



Special Topics: Sites of Memory

GWS 492

Instructor	Professor Mary M. McCarthy
E-mail	mary.mccarthy@drake.edu
Course Meeting Days and Time	TuTh 1-2:15
Required Experiential Learning Dates	Students will be required to attend three experiential learning days (dates TBC) during the semester.
Office Hours	By appointment

Catalog Description:

Collective memory is an important part of identity building and finding place in society. In this interdisciplinary course we explore how national and group memories are created and perpetuated through sites of memory, such as museums, monuments, statues, and memorials, with a particular focus on society's gradual inclusion of the memories of the traditionally marginalized, disenfranchised, and dislocated. We will concentrate on three case studies in the UK: empire and migration, Black Britons, and women. We will hear from activists and other memory entrepreneurs who have played influential roles in how historical narratives are remembered, told, and passed down through the generations through sites of memory. We will discuss the politics and the societal norms around collective and public memory creation. We will have site visits and guest speakers for each of our three case studies.

Credit Hour Policy Statement:

This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit.

Course Learning Objectives:

Historical Foundations outcomes

1. Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world.
2. Describe the historical processes that have contributed significantly to global change.
3. Articulate an understanding of the histories of societies and cultures necessary to participate in an analysis of critical civic and global issues.

Global and Cultural outcomes

1. Identify and evaluate the fundamentals of international issues and events that shape the current world, influenced by geography, history, language, religion, and cultural values.
2. Recognize and understand major issues, concerns, and problems of super-national or global scope (including, but not limited to, environmental concerns, international business, peace and war, underdevelopment, population growth and decline, human rights);
3. Recognize and assess complexities within, and interactions among, current world nations, peoples, and cultures, and how these shape our global community.

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Methods of Instructions:

Class sessions will combine mini-lectures, and full-class and small-group discussions.

Students will be evaluated by class attendance and participation (15%), critical reflection essays (5% each, 15% total), analytical essays (10% each, 30% total), a take-home final exam (20%), and a final project (20%).

Textbooks and Required Reading:

All required readings will be made available on our Blackboard site.

Course Schedule:

Week 1: Introduction

Week 2: Sites of Memory

Questions to explore: What is a site of memory and what roles does it play? Who are memory entrepreneurs and what goals do they have?

Issues and concepts to explore: Public memory, collective memory, group identity, group recognition, integration, the creation of “we”, memory activism

Week 3: Sites of Memory and the “Consumer”

Questions to explore: How does a site of memory enable, promote, and restrict the experience? How do sites create a “privately felt public memory”? Who is the “consumer” at a site of memory and what role do they play in co-creating the space and its impact?

Issues and concepts to explore: emotional affordances, prosthetic memory

Weeks 4-6: Empire and Migration

History of empire in Great Britain

Migration flows over time

Policies of assimilation

Identity making in Great Britain for migrants

Weeks 7-10: Black Britons

History of Black Britons

The global slave-trading empire

The Windrush generation (1948-1971)

Black Lives Matter protests in Britain

(Note that Week 8 is fall break and classes do not meet)

Weeks 11-13: Women

Suffrage

Socio-economic realities

Women’s rights as human rights

Weeks 14-15: Wrap-up

Final project



Important Notes:

1. Students will be required to attend three experiential learning days (dates TBC) during the semester.
2. All readings must be completed before the class session during which that topic will be discussed.
3. The professor reserves the right to make any changes to this schedule as necessary.

Grading Criteria:

Class Attendance and Participation (25%)

Students are required to come to every class session prepared to make active, high-quality contributions to our class discussion.

High-quality contributions:

- illustrate knowledge and understanding of the assigned readings through specific references to author arguments and evidence
- show reflective reading of the texts and engagement with course material through insightful arguments inspired by the readings and other assignments
- include original and thoughtful arguments or comments in response to lectures, discussions, videos, etc.

Critical Reflection Essays (5% each, 15% total)

Students will write a critical reflection essay after each site visit. These will be 2 pages in length. To help guide the critical reflection the instructor will provide questions in advance of the site visit. Critical reflections require students to consider the “emotional affordances” of the site visit experience, bringing themselves into the space and engaging with the site in explicit and purposeful ways.

Analytical Essays (10% each, 30% total)

Students will write an analytical essay at the end of each case study. These will be 4 pages in length and be in response to questions provided by the instructor. Students will consider the course reading, the guest lectures, class discussions, and the site visit in their responses.

Take-Home Final Exam (20%)

Students will take a final take-home exam. This will require answering two questions in essay format based on all three case studies and addressing larger issues of the course, including how are collective memory and identity building related, how are sites of memory a human rights issue, and what is the relationship between history and memory.

Final Project (20%)

Students will complete a final project where they find a site of memory of their choosing and analyze it, using the tools they learned during the semester to do so. It could be a site that does or does not take a minority or marginalized viewpoint into account. Selection of the site will be made in consultation with the instructor.

Grading Policy Regarding Late Assignments

For the essay assignments, all late essays will receive a grade reduction. There will be a one-third grade reduction for every day the exam is late. In other words, A becomes A-, A- becomes B+, etc.



Grading Policy

This course will adopt a +/- scale. If you have questions about grading in this course, speak with the instructor.

Course Grade Breakdown

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
Below 60	F

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

For this course, the penalty for each unexcused absence exceeding three is a third-letter grade reduction (A- to B+).

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.



- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk