our vision of the present and future?

You will select and research a public memory site relevant to race in the U.S. and make an argument about how that site influences the current public discourse regarding race. You will prepare a draft of your final paper for an in-class peer review. Your final paper should be 8-10 pages, 12pt font, double-spaced, with a title page and a works cited page. (W/O2, L6)

### Discussion Leadership

On the days we are discussing Cox, No Common Ground, one of you will lead the discussion. You have latitude as to how you do that (e.g., activities, video clips, etc), and I am available to meet with you in advance to prepare for it (LO6)

### Class Engagement

<https://www.wittenberg.edu/administration/occ/howdo-i-visit-occ>

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological) or temporary medical conditions, etc.), please let me

Tues., 1 Feb. &  
Thurs., 3 Feb.:

Reading Casey, "Public Memory in Place and Time"

I-  
G  
W-  
S

Slavery

Thurs., 3 Feb.:

Reading Blight, "Introduction: The Underground Railroad in History and Memory"

Field trip: National Underground Railroad Freedom Center, Cincinnati, depart 1:15pm, return 6:00 pm

I-  
G  
W-  
S

Tues., 8 Feb.:

Reading: Ater, "Slavery and its Memory in Public Monuments"

I-  
G  
W-  
S

The Civil War

Thurs., 10 Feb.:

Reading Savage, "The Politics of Memory"

I-  
G  
W-  
S

Tues., 15 Feb. &

Thurs., 17 Feb.:

Reading Lancioni, "The Rhetoric of the Frame"

I-  
G  
W-  
S

Tues., 22 Feb.:

Discussion of Memory Site visits and Exam 1 prep

Thurs., 24 Feb.:

Exam 1

Mar. 1, 3:

No class; FIRE Week

Do your individual Memory Site visit

Mar. 8, 10:

No class; Spring Break

Reconstruction and Jim Crow

Tues., 15 Mar.:

Reading Cox, No Common Ground Intro and Ch 1  
Due: Memory Site visit paper and oral reports

Thurs., 17 Mar.:

Reading Cox, No Common Ground Ch 2  
Discussion leader: \_\_\_\_\_

Civil Rights

Tues., 22 Mar.:

Reading Cox, No Common Ground Ch 3  
Discussion leader: \_\_\_\_\_

Thurs., 24 Mar.:

Reading Cox, No Common Ground Ch 4  
Discussion leader: \_\_\_\_\_

Current Controversies/Black Lives Matter

Tues., 29 Mar.:

Reading Cox, No Common Ground Ch 5  
Discussion leader: \_\_\_\_\_

Thurs., 31 Mar.:

Reading Cox, No Common Ground Ch 6 and Epilogue  
Discussion leaders (2): \_\_\_\_\_ & \_\_\_\_\_

Tues., 5 Apr.:

Readings Blair & Michel, "Reproducing Civil Rights Tactics" and Olesky & Wnuk, "Augmented Places"  
I-  
G  
W-  
S

Thurs., 7 Apr.:

Conferences for the Final Project

Tues., 12 Apr.:

Proposals due

Thurs., 14 Apr. &

Tues., 19 Apr.:

Work on Final Project

Thurs., 21 Apr.:

Peer Review of Final Paper (draft due)

Tues., 26 Apr. &

Thurs., 28 Apr.:

Project Presentations Course Wrap Up and Exam 2 prep  
Online course evaluations due



