

**I 320C / LAH 350: Preservation of Difficult Histories**  
**Spring 2025**  
**Unique Number: 28180 / 30894**

**Instructor:** Sarah Norris

Email: [sarah.norris@ischool.utexas.edu](mailto:sarah.norris@ischool.utexas.edu)

Classroom: PAR 103

Lab: UTA 1.506B

Office: UTA 5.422

Phone: (512) 471-8286

Office hours: by appointment, in person or online

Canvas: <https://utexas.instructure.com/courses/1409723>

<https://utexas.instructure.com/courses/1413301>

Mode of Instruction: In-person

**Course Meeting Times**

Mondays & Wednesdays, 9:30 – 11:00 AM

**Course Description**

Memory institutions, like archives, libraries, and museums, share a common goal of preserving the cultural record. Through their professional codes of ethics, practitioners in these allied fields establish ideals and standards of practice in creating and maintaining collections. But history is not static; it is subject to periodic reevaluations of the people, stories, and interpretations it includes. How do collecting and preservation ethics accommodate these changes? Students in this course will first examine established ethics, and then engage with current debates in collections management, preservation, and conservation. Case studies highlight how ethical tenets inform practices like post-custodial archiving, repatriation, and human-centered conservation. Special emphasis will be placed on physical materials, ideal states, and the management of change over time. Structured dialogue exercises will be used throughout the course to provide rules-based platforms for practicing critical thought, close listening, and respectful dialogue.

**Learning Objectives**

This course will enable students to:

1. Build ethical foundations in collections management and preservation.
2. Critically engage with contemporary professional debates within memory professions.
3. Apply ethical tenets to case studies and modern practices in archives, libraries, and museums.
4. Appreciate and advocate for contrasting viewpoints within complex issues.

5. Practice critical thinking, close listening, and respectful disagreement, especially within structured dialogue exercises.

### **Course Requirements**

School of Information students will have completed I 301 before enrollment in this course.

### **Course Flag: Cultural Diversity in the United States**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses focus on the cultural experiences, perspectives, and/or practices of marginalized groups in the United States, as well as how culture works within a social and political context. You will think critically about at least three of the following: gender identity/expression, race, ethnicity, indigeneity, disability, sexuality, religion, nationality, language, and/or class. You should therefore expect a substantial portion of your grade to come from the study of and reflection on these contextualized cultural experiences.

### **Readings**

There is no required text for this class. All readings are available on our course Canvas page or online, as indicated. Please note **each session's readings must be completed before class, for discussion during class.**

### **Rules of Engagement**

Students in this course may have strong opinions about some discussion topics and case studies. Let's establish some ground rules for productive, civil engagement. Maybe some of these principles can be relevant in tough discussions outside of class, too!

- 1. Listen attentively and speak respectfully.**

When your colleagues are speaking, direct the majority of your attention to them, rather than to formulating your own response or opinion. When you speak, be reflective, honest, and considerate of others.

- 2. Assume your colleagues are acting in good faith.**

Learning requires open inquiry. Sometimes we change our minds. Sometimes we have to try on an argument to see if it makes sense. In this class, trust that your colleagues are acting with good intentions, and that they think the same of you. If you disagree with a speaker, ask them for explanation. Resist the temptation to label people, whether verbally or in your mind. If you're questioning whether to make a comment, ask yourself, "Would this chill the discussion?"

- 3. What happens in class gets anonymized outside of class.**

Some courses have a so-called "Vegas Rule": What happens in class stays in class. Vegas Rules aim to create a safe environment where students can express their opinions without being trash-talked or doxed as soon as class ends. Unfortunately, Vegas Rules

can also chill future discussion outside of class; and that works against an underlying goal of our course. If you're engaged enough to talk about class topics and practice respectful dialogue with friends and family, that's great! Here is our guiding rule: *\*never\** attach students' names to their comments. For example:

- a. Allowed: "I totally disagreed with a classmate who said (x) in class today, and here's why!" (Now you can use Rule 1: speak respectfully.)
- b. Not allowed: "I totally disagreed with Sylvia when she said (x) in class today!" (Breaks Rule 3). "How could she be such a racist!?" (Breaks Rule 2).

Your instructor will determine consequences for breaking the rules of engagement. If you see that rules are being broken in a way I might not notice, please let me know.

### **Assignments**

Please submit all written assignments on our course Canvas page. Title the file as follows: (Last Name)\_(Assignment Title). Grading rubrics for all assignments are available in Canvas.

### ***Presentation (Learning Objective 3)***

***20 pts.***

***Due as assigned (see below)***

Each student will be assigned to a 3 – 4-person team to give a 20-minute presentation to the class. Presentations will focus on varied case studies relevant to major course topics. Student presentations will serve as the conclusion of three units of our course:

- Archives Ethics and Collecting – student presentations in Class 8
- Museum Ethics and Collecting – student presentations in Class 14
- Conservation and Preservation – student presentations in Class 22

Your team's presentation is your chance to teach the class. Seek reliable sources to educate yourself on your topic, and then educate us all. Please address the following questions as relevant:

- What needs does your project or case study address?
- How does your project address those needs?
- What people are involved in your project?
- How does your project exemplify topics discussed in class?

You may include a few discussion questions to spur engagement if time permits. Additionally, please submit to me your reference list of 5-10 sources used in your presentation research, using [APA Guidelines](#) to format citations. Please also include in your presentation a description of a few of your best or most useful sources so your classmates can appreciate your work!

Your presentation should consist of PowerPoint slides and an accompanying talk. Please ensure every team member takes a significant turn speaking. Keep your presentation engaging by

speaking slowly and clearly, keeping eye contact with your audience, and maintaining a calm and flexible demeanor. Be sure your slides are free of grammatical and spelling errors, and that they feature relevant, easy-to-understand images.

***Reflective Essay (Learning Objective 1)***     ***10 points per each of four entries; 40 points total***  
***Due in Classes 5, 11, 19, & 25***

At the conclusion of each class that introduces a professional code of ethics, students will be asked to write a brief reflective essay. Take 1 – 2 double-spaced pages to briefly address the following:

- Discuss one element that might be challenging for professionals to maintain, and why.
- Discuss two elements that seem to be in conflict with one another, and why.
- Discuss an element that surprised you, and why.

Reflective essays are due in the class immediately following the ethics discussion. We may begin the essay in class, if time permits.

In your essay, respond thoughtfully to the prompt by reflecting upon and critically thinking about the readings. Although this is a relatively informal reflection, take care that your analysis is clearly stated and flows logically, and that spelling, punctuation, and grammar errors are minimized.

***Team-Based Fishbowl Discussion (Learning Objectives 2 & 4)***     ***20 points***  
***Completed in class as assigned; Classes 6, 13, & 20***

A fishbowl discussion is a type of structured dialogue in which a small group of people conducts a discussion, while a larger group of people observes. Imagine that the active speakers are inside a fishbowl, while the observers are outside listening and learning.

We'll have three in-class fishbowl exercises. Each student will speak in one exercise, and will observe in the other two. Speakers will be selected on the day of the exercise, and will then be grouped into two teams. Each team will speak from the perspective of an author of an ethics reading from class. Teams will represent contrasting viewpoints in an ethical dilemma we've discussed.

Each exercise will proceed as follows:

1. Speaker teams take a few minutes to get acquainted. Speaker teams then seat themselves centrally in the classroom, while observers seat themselves as an audience.
2. I will prompt discussion among speaker teams with a series of questions. Students should respond in the author's voice, based on our readings. Speak as the author; do not give your own personal opinions. Respectful discussion and disagreement are welcome; reactionary or inflammatory comments are not.

3. During the discussion, observers should take notes on the content and process of the discussion. Consider what points are thought-provoking or effective in the discussion, regardless of whether you agree with them. Take note of any questions you might wish to ask the speaker teams, in case there's time.
4. After the discussion, we'll break into small groups for a debrief. What points in the discussion did you agree or disagree with? How did you feel inside or outside the fishbowl? How might the speakers be able to articulate their points more clearly?
5. Time permitting, we'll then reconvene as a class to hear students' thoughts on the exercise.

***Conversation Café (Learning Objective 5)***

***20 pts.***

***Completed in class as assigned; Classes 27, 28, and final exam period***

A conversation café is a type of structured dialogue in which a small group of people take turns expressing and developing their views on a topic.

Our course will conclude with four conversation cafes that address closing and summary questions. One conversation café will take place in each of our last two class meetings; two more will take place during our final exam period. Each student will speak in one exercise, and will observe in the other three. Topics will be assigned ahead of time. Speakers will express their own opinions in a respectful and non-judgmental manner.

Each exercise will proceed as follows:

1. Speakers pass around a talking object. When you're holding the object, you may speak. Each person speaks briefly to the topic, with no feedback or response. (2 min. per person).
2. Still passing around the talking object, each person deepens their own comments or speaks to what has meaning now, after hearing others' opening statements. (2-3 min. per person).
3. The group engages in open dialogue. We'll use the talking object as needed if there is domination, contention, or lack of focus. Use information-seeking, non-judging questions to learn from your colleagues. Good questions might include:

- Why do you think that...?
- I'm curious, can you say more about ...
- Here's what I heard...is that what you mean?

Questions that would need to be rephrased include:

- Judgmental questions: Why didn't you say...?
  - Steering questions: Wouldn't you think that...?
  - Closed questions: Yes/no answer. (15-20 min. total)
4. With talking object, each person says briefly what challenged, surprised, or engaged them. (2 min. per person).

## Grading and Attendance

Grading rubrics are available in the Files section of Canvas.

All assignments are due by the beginning of class on their due date. Late work will be deducted two points per day. All assignments will be evaluated according to the grading rubrics available on Canvas.

Missing or being more than 10 minutes late to a class without making prior arrangements will deduct one point from your semester grade.

If you anticipate an absence for religious or other significant reasons, please discuss with me as far in advance as possible. If you miss class for these reasons, or due to legitimate illness, we will arrange make-up assignments with full credit potential. Please communicate these issues with me in writing over Canvas or e-mail.

Make-up assignments for unexplained or unexcused absences will not allow you to earn the full points allotted to the in-class work. For example, should we be required to substitute a reflective essay for a graded discussion, you will only be able to earn maximum 10 points (the regular value of a reflective essay) rather than maximum 20 points (the regular value of a graded discussion). In practice, this means: miss an in-class assignment without good reason, and lose at least a letter grade in the course.

Total course points map onto UT's grading scale as follows:

Course Points	UT Grade
93-100	A (4.0)
90-92	A- (3.67)
87-89	B+ (3.33)
83-86	B (3.0)
80-82	B- (2.67)
77-79	C+ (2.33)
73-76	C (2.0)
70-72	C- (1.67)
67-69	D+ (1.33)
63-66	D (1.0)
60-62	D- (0.67)
0-59	F (0)

## Course Schedule

Please note: Each session's readings must be completed before class for discussion during class.

## **Part 1: Introduction**

### **Class 1: 1/13**

#### **Introduction**

- Review syllabus.
- Get acquainted.

#### *Readings*

None.

**60 min: syllabus**

**15 min: flex time, get to know each other, go home early**

### **Class 2: 1/15**

#### **Why Save History?**

- Lecture & discussion on readings.
- Assign presentation days and topics.
- Introduce team-based fishbowl discussion method, for use periodically throughout our class.

#### *Readings*

Caple, C. (2000). Reasons for Preserving the Past. In *Conservation Skills: Judgment, Method and Decision Making* (pp. 12-28). Routledge.

#### *Guiding Questions*

- What's the difference between history and heritage?
- How do collecting and preservation introduce bias into the historical record?
- How can preservation ideals change when social ideals change?

## **Part 2: Archives Ethics & Collecting**

### **Class 3: 1/22**

#### **Collecting in Archives**

- Lecture & discussion on readings.
- UT Sanger Learning Center training session on giving presentations.
- Reminder: Archives presentation groups, start preparing!
- Select three students to each bring to next class one item that is representative of your family history or cultural heritage.

### *Readings*

Arp, C. (2019). Introduction to Archives and Archivists. In *Archival Basics: A Practical Manual for Working with Historical Collections* (pp. 1-16). Rowman & Littlefield Publishers.

*So You Want to Be an Archivist*. (2018, January 22). Society of American Archivists. Retrieved July 11, 2022, from <https://www2.archivists.org/careers/beanarchivist>

### *Guiding Questions*

- What's the difference between a record and a historical record?
- How are archives and libraries different?
- What are some basic job tasks of an archivist?

### **Class 4: 1/27**

#### **Archives Ethics: Foundations**

- Lecture & discussion on readings.
- In-class exercise: describing students' family history or cultural heritage artifacts.
- Reflective Essay 1, as time allows.

### *Readings*

*SAA Core Values Statement and Code of Ethics*. (2020, August 6). Society of American Archivists. Retrieved July 11, 2022, from <https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

### *Guiding Questions*

- In what ways can archivists reduce bias in their practice?
- Why might it be ethically acceptable to limit access to records?
- How can ethical archives practice support public trust?

### **Class 5: 1/29**

#### **Archives Ethics: Modern Topics**

#### ***Assignment Due: Reflective Essay 1***

- Introductory discussion on readings.
- Review of graded fishbowl discussion for next class.
- Check in with presenters for Class 8

### *Readings*



Greene, M. (2013). A Critique of Social Justice as an Archival Imperative: What *Is* It We're Doing That's All That Important? *The American Archivist*, 76(2), 302–334.  
<https://doi.org/10.17723/aarc.76.2.147441214663kw43>

Hughes-Watkins, L. (2018). Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices. *Journal of Contemporary Archival Studies*: Vol. 5, Article 6. <https://elischolar.library.yale.edu/jcas/vol5/iss1/6>

### *Guiding Questions*

- How might social activism in archival practice promote diversity in archives?
- How might social activism in archival practice work against diversity in archives?
- How do Enlightenment Positivism and Postmodernism impact our understanding of social activism in archives?

### **Class 6: 2/3**

#### **Archives Ethics: Modern Topics**

- Team-based fishbowl discussion on readings from last class.

### *Readings*

Thoroughly review readings from last class for in-class exercise.

### **Class 7: 2/5**

#### **Archives Case Study: Post-Custodial Archiving**

- Lecture and discussion on reading.
- Guest speaker: Theresa Polk, Head of Digital Initiatives and Post-Custodial Archivist, Benson Latin American Collection

### *Readings*

Cunningham, A. (2011). The Postcustodial Archive. In J. Hill (Ed.) *The future of archives and record-keeping: a reader* (pp. 177-194). Facet Pub.

### *Guiding Questions*

- How might digital records (as compared with physical records) complicate issues of provenance, authenticity, and preservation in archives?
- What is post-custodialism in archives?
- How does post-custodialism address challenges posed by both digital records and by social justice initiatives?

## **Class 8: 2/10**

### **Archives Case Studies: Student Presentations**

- 3 – 4 student groups present case studies to the class

#### *Readings*

None

## **Part 3: Museum Ethics & Collecting**

### **Class 9: 2/12**

#### **Collecting in Museums**

- Lecture and discussion on reading.
- Play Museum Collection Password to identify the collection from successively revealed items.
- Reminder: Museum presentation groups, start preparing!

#### *Readings*

Macdonald, S. (2010). Collecting Practices. In *Companion to Museum Studies* (pp. 81-97). Wiley Blackwell.

#### *Guiding Questions*

- How did taxonomies grow from Enlightenment thinking and collecting?
- How do national museums use collections to build national identity?
- How can museums and collections respond to increased volume and specialization of information in today's culture and scholarship?

### **Class 10: 2/17**

#### **Museum Ethics: Foundations**

- Lecture & discussion on readings.
- Class evaluation of Smithsonian Institution Code of Ethics.
- Reflective Essay 2.

#### *Readings*

*AAM Code of Ethics for Museums*. (2017, December 13). American Alliance of Museums.

<https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/>

*Code of Ethics and Professional Practices for Collections Professionals.* (2021, February 24). Association of Registrars and Collections Specialists and Collections Stewardship Professional Network of the American Alliance of Museums. [https://www.aam-us.org/wp-content/uploads/2021/03/Code\\_Ethics\\_Collections\\_Professionals\\_2021\\_02\\_24.pdf](https://www.aam-us.org/wp-content/uploads/2021/03/Code_Ethics_Collections_Professionals_2021_02_24.pdf)

### *Guiding Questions*

- What makes museums different from archives, and how are those differences reflected in museum ethics?
- How is stewardship different from ownership?
- What is a registrar, and how do they impact collections management?

## **Class 11: 2/19**

### **Museum Ethics: Modern Topics**

#### ***Assignment Due: Reflective Essay 2***

- Introductory presentation on readings.
- Brief review of graded fishbowl discussion for next class.
- NAGPRA update exercise.
- Check in with presenters for Class 14

### *Readings*

Various institutions (signed). (2002). *Declaration on the Importance and Value of Universal Museums*. ICOM. See Canvas.

Cuno, J. (2011). *Museums Matter: In Praise of the Encyclopedic Museum*. Chapter 3: The Cosmopolitan Museum. University of Chicago Press. Excerpt, pp 77-87.

Lonetree, A. (2012). *Decolonizing Museums: Representing Native America in National and Tribal Museums*. I: Introduction. University of North Carolina Press. Excerpt, PDF pp 3 – 21; start at “Decolonizing Museums in the Service of Truth Telling and Healing;” end at “I will discuss these serious concerns in greater depth in chapter 4.”)

### *Guiding Questions*

- What is the Universal Museum, or the Encyclopedic Museum?
- How can the Universal Museum support education and identity across national boundaries?
- How can the Universal Museum harm colonized peoples, and what might be some responses to this?

## **Class 12: 2/24**

### **Museum Ethics: Modern Topics**

- Team-based fishbowl discussion on readings from last class.

#### *Readings*

Thoroughly review readings from last class for in-class exercise.

## **Class 13: 2/26**

### **Museum Case Study: Native American Graves Protection and Repatriation Act**

- Lecture & discussion on readings.
- Guest speakers: Lauren Bussiere, Head of Collections, UT Texas Archaeological Research Lab. Annie and Lauren will speak about the challenges of implementing NAGPRA from a collections management perspective.

#### *Readings*

Nash, S. E., & Colwell, C. (2020). NAGPRA at 30: The Effects of Repatriation. *Annual Review of Anthropology*, 49(1), 225–239.

#### *Guiding Questions*

- What is NAGPRA?
- How can NAGPRA work against the impacts of colonialism in museum collections?
- How can NAGPRA reinforce the impacts of colonialism in museum collections?

## **Class 14: 3/3**

### **Museum Case Studies: Student Presentations**

- 3 – 4 student groups present case studies to the class

#### *Readings*

None

## **Part 4: Conservation and Preservation**

### **Class 15: 3/5**

#### **Introduction to Conservation and Preservation**

- Lecture and discussion on readings.
- Conservation treatment case studies.

### *Readings*

Session 1: Introduction to Preservation. (2015). In *Preservation 101: Preservation Basics for Paper and Media Collections, Online Textbook*. Northeast Document Conservation Center. <https://www.nedcc.org/preservation101/session-1>

### *Guiding Questions*

- What's the difference between conservation and preservation?
- How can we balance the competing needs of preservation and access?
- Is digitization conservation, or preservation, or something else?

### **Class 16: 3/10**

#### **Materiality**

- Lecture and discussion on readings.
- View samples of binding styles.

### *Readings*

Pearson, D. (2012). Variety through Binding. In *Books as History: The Importance of Books Beyond Their Texts* (pp. 141-162). The British Library and Oak Knoll Press.

### *Guiding Questions*

- What are some steps involved in making a book by hand?
- How did the drive to sell more books lead to books made of materials that degrade faster?
- How can books offer physical evidence about how they were made and used?

### **Class 17: 3/12**

#### **Conservation Lab Tour; Ideal States and Target Dates**

***Class will meet in two sessions today at UTA Building, 1616 Guadalupe, Room 1.506B.***

- Tour the conservation labs at the School of Information.
- View equipment and treatment example.

### *Readings*

Muñoz-Viñas, S. (2005). What is Conservation? In: *Contemporary Theory of Conservation* (pp. 3-5). Elsevier Butterworth-Heinemann.

Appelbaum, Barbara. (2007). The Concept of the Ideal State. In: *Conservation Treatment Methodology*. (pp. 173-178). Butterworth-Heinemann.

### *Guiding Questions*

- Who were John Ruskin and Eugene Viollet-le-Duc? How does their thinking represent two different approaches to conservation?
- What is restoration, and how is it different from conservation?
- How might you determine ideal state or target date in a conservation treatment?

*Spring Break: 3/17 – 3/21*

**Class 18: 3/24**

**Conservation Ethics: Foundations**

- Lecture and discussion on readings.
- Harvard Libraries case study.
- Reflective Essay 3.
- Reminder: Conservation & preservation presentation groups, start preparing!

*Readings*

American Institute for Conservation. (1994, August 1). *Code of Ethics and Guidelines for Practice*. Retrieved July 15, 2022, from <https://www.culturalheritage.org/about-conservation/code-of-ethics>

American Institute for Conservation. (2008). *Commentaries to the Guidelines for Practice*. Retrieved July 18, 2023. (See Canvas.) (Skim these for general understanding.)

*Guiding Questions*

- Why are reversibility, minimal intervention, and documentation so important to conservators?
- How does the growth of preventive conservation and humanistic thinking reflect a shift in the field?

**Class 19: 3/26**

**Conservation Ethics: Modern Topics**

***Assignment Due: Reflective Essay 3***

- Introductory discussion on reading.
- Group brainstorming: What key points belong in the counter-argument to Durant?
- Brief review of graded fishbowl discussion for next class.
- Check in with presenters for Class 22.

*Readings (viewings!)*

Durant, F. (2020, June 16). *Conservation is Not Neutral (and Neither are We)* [Conference presentation]. ICON 2020 Annual Meeting, online. <https://www.icon.org.uk/resource/lecture-35-fletcher-durant.html> (Start viewing around 3.30.)

#### *Guiding Questions*

- Can conservators practice neutrality? Should they?
- What would be the Greene or Cuno counterpoint to Durant? (Thinking through this question will prepare you for our in-class exercise.)

#### **Class 20: 3/31**

##### **Conservation Ethics: Modern Topics**

- Team-based fishbowl discussion on readings from last class.

#### *Readings*

Thoroughly review readings from last class for in-class exercise. Include the Durant piece \*and\* our response formulated in class.

#### **Class 21: 4/2**

##### **Conservation Case Study: Human-Centered Conservation (also Participatory Conservation)** Introductory discussion on reading.

- Guest speaker: Aisha Wahab, Paper Conservator; Elizabeth Ryan, Book Conservator; and Ann Myers, Rare Books Cataloger, Stanford University Libraries

#### *Readings*

Paris, J. (2000). Conservation and the Politics of Use and Value in Research Libraries. *Book and Paper Group Annual* 19, 61-65.

#### *Guiding Questions*

- In what specific ways can conservation support diversity?
- How do these ways differ from archives and museums?

#### **Class 22: 4/7**

##### **Conservation and Preservation Case Studies: Student Presentations**

- 3 – 4 student groups present case studies to the class

#### *Readings*

None

## **Part 5: A Summary Case Study: Contested Monuments**

**Class 23: 4/9**

### **Monuments and Vandalism**

- Lecture & discussion on readings.
- In-class role-playing exercise on monuments, vandalism, and preservation.

#### *Readings*

Litvak, E. (2016, November 4). How Memorials Make Us Remember – And Forget.” *Futurity*.

Retrieved July 19, 2022 from <https://www.futurity.org/memorials-history-1289512-2/>

Lowinger, R. (2015). Introduction: Vandalism. *Change Over Time*, 5(1), 120–135.

#### *Guiding Questions*

- What purposes do monuments serve for people?
- How do the meanings of monuments change over time?
- How do we decide which meaning of a monument to preserve? (Or, how do we determine monuments’ ideal states and target dates?)

**Class 24: 4/14**

### **A Developing Ethics for Preserving Contested Monuments**

- Lecture and discussion on readings.
- Reflective Essay 4. *For this essay, please disregard our typical prompt and instead write on the following topic: Reflect on Burch-Brown’s four possible responses (preserve, remove, recontextualize, or reclaim.) Identify your least-favorite option, and write about its advantages.*

#### *Readings*

Burch-Brown, J. (2022). Should Slavery’s Statues Be Preserved? On Transitional Justice and Contested Heritage. *Journal of Applied Philosophy*. <https://doi.org/10.1111/japp.12485>

Kuznar, L. (2017, August 18). I Detest Our Confederate Monuments. But They Should Remain. *The Washington Post*. [https://www.washingtonpost.com/opinions/i-detest-our-confederate-monuments-but-they-should-remain/2017/08/18/13d25fe8-843c-11e7-902a-2a9f2d808496\\_story.html](https://www.washingtonpost.com/opinions/i-detest-our-confederate-monuments-but-they-should-remain/2017/08/18/13d25fe8-843c-11e7-902a-2a9f2d808496_story.html)

#### *Guiding Questions*

- What is the United Nations’ concept of transitional justice, and how might it apply to monuments?



- Consider four approaches to preserving contested monuments: leaving them in place, removing them, recontextualizing them, and reclaiming them. How might these approaches support transitional justice? How might they work against it?

### **Class 25: 4/16**

#### **Case Studies in Contested Monuments in 20<sup>th</sup> Century Europe**

##### ***Assignment Due: Reflective Essay 4***

- Lecture and discussion: Spain's Valley of the Fallen; Italy's Fascist monuments; Germany's Nazi monuments.
- Conversation Café practice session (work with Group 1.)

##### *Readings*

Taladrid, S. (2019, October 26). Franco's Body Is Exhumed, as Spain Struggles to Confront the Past. *The New Yorker*. <https://www.newyorker.com/news/daily-comment/francos-body-is-exhumed-as-spain-still-struggles-to-confront-the-past>

##### *Guiding Questions*

- Can you identify a proposal for preservation of Spain's Valley of the Fallen that reflects each of the following fields of practice: museums, archives, and conservation?
- What other examples of preservation of monuments can you think of that might give perspective to our American debates? (This question will prepare you for discussion of various European case studies that go beyond our readings.)

### **Class 26: 4/21**

#### **Case Study: Preservation of Confederate Monuments**

- Lecture and discussion on readings.
- Guest Speaker: Stephanie Malmros, Director of Research and Collections, and Dr. Sarah Sonner, Associate Director for Curation, Briscoe Center for American History
- Conversation Café topic assignment (7-8 people per topic.)

##### *Readings*

Savage, K. (2018). The Politics of Memory: Black Emancipation and the Civil War Monument. In J. Gillis (Ed.), *Commemorations: The Politics of National Identity* (pp. 127-149). Princeton: Princeton University Press. <https://doi-org.ezproxy.lib.utexas.edu/10.1515/9780691186658-010>

Kennicott, P. (2022, July 19). Richmond tore down its statues — and revealed a new angle on history. *The Washington Post*. <https://www.washingtonpost.com/arts-entertainment/2022/07/19/richmond-confederate-memorials-history/>

### *Guiding Questions*

- What messages were conveyed by Civil War monuments as constructed?
- What alternative messages might have been possible with other monument designs?
- Should the preservation of Civil War monuments reflect the ideals of their time, or of ours?
- How do we determine ideal state for vandalized Civil War monuments?

### **Class 27: 4/23**

#### **Conversation Café 1**

**What is the most important thing to preserve about a public monument?**

### **Class 28: 4/28**

#### **Conversation Café 2**

**Read the short case study (below) about the Ecce Homo painting in Spain. What would you recommend as the best response to preserve this painting now?**

### *Readings*

Minder, R. 2012, August 23. Despite Good Intentions, a Fresco in Spain is Ruined. *The New York Times*.

### **Final exam session: 5/1, 8 – 10 AM, PAR 103**

#### **Conversation Cafés 3 & 4**

- 1. How would you evaluate ideal state differently for a public monument, an object in a museum exhibit, and a record in an archives?**
- 2. Is neutrality or activism more appropriate in modern archives, museums, and preservation practice?**

### **UT Announcements**

#### **Academic Integrity Expectations**

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course. To learn more about what plagiarism is and how to avoid it, see the [Avoiding Plagiarism tutorial](#) developed by the UT Libraries and UT's [Honor Code](#).

### **Confidentiality of Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Getting Help with Technology**

Students needing help with technology in this course should contact the ITS Service Desk: [help@utexas.edu](mailto:help@utexas.edu).

### **Content Warning**

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

### **Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. See "Grading and Attendance" above.

### **Names and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to

provide or update a chosen name, that can be done easily at this page, and you can add your pronouns to Canvas.

### **Land Acknowledgment**

We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

### **University Resources and Supports for Students Services for Students with Disabilities (SSD)**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

### **Counseling and Mental Health Center (CMHC)**

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

To expand access to counseling services, CMHC has partnered with TimelyCare, a virtual mental health and well-being platform that is free for currently enrolled students. TimelyCare offers 24/7 on-demand emotional support, scheduled counseling, health coaching and more, available in 240 languages.

### **University Health Services (UHS)**

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations, and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

### **Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614.

### **Student Emergency Services (SES)**

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

### **BeVocal**

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

### **Important Safety Information**

If you have concerns about the safety or behavior of fellow students, TAs, or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

### **Classroom Safety and COVID**

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will provide [COVID testing](#) by appointment through University Health Services.

- UHS maintains up-to-date resources on COVID, which can be found here:
  - [COVID-19 Information and Resources](#)
  - [COVID-19 Exposure Action Chart](#)
  - [Guidance for Ending Self-Isolation](#)
- You may choose whether to wear a mask in class. There are many value-mailed rationales about masking at this point in the pandemic. Among them, it's wise to consider [the Travis County Community Risk Level](#).
- For guidance on COVID-related issues, contact [BCCAL](#) at 512-232-5050.

### **Carrying of Handguns on Campus**

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry.
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office.

Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

### **Title IX Disclosure**

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors. Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the Title IX Office or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).