

The Politics of National Memory



Course Information
PSCI 4373
The Politics of National Memory

Prof. Shema Mbyirukira
Tuesdays 6:30-9:30 pm

Professor Contact Information

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Lecturer Contact Information (for Policymaking Process or Politics of National Memory)

All Lecturers hold office hours by appointment.

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Lecturer (DuPont) **Prof. Shema Mbyirukira, J.D.**
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Lecturer (Capitol) **Prof. Vanesa Browne, J.D.**
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Lecturer (Brookland) **Prof. Malcolm Warbrick**
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Class Materials

The instructor may provide class materials that will be made available to all students registered for this class, as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Course Prerequisites, Co-requisites, and/or Other Restrictions

Acceptance into the Archer Fellowship Program

Course Overview

This course uses the National Mall, which we define as the area between Arlington National Cemetery and Capitol Hill, as a classroom, textbook, and laboratory to explore and interrogate the stories that the United States tells about itself. In each class, we connect physical tokens of memory (e.g., monuments, statues, and museums) with selected readings to facilitate student engagement with difficult but essential civic and political questions: What is democracy? What is truth? What do we owe each other? How do we use our country's past to inform and shape its future, striving towards the ideals set out at its inception? How do we both reconcile the low points in America's history and amplify its moments of glory and pride to shape a more perfect Union? How do we reconcile the America that is with the America we aspire to be? In doing so, we seek to encourage students to acquire a lifelong relationship with the nation's capital; feel competent and excited about "reading" statues, memorials and museums no matter where they are; and acquire critical and analytic skills that enhance their confidence and effectiveness as citizens in a democracy.

The course focuses on the politics of national memory by fostering an ongoing, critical conversation—in class, in discussion groups, and beyond the academic setting—about the narratives that underlie the American experience. Along with visiting many of these sites, students will use historical analysis, science reports; a range of art forms—poetry, fiction, theater, sculpture, video and other visual media—as well as primary texts to inform and stimulate their thinking.

As the semester proceeds, students are asked to reflect upon and explore their personal experience of the National Mall, and many of the structures that define Washington and national memory today.

Class Themes and Tactics

In this class, we break down and deconstruct the social, historical, and ideological structures behind the stories and narratives that we tell about ourselves. That is what we mean by the politics of national memory.

The lectures this semester will revolve around the following themes:

- THE DREAM - What is the American dream? How did it begin? How has it evolved? What is it today?
- OUR IDENTITY – Who are “we the people”? What does it mean to be “a people”? Who is included? What does it mean to be a “we”? How has the “we” evolved?
- OUR LEGACY - What does one generation owe another? Statues (looking back). What do we owe the future? What do we do now to take care of ourselves?
- OUR RESPONSIBILITY - What is our responsibility to one another? What is our responsibility as citizens of a democracy?

The lectures will also integrate tactics that fellows can apply at work, home, and in communities. The tactics include:

- Using narratives to build bridges
- Disagreeing in a generative way (deep canvassing)
- Expanding the conflict (coalition building, changes dynamics)
- Interrogating the how, when, and why of change making
- Evaluating sources of information and combating mis/disinformation
- Active listening in an effort to be fully present in conversations

Student Learning Objectives/Outcomes

Through an examination of storytelling, readings, discussions and first-hand experiences students will learn three primary skills:

1. How to “read” components of the National Mall using **Statue Literacy, Memorial Literacy, and Museum Literacy**—rules that we can use to understand how tokens of national memory came into being and to acquire meaning; and how each token invites us to participate in the creation of new meaning today.
2. Recognize and understand the key American narratives and how they influence the concepts of **“democracy;” “truth;” and “equality.”** With these definitions students will:
 - a. better understand the nature of democracy, particularly American democracy;
 - b. see why democracy must seek the truth about its own past and how it attempts to do that;
 - c. decipher how what we as society remember relates— through stories—to what really happened;
 - d. analyze the degree to which arguments about the reality of the past directly connect to the trajectory of the future; and
 - e. explore (as emphasized on the Mall) art and science as distinct avenues to truth.

3. **“Think in Time” about societal and public policy issues**; have a reliable, systematic, and accurate way to apply practical lessons (i.e., tactics) from the past.

Required Textbooks and Materials

eLearning

All course materials available on eLearning. All assignments, except where noted, should be submitted to eLearning. Login to your eLearning account [here](#).

Required materials

- Access to a computer and reliable internet service.
- You should be able to access the required readings online through the links provided (some may require your UTD credentials to access) or posted to the course website on e-Learning. You can access the UT Dallas Eugene McDermott Library’s online catalog and databases [here](https://www.utdallas.edu/library/): <https://www.utdallas.edu/library/>.

The following will be posted to the PSCI 4373 eLearning site

**NOTE : Use your UTD credentials to gain free access to periodicals like the Wall Street Journal, Washington Post, New York Times via the Eugene McDermott Library (<https://library.utdallas.edu>).*

- Portraits Podcast (Transcript) – [Lopsided, With Jill Lepore](#) (Season 1, Episode 1)
- Portraits Podcast (Audio) - [Un-forgetting History, With Hung Liu](#) (Season 3, Episode 10)
- [Beyond Granite: Pulling Together](#), Washington, DC (Audio Recordings)
- The History of Arlington National Cemetery, Website: [History of Arlington National Cemetery \(arlingtoncemetery.mil\)](http://arlingtoncemetery.mil)
- 1782: [Thomas Jefferson: Notes from Virginia](#) (selected excerpts)
- 1796: [Washington's Farewell Address](#), Daily American Advertiser
- 1876: [Frederick Douglass: Speech at Dedication of Emancipation Memorial](#)
- 1994: [Willful Neglect: The Smithsonian Institution and U.S. Latinos \(Report by Smithsonian Institution Task Force on Latino Issues\)](#)
- 2000: [Making the Memorial by Maya Lin](#), New York Times Review of Books, November 2000
- 2007: ["Tear Down This Wall," How Top Advisers Opposed Reagan's Challenge to Gorbachev -- But Lost](#) by Peter Robinson, Prologue Magazine, Summer 2007
- 2009: [US Offers an Official Apology to Native Americans](#) by John D. McKinnon, Wall Street Journal
- 2009: [How Arlington National Cemetery Came to Be](#) by Robert Poole, Smithsonian Magazine, November 2009.
- 2011: [Collecting an Epidemic: The AIDS Memorial Quilt](#), National Museum of American History, June 2011 (Online Article)
- 2013: [Protests Highlight History of Washington Monument Politics](#) by Carolyn Butler, National Geographic, October 2013
- 2014: Naomi Oreskes and Erik Conway: The Collapse of Western Civilization **[copy in eLearning]**
- 2014: [The Case for Reparations by Ta-Nehisi Coates](#), The Atlantic, June 2014
- 2016: The Politics of Mourning: Death and Honor in Arlington National Cemetery by Micki McElya (selected excerpts) **[copy in eLearning]**
- 2020: [The Question of Monuments](#) by Kirk Savage, Lapham’s Quarterly, July 2020
- 2021: [Jeff Bezos Donates \\$200 million to Air and Space Museum in largest gift to the Smithsonian since its founding](#), Washington Post
- 2022: Anand Giridharadas: The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy (selected excerpts) **[copy in eLearning]**
- 2023: [Move over, monuments: The Mall gets first curated multi-artist exhibit by Mark Jenkins](#), The Washington Post, August 2023

In addition: To encourage critical and creative thinking (Walt Whitman tells us that “poetry is the shortest distance between reality and the human heart”), we will begin each class by discussing a poem.

Suggested Course Materials

Weather-appropriate clothes, comfortable walking shoes, and an inquisitive mind.
Also, plan to bring food/beverages for your dinner/supper.

Course Policies

Each class meets weekly on TUESDAYS from 6:30-9:30 PM at (the Archer Center, or other locations as noted). Lecturers reserve the right to meet off-site at locations relevant to the course experience.

Class Structure and Principles

Role of Lecturers

Each Lecturer will be assigned to a Discussion Group of up to twelve (12) students. The Discussion Group assignments will be posted on eLearning. The Lecturers will assess their students’ engagement and participation in the course, including review and grading of written assignments. Lecturers are available for discussions, to answer questions, and to address concerns. Students who wish to meet with any of the lecturers should schedule a meeting with the Lecturer outside of class (these will serve as the Lecturers’ office hours).

Graded Assignments

Each week, your lecturer will assess your participation in the class Discussion Group. Your lecturer will also assess and provide feedback on written assignments.

Students are required to submit at least three, 1-page (Arial, pt 12, 1.15 space) essays over the course of the semester, as described in the assignment table below.

Please do not include a lengthy heading or the prompt before your essay, as this consumes some of your valuable writing space for you to express your analysis.

Essays are due to your lecturer at 11:59 pm on the Sunday following the lecture.

Students can only write one essay on a topic that their discussion group lecturer presented (i.e. two of your three assignments must be from a lecture led by one of the other three professors who does not run your discussion group).

Submit your essay via eLearning. Login to your eLearning account [here](#).

Weekly Discussion Essay Topics						
#	Class Date/time	Topic	Location	Lecturer	Assignment	DUE
7	Tues Sept. 10, 6:30-9:30pm	Engaging Across Differences	Archer Center	All Faculty	How does deep canvassing serve as an innovative and effective approach in fostering meaningful conversations and influencing social and political attitudes in a community?	9/15
8	Tues Sept. 17, 6:30-9:30pm	Monumental Conversations	Mall (multiple sites)	Dr. Bergendorff	Do you agree that national memory can be collective? Use the monuments and memorials discussed today to explain your perspective.	9/22
9	Tues Sept. 24, 6:30-9:30pm	Service, Sacrifice, and National Identity	Archer Center	Prof. Warbrick	What is the role of ANC in the American identity? What are the ethical considerations for memorializing individuals? How has the cemetery evolved since the Civil War? Post discussion: How did the grave sites and memorials reflect different narratives of America?	9/29
10	Tues Oct. 01, 6:30-9:30 pm	Repairing a Nation	Japanese American Memorial to Patriotism	Prof. Browne	Before delving into the assigned readings for this class, write down what comes to mind when you think about reparations. After the class, revisit your initial writing and add a section about what you learned.	10/6
11	Wed. Oct. 09, 6:30-9:30 pm	Art & Democracy	Ford's Theatre	All lecturers	"Mister Lincoln"	10/13
12	Tues Oct. 15, 6:30-9:30 pm	Telling Our Stories: Hispanic	Sidley Austin	Prof. Browne	Meet up with another class member and ask them to tell you who they are; listen to their narrative and then write a short	10/20

		Heritage Month			bio (no more than two paragraphs) on your classmate.	
13	Tues Oct 22, 6:30-9:30 pm	Ephemeral Memories: Protest Art, Counter Monuments, and Body Art	Archer Center	Dr. Bergendorff	How do you envision the future of the National Mall? What do you think it will look like as a public space 25 years from now in terms of monuments, museums, and artworks?	10/27
14	Tues Oct 29, 6:30-9:30 pm	Steward of Power	Capitol Rotunda	Prof. Warbrick	What are the historical, political, and ethical dimensions of a peaceful transfer of power?	11/3
15	Tues Nov. 12, 6:30-9:30 pm	Icons: Who Are Our 'Founders' and How Should They Be Remembered?	Emancipation Memorial	Prof. Mbyirukira	Identify an individual that is not memorialized on the Mall (i.e., someone who is not memorialized in a statute, plaque, museum, or memorial) that made a significant contribution to the country we live in today, but is often not recognized for the contribution. What contribution did the person make and why do you think the contributions are often overlooked?	11/17
1b	Tues Dec 03, 4:30-6pm	Sunset Class	National Archives	All	Reflections on dreams for the future (post-Archer); what light will you take with you from the Archer experience?	None

During class-time, and throughout the semester, periodic assessments may be made to verify that you are doing the reading and learning the basic concepts of the course.

Grading Policy

Final grades are based on your attendance and participation in class, in addition to your Lecturer's assessment of your written assignments and your contributions to your discussion group. The midterm and final grades will be determined by Prof. Mbyirukira based on your class attendance (60% of grade), written assignments (30% of grade), and classroom participation (10% of grade).

Students who display excellence through class participation and written work will receive an A. Students with three (3) or more unexplained absences or tardies will receive no more than a C grade for the semester.

An excellent written assignment should be an engaged response to what you have read and/or class discussion. As such, a summary is not sufficient. Some kind of argument must be offered. This could take several forms, including:

- Critique - noting a flaw or something you think is missing in the piece.
- Support - offering reason(s) as to why this is a useful or important article.
- Comparison - with another political system or country(s). Explain how the argument or description offered differs from another political context.

Your response should conclude with a few suggestions of questions for in-class discussion.

Class Attendance

Regular and punctual in-person class attendance is expected. Absences or tardiness due to work/internship requirements or illness will be excused but will require completion of a make-up assignment to receive credit. At the discretion of faculty, exceptions to the attendance policy may be made for absences due to extenuating circumstances. Students who have an excuse to miss a lecture must **inform the Lecturer in charge of their Discussion Group at least 24 hours before the expected absence and complete the make-up assignment.** The make-up assignment is to complete the written assignment for the week of the missed class. This would be in addition to required essays. Failure to communicate with your lecturer in a timely fashion about an absence or tardy is unprofessional and will negatively impact your grade.

Class Participation

Regular class participation is expected. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in groups or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Classroom Citizenship

All students and faculty are expected to adhere to the Archer Fellows guiding principles outlined here (also discussed during your pre-departure orientation training):

Guiding Principles for Archer Fellows – See page 8 in the Guidebook

- Archer Fellows represent not only themselves, but their home institutions, the Archer Center, the UT System, and the State of Texas.
- The Archer Center expects all Archer Fellows to abide by the highest standards of conduct, demonstrating the utmost integrity, character, respect, and professionalism.
- The Archer Center is committed to ensuring a diverse cohort and learning environment by selecting students with varying backgrounds, interests, fields of study, and political perspectives.
- The Archer Center is committed to bringing together students who value constructive and respectful dialogue among individuals and groups with varying ideas.
- Archer Fellows are expected to respect varying political, personal, and religious beliefs within the cohort and throughout the program.
- As an educational program, the Archer Center sees all aspects of the Archer Fellowship experience as an opportunity for learning: from the application and internship search process to the academic, networking, professional and fellowship opportunities provided throughout the semester.
- The Archer Center and Archer Fellows have a shared commitment to open, honest, and timely communication.

Archer Guiding Principles

Appreciation
Responsibility
Character
Humility
Empathy
Respect

Grading Scale

A+ (98+)	A (94-97)	A- (90-93)		
B+ (88-89)	B (84-87)	B- (80-83)		
C+ (78-79)	C (74-77)	C- (70-73)	D (60-69)	F (59 or lower)

Final grades will be reported to UT Dallas and your home UT System institution by **December 16** and posted in accordance with their respective grade submission deadlines. **Note:** UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Academic Integrity

Students are expected to abide by the academic rules and regulations established by the University of Texas at Dallas, which is the academic home for the Archer Center (see <https://www.utdallas.edu/conduct/integrity/> for a guide to ensuring academic integrity).

Harassment Reporting Requirements

Senate Bill 212 (SB 212), which took effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that both the instructor and the TA for this class are mandatory reporters and **MUST** share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information **CANNOT** be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and Lecturers.

Academic Calendar

Academic Calendar & Class Schedule

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SECTION 1: DREAM & IDENTITY
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Class 1a: Monday, August 26, 7:30 am-9:00 am

All Faculty

Sunrise at the Lincoln Memorial

The Lincoln Memorial is the most visited site in Washington, D.C. For many, it is a sacred space where people gather to call upon America to live up to its ideals. It is famously the site where Martin Luther King, Jr. gave his "I Have a Dream" Speech on August 28, 1963.

Activity: What is your dream for the semester?

Reading: [Background on the March on Washington \(August 28, 1963\)](#)

Classes 2

Tuesday, August 27, 8:30-10:30am - Civility in the Age of Partisanship (All Faculty)

Tuesday, August 27, 3:00-4:00pm National Portrait Gallery (Dr. Bergendorff & Prof. Mbyrukira)

Panel discussion with Brent Orrell at the American Enterprise Institute (AEI). If we can't agree, can we learn to disagree well? Light breakfast provided by AEI.

Visit the National Portrait Gallery (8th and G Streets NW)

The National Portrait Gallery's mission is to "tell the story of America by portraying the people who shape the nation's history, development and culture." We will break out into teams where you will select a collection or piece from the Gallery and share with the class the story it tells about America.

Reading:

- Portraits Podcast (Transcript) – Lopsided, With Jill Lepore (Season 1, Episode 1) - <https://npg.si.edu/podcasts/lepore>
- Optional: Portraits Podcast (Audio) - Un-forgetting History, With Hung Liu (Season 3, Episode 10)- <https://npg.si.edu/podcasts/Un-forgetting%20History>

Classes 3 & 4

Thursday, August 29 (Capital & Dupont)

10:00 - 1:00pm - American History Museum (Prof. Browne & Prof. Warbrick)

2:00 pm – 5:00 pm - National Museum of African American History and Culture (Prof. Warbrick & Prof. Mbyirukira)

Friday, August 30 (Anacostia & Brookland)

10:00 - 1:00pm - American History Museum (Dr. Bergendorff & Prof. Browne)

2:00 pm – 5:00 pm - National Museum of African American History and Culture (Dr. Bergendorff & Guest Prof.)

American History Museum (1300 Constitution Ave. NW)

The National American History Museum's mission is “the collection, care, study, and interpretation of objects that reflect the experience of the American people.” We will break out into teams where you will tour the museum using a PoNM worksheet and present your worksheet responses to the class.

Visit the National Museum of African American History (1400 Constitution Avenue, NW)

Meet at National Museum of African American History and Culture (outside entrance at 2 pm) timed ticketed entry at 2:15 pm for the Politics of National Memory class. While in the Museum, we will break into teams where each will address: What does Museum Literacy tell you about this museum? Find something in the Museum and use it to Think in Time.

****Instructions:** Bring a water bottle. All visitors to National Museum of African American History and Culture are subject to security screening.

Reading:

- A Fool's Errand: Creating the National Museum of African American History and Culture in the Age of Bush, Obama, and Trump (Chapter 8)

Class 5: Joint Class

Tuesday, September 03, 10-1pm - National Museum of the American Indian (Prof. Browne & Prof. Mbyirukira)

Visit the Museum of the American Indian (600 Independence Ave. SW)

The Museum of the American Indian's mission is “to advance knowledge and understanding of Native cultures of the Western Hemisphere—past, present, and future—through partnership with Native people and others.” We will break out into teams where you will tour the museum using a PONM worksheet and present your worksheet responses to the class.

Class 6: Joint Class

Tuesday, September 03, 2-5:00pm - National Gallery of Art (Dr. Bergendorff & Prof. Mbyirukira)

Visit the National Gallery of Art (located on the National Mall, between 3rd and 9th Streets, at Constitution Avenue NW)

The National Gallery of Art's mission is to “serve the nation by welcoming all people to explore and experience art, creativity, and our shared humanity.” We will break out into teams where you will tour the museum using a PoNM worksheet and present your worksheet responses to the class.

Class 7: Joint Class

Tuesday, Sept. 10, 6:30-9:30pm

All Faculty (Archer Center)

Engaging Across Differences

Reading:

- Reading: Anand Giridharadas: *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy* (selected excerpts)

Set ground rules for upcoming discussions; large and small group discussions on how to engage across differences; tips from both lecturers and students.

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 SECTION 2: RESPONSIBILITY & LEGACY
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Class 8: Joint Class

Tues Sept. 17, 6:30-9:30pm

Dr. Bergendorff (Mall, multiple sites)

First meeting location TBD

Monumental Conversations

This lecture explores how different artists, architects, politicians, and citizens have shaped the symbolic landscape of the National Mall. We will discuss the concept of collective memory and place monuments in dialogue with one another.

Reading:

- Erika Doss, Introduction, *Memorial Mania: Public Feeling in America*, 1-15.
- Maya Lin: *Making the Memorial*, 1-7: <https://veryinteractive.net/pdfs/lin-makingthememorial.pdf>

Class 9: Joint Class

Tuesday, September 24, 6:30-9:30pm

Prof. Warbrick (Archer Center)

Service, Sacrifice, and National Identity

Arlington National Cemetery is a hallowed place within the National Mall that holds a special place in forming our national identity and memorializing our narrative. This class follows after the Archer Center’s traditional wreath laying ceremony (9/22) at the Tomb of the Unknown Soldier and will examine the themes of service, sacrifice, and national identity.

Reading:

- [History of Arlington National Cemetery](#)
- [“How Arlington Came to Be”](#)
- [“The Politics of Mourning”](#) - Introduction

Class 10: Joint Class**Tuesday, October 01, 6:30 - 9:30pm****Prof. Browne (Japanese American Memorial to Patriotism)**

*Meet at the Japanese American Memorial at the intersection of Louisiana and New Jersey Avenues and D Street, NW)

Repairing A Nation

This lecture explores the history and modern implications of reparations, drawing parallels between the Japanese American experience during World War II and the ongoing debates around African American reparations.

Reading:

- The Case for Reparations by Ta-Nehisi Coates, The Atlantic, June 2014

Class 11: Joint Class**Wednesday, October 09, 6:30 - 9:30pm****All Lecturers (Ford's Theatre)**

*Meet at Ford's Theatre (511 10th St NW, Washington, DC 20004)

*Art & Democracy: Mister Lincoln***Class 12: Joint Class****Tuesday, October 15, 6:30 - 9:30pm****Prof. Browne (Sidley Austin)**

*Meet at the Sidley Austin office (1501 K St NW #600, Washington, DC 20005) for class.

Telling Our Stories: Hispanic Heritage Month

Adrián Aldaba, the Manager of National Education and Public Programs for the National Museum of the American Latino, will be our guest speaker. He will share the origins of the museum as well as provide insights as to its future.

Reading:

- Willful Neglect: The Smithsonian Institution and U.S. Latinos (Report by Smithsonian Institution Task Force on Latino Issues)

Class 13: Joint Class**Tues Oct 22, 6:30-9:30 pm****Dr. Bergendorff (Archer Center)***Ephemeral Memories: Protest Art, Counter Monuments, and Body Art*

The National Mall has historically served as a space for democratic discourse and political and artistic activism. This lecture highlights ephemeral tokens of memory, including protest art, temporary counter monuments, and performance/body art.

Reading:

- National Museum of American History: Collecting an Epidemic: The AIDS Memorial Quilt (2011): <https://americanhistory.si.edu/blog/2011/06/collecting-an-epidemic-the-aids-memorial-quilt.html>
- Nowakowski: Outdoor Exhibition on the National Mall Spotlights Untold American Stories (2023): <https://www.smithsonianmag.com/smart-news/national-mall-spotlights-overlooked-histories-in-new-outdoor-monument-exhibition-180982760/>

Class 14: Joint Class**Tuesday, October 29, 8-11:00am**

Prof. Warbrick (Capitol Visitors Center)

*Meet at the Capitol Visitors Center (located at First Street and East Capitol Street NE)

Steward of Power

The U.S. Capitol is not only the center of D.C., but an iconic symbol of power that embodies democracy as the host of the Presidential Inauguration and the ceremony of a peaceful transfer of power. We will visit the Rotunda and explore President Washington's legacy, his message in his farewell address, and the other elements that reinforce this democratic principle.

Reading:

- [Washington's Farewell Address](#)
- [Reagan's "Tear Down this Wall" Speech](#)

*******NO CLASS ON TUESDAY, NOVEMBER 05*******

Class 15: Joint Class

Tuesday, November 12, 6:30 - 9:30pm

Prof. Mbyirukira (Emancipation Memorial)

*Meet at Emancipation Memorial (Lincoln Park Dr NE, Washington, DC 20002)

Icons: Who Are Our 'Founders' and How Should They Be Remembered?

This lecture will delve into the complexities of memorializing historical figures through the lens of the Emancipation Memorial and Frederick Douglass's speech. We will explore how collective memory shapes and reshapes our understanding of key figures like Abraham Lincoln, while grappling with the nuances and controversies that arise in commemorating them.

Readings:

- Frederick Douglass: Speech at Dedication of Emancipation Memorial
- Select excerpts from Notes from Virginia by Thomas Jefferson

*******NO PONM CLASS ON NOVEMBER 19 & 26*******

Class 1b: Joint Class

December 03, 4:30-6pm

Sunset Class

All Faculty (National Archives)

*Meet at 701 Constitution Avenue NW steps to National Archives for the concluding class.