

HI 298/HUMU 295: Special Topics: Confederate Monuments in North Carolina History

Students will engage in the creation, collapse, and redemption of Confederate memory, particularly as it manifests in North Carolina, comparing architecture, memorial and monument design, historical display in historic sites and museums, popular culture, and addresses and speeches. The central theme of the course is how memorial culture—what is recalled, forgotten and who decides—reinforces racial and gendered social structures. Using classroom-based readings and discussions, field trips to local sites, and research in archival sources, this course immerses students quickly and deeply into the topic.

Professor Craig Thompson Friend
Class: Withers Hall 140, M-F 9:50-12:50
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Learning Outcomes

- describe and interpret material manifestations of collective memory and civil religion in Civil War memorialization
- historically contextualize North Carolina's Confederate memorial landscape
- construct thoughtful, evidence-based opinions and craft convincing historical argument.

U.S. Diversity Objectives

- interpret and evaluate social actions by gender, racial, and class affecting equality and social justice in the U.S.
- examine interactions between people from different gender, racial, and class groups in the U.S.

GEP Humanities Objectives

- engage the human experience through the interpretation of human culture
- become aware of the art of interpretation itself as a critical form of knowing in the humanities
- make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities



Required Readings

You have no books to purchase for this course. You have articles and book chapters to read. The **readings listed in red** on the schedule are collected as PDFs in a folder titled “History and Memory” on the Google Drive. You may print or download onto a tablet or laptop. The readings underlined and listed in blue on the schedule are linked to the internet. When you read, take lots of notes so that you can recall the readings when we discuss them. Revisit your notes *before* class meetings.



Course Policies

Attendance: Because the class only meets fourteen times, attendance at all classroom activities is expected. You have one (1) free absence that will not injure your grade. Any additional absences will result in a half-letter grade deduction. On field trips days, students must be at specific locations on time, so plan extra time into your travel. There are no make-up opportunities on coursework. Because participation is contingent on attendance, it is not possible to make up participation. More information on the University Attendance Regulation is available at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Academic Dishonesty: Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found <http://policies.ncsu.edu/policy/pol-11-35-01>. Severe penalties attend your using other people’s words without attribution. See campus policies for the implications (<http://www.fis.ncsu.edu/ncsulegal/codeof.htm>) and the History Department’s policy at http://history.ncsu.edu/ug_resources/plagiarism_honor_code. Your signature/e-name on an assignment or examination represents that you have conformed to the Honor Pledge: “I have neither given nor received unauthorized aid on this test or assignment.”

Students with Disabilities: Students with physical disabilities will be accommodated and reasonable accommodations will be made for students with verifiable learning disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State’s policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#).

Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records academic calendar for deadlines related to grading. Please note that if this course is taken for an S/U grade, the course is a Free Elective and cannot be used to fulfill a General Education Program requirement. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

University Policies, Rules, and Regulations: Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/oied/policies.php%20> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), and <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average).



Incomplete Grade: If an extended deadline is not authorized by the instructor, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Course Evaluations: Online class evaluations will be available for students to complete during the last weeks of the semester. Students will receive an email message directing them to a website where they can login using the Unity ID. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors. The evaluation website is <http://go.ncsu.edu/cesurvey>.

Assignments and Grading Scale

25% class participation	20% Assignment #1
25% Assignment #2	30% Assignment #3
98 < A+ < 100; 94 < A < 97; 90 < A- < 93; 88 < B+ < 90; 84 < B < 88; 80 < B- < 83; 78 < C+ < 80; 74 < C < 78; 70 < C- < 73; 68 < D+ < 70; 64 < D < 68; 60 < D- < 63; 0 < F < 60	

Assignment #1: North Carolina's Civil War Commemorative Landscape

There are at least 234 Civil War monuments in North Carolina. Visit the [Commemorative Landscapes](#) website. Select one Civil War monument *from each decade between 1865 and 2018*. Gather information on their constructions, locations, symbolism, and creators. Follow the links under “supporting sources” on each page to find additional information about the justifications given for the erection of each monument. Using the “template” found in the Google Drive for this course, make one page for each monument. When we discuss these materials in class, you will be expected to explain the historical contexts and details for your monuments, the visual narratives that each monument provides, and the differences that manifested over time in memorialization.

Assignment #2: Memorialization and the Lost Cause

Watch [Origins of the Lost Cause](#). Pretend you are a fourth panelist on the “Origins of the Lost Cause” panel. Considering everything we have read and discussed so far, write a two-page double-spaced essay in which you lay out your own contribution to a greater understanding of the Lost Cause, particularly as it related to white *and* black southerners. You need to listen to the other three panelists, take notes on their arguments, and then create an argument of your own that brings a new perspective to the conversation. It should be grounded in secondary and primary research, so provide footnotes. You can begin your research in primary materials by considering the themes that Peter Carmichael highlighted in General Orders No. 9 (at 8:13 in the video), and the talking points on his outline (at 11:24). Also read [Edward Pollard, *The Lost Cause*](#), 750-52.

Assignment #3: Editorial

Pretend that you have been asked to write an editorial on the history of Confederate memorialization and what to do about it. Based upon your readings for this course, our discussions, and your own thoughts and research, write a four-page, double-spaced essay in which you take and argue a position. In your discussion, you must address the roles that race and gender played in Confederate memorialization, and conclude with how you see contemporary debates about Confederate monuments reflecting issues in our contemporary society. The essay should be grounded in scholarship, so provide footnotes. Using the lists that you created in your May 31st and June 3rd readings, try to think beyond the arguments already presented by others whom we have read. You may find additional resources under “Additional Readings: in the bibliography at the end of the syllabus and also at [Confederate Monuments Syllabus](#).

A Note about Assignments

Because this is a immersive yet brief course, I am being realistic about your inabilities to produce lengthier papers as assignments. This does not mean that your ideas should be condensed, however. Concision—getting to the point and writing tightly—is a requirement in shorter papers. In other words, I am expecting assignments that pack powerfully deep ideas into tightly written sentences. So plan appropriately.

Field Trip Transportation

We have two day trips to local sites in Raleigh. On May 23rd, we will meet at Oakwood Cemetery and spend class time there. On May 28th, we will meet at the State Capitol and spend class time there. On both occasions, students are responsible for transporting themselves to the sites. If you do not have transportation, Raleigh city buses travel to both locations. You may also speak with the professor about finding a ride with a fellow student.

Questions for Field Trips

1. How and to what extent do the memorials reflect or evoke emotions or some kind of emotional attachment, e.g., to the individual(s), events, groups, issues being memorialized? (Think about standing before memorials as an orator presented a dedication speech.)
2. What contested elements of history and memory are reflected or deflected by these memorials?
3. What are the symbolic and material elements of these memorials that enable visitors to make meaning?

4. To what extent do these memorials invoke a tradition of progress? To what extent do these memorials display nostalgia for the past?
5. What types of social relationships and civic participation are evoked and/or displayed by these memorials? What types of relationships between dominant and subordinate groups are evoked and/or displayed?
6. How do these memorials and the site on which they are located display or hide the tension between contestation over versions of history and reconciliation over versions of history?

Schedule

Wed., May 15	Introductions and Expectations Have read: Whose History? pages 4-10
Thur., May 16	Collective Memory and Civic Religion: American Contexts Have read: Nora, Bellah, Rousseau
Fri., May 17	Collective Memory and Civic Religion: Southern Contexts Have read: The Mudsill Speech , The Cornerstone Speech , South Carolina Declaration of Secession
Mon., May 20	Monuments and Memorials: An American Timeline Have read: Savage2a, Savage2b, Bishir1, Vincent Have watched: Brundage
Tue., May 21	Situating North Carolina in the Memorial Timeline Assignment #1 due in class
Wed., May 22	Rituals of Commemoration Group One have read: Address of the Honorable T. W. Mason , Address at Unveiling of Wyatt Memorial , Address by George Gordon Battle , and Program at the Unveiling of North Carolina's Monument at Appomattox Group Two have read: Address at Unveiling of Confederate Monument , Address at the Unveiling of the Monument to North Carolina Women of the Confederacy , Address and Poem , and Program at the Unveiling of North Carolina's Monument at Appomattox
Thur., May 23	Field Trip: Monuments in Oakwood Cemetery: Memorial Arch, Randolph Shotwell Memorial, Wm. Ruffin Cox Memorial, Geo. Burgwyn Anderson Memorial, Henry Burgwyn Memorial, McLeod Turner Memorial, Confederate Monument.
Fri., May 24	Race and Gender in Confederate Memorialization Have read: Bishir2, Brundage, Crow , Fennessey
Mon., May 27	Memorial Day—no class

- Tue., May 28 Field Trip: Monuments at the North Carolina State Capitol: Monument to the Women of the Confederacy, Wyatt Memorial, Ashe Memorial, Confederate Monument.
Have read: [Take a Tour](#), [Bishir](#)
Assignment #2 due via email by 6 pm
- Wed., May 29 Expanding the Confederate Memorial Landscape
Have read: [Applebaum](#), [Blakemore](#), [Levin](#)
Have listened to: [Fresh Air](#)
- Thur., May 30 Why Now?
Have read: [Blight](#), [Coates](#), [Cox](#), [Foner](#), [Meacham](#)
As you read, keep a list of the reasons offered for and against Confederate monuments (with citations, of course)
- Fri., May 31 Modern Reactions to Confederate Memorialization
Have read: [Beetham](#), [Brundage](#), [Janney](#), [Richardson](#)
Have watched: [Landrieu](#)
Again, as you read, keep a list of the reasons offered for and against Confederate monuments (with citations, of course)
- Mon. June 3 The Confederacy in Modern American Culture
Have read: Nelson [1](#) and [2](#), [Whose Heritage?](#) pages 36-40
- Tue., June 4 Conclusions
- Wed., June 5 **Assignment #3 due via email attachment by 12 noon**