

HISTORY 536 – SECTION 040 HISTORICAL MEMORY

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Office Hours: T, 4:58:30-5:58:30pm; W, 8-10:30am; R, 9:16-10:46am

Department: History.

Class meeting place and time: T, 6-8:30 pm, Ferguson 477.

COURSE DESCRIPTION:

This graduate reading and discussion seminar explores the issue of memory, particularly what many call “collective memory,” as a fundamental part of and concern to public history and historians. Of particular interest is how individuals and groups actively utilize the past in the present, produce and reproduce historical narratives, construct and reconstruct historically-based identities, appropriate the past for political use and rhetoric, build monuments and memorials to both shape and control space (and people), and, ultimately, how various individuals and groups battle over the meanings of the past to establish and/or maintain power in the present. As public historians and historians in general are often uniquely positioned in such jobs as teachers, museum curators, historical society directors, archivists, historic site managers, historic preservationists, oral historians, and consultants, to name a few, they are also often at the forefront of interpreting history for a larger public audience and, hence, frequently placed to affect collective memory and the (re)creation of a useable past.

PROGRAM LEARNING OUTCOMES:

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).
 - This course will focus on PLOs 2, 4, & 5.

STUDENT LEARNING OUTCOMES FOR HISTORY 536:

A student who completes this course will be expected to be able to (1) demonstrate a nuanced knowledge of memory, its evolution and history, its various meanings, and major issues associated with the field, (2) recognize how memory is a unique historical line of inquiry, (3) demonstrate an awareness of the intimate relationship between memory and public history, (4) understand the intimate and high interest public audiences take in history, and (5) complete writing assignments demonstrating mastery of material, particularly in relation to each other.

REQUIRED TEXTS:

1. Bodnar, John, *Remaking America: Public Memory, Commemoration and Patriotism in the Twentieth Century* (Princeton: Princeton University Press, 1992);
2. Cantrell, Gregg and Elizabeth Hayes Turner, eds., *Lone Star Pasts: Memory and History in Texas* (Texas A&M Press, 2007);
3. Glassberg, David, *Sense of History: The Place of the Past in American Life* (Amherst: University of Massachusetts Press, 2001);
4. Gross, Jan T., *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton: Princeton University Press, 2001).
5. Hayden, Dolores, *The Power of Place: Urban Landscapes as Public History* (Cambridge, MA: MIT. Press, 1996);
6. Horowitz, Tony, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (New York: Vintage Books, 1999);
7. Levin, Amy K., ed., *Defining Memory: Local Museums and the Construction of History in America's Changing Communities* (Lanham, MD: AltaMira Press, 2007);
8. Levison, Sanford, *Written in Stone: Public Monuments in Changing Societies* (Durham, NC: Duke University Press, 1998);
9. Lipsitz, George, *Time Passages: Collective Memory and American Popular Culture* (Univ. Minnesota, 2001);
10. Norkunas, Martha K., *The Politics of Public Memory: Tourism, History, and Ethnicity in Monterey, California* (New York: State University of New York Press, 1993);
11. Otero, Lydia, *La Calle: Spatial Conflicts and Urban Renewal in a Southwest City* (Tucson: The University of Arizona Press, 2010);
12. Spiegelman, Art, *The Complete Maus: A Survivor's Tale* (Pantheon, 1996);
13. Stanton, Cathy, *The Lowell Experiment: Public History in a Postindustrial City* (Boston: University of Massachusetts Press, 2006);
14. Walkowitz, Daniel J. and Lisa Maya Knauer, eds., *Memory and the Impact of Political Transformation in Public Space* (Durham, NC: Duke University Press, 2004);
15. Wertsch, James V., *Voices of Collective Remembering* (New York: Cambridge University Press, 2002).

ADDITIONAL READING MATERIAL (PROVIDED BY PROFESSOR):

In the "Course Schedule" section, you will see additional reading material assigned throughout the semester.

COURSE REQUIREMENTS:

Participation: 25 points
 10 Review and Response Papers: 100 points
 Discussion Leader: 25 points
 Individual Paper: 50 points
 Total: 200 points

GRADING SCALE:

A: 180-200 pts
 B: 160-179 pts
 C: 140-159 pts
 D: 120-139 pts
 F: 0-119 pts

COURSE REQUIREMENTS:

ATTENDANCE POLICY

Students should attend all classes.

PARTICIPATION (OUT OF 25 POINTS):

Much of this class revolves around discussion. Therefore, attendance, on the one hand, is critical. On the other hand, you must be able to participate. That means you are required to have read everything assigned, preferably more than once.

10 REVIEW AND RESPONSE PAPERS (OUT OF 10 POINTS EACH FOR A TOTAL OF 100 POINTS):

You are required to turn in 10 Review and Response papers. Pick whichever week's readings you want. You are hence only required to turn in Review and Response Papers for 10 of the 16 weeks we actually meet. You may turn in more if you would like and have any lesser score or scores dropped. In about four pages (excluding title page, footnotes / endnotes, and bibliography, which must be in the correct format) define the thesis or theses, give a content summary and analysis, and share your personal reaction. To define a thesis you are trying to give a brief explanation of what the author's or authors' purpose was, i.e., the overall point or guiding conclusion. A content summary is a summary of the entire work or works. Be concise, no need to give a chapter-by-chapter replay. I know what the blessed pages have to say, I am seeing if you do. Analysis is flushing out essential features and their relations with material covered in class. Let me be clear: content summary and analysis should be the bulk of your paper and should blend in the text of your paper (so do not use subheadings as replacements for good topic sentences). Be sure to relate the material in question to what we discuss in earlier classes and with other materials we have read. **Specifically, then, incorporate class discussion and other readings into your analysis to show you have a command of the material at hand (do not just simply footnote it).** [Obviously, this will grow more nuanced as both the class progresses and your understanding of memory deepens.] Finally, give me a summary of your intelligent and reasoned reaction to the assigned reading(s).

DISCUSSION LEADER (OUT OF 25 POINTS):

- **Due:** Week that you sign up for. At some point in the semester, you (and possibly a classmate) are to lead the discussion concerning the reading assignment(s) for any particular week—the professor will obviously be a co-leader. Your assignment is to take the lead in talking about the assigned reading(s).

INDIVIDUAL PAPER (OUT OF 50 POINTS):

Due: Finals week / Rough Drafts due on week 15. While no grade will accompany your rough draft, unless you have a **documented** legal or medical excuse, you cannot get credit for the final paper without turning in a rough draft. Please take note of that.

You are required to answer one very simple question: What is memory and why is it important both as a mode of study and to society generally.

Answer that in a paper of no less than ten pages and no longer than fifteen (excluding title page and bibliography, of course). Essentially, all the readings done for this course will help you

answer this brilliantly posed question. I expect you to cover differing meanings and definitions, ruminate why any particular one is best or better than any other, provide examples, and draw conclusions.

PLEASE NOTE: All written assignments must follow *Chicago Manual of Style* and formatting requirements.

COURSE SCHEDULE:

Week 1: History and Everyday Life

*Introduction to Course & Syllabus

*Discussion about Formatting Papers and Grammar

Read and be prepared to discuss in class:

- Tony Horowitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War*
- Friedrich Nietzsche, "Untimely Meditations: On the Use and Abuse of History for Life," emailed to class before the semester started.

Week 2: Theoretical Foundations for the Study of Memory

Read and be prepared to discuss in class:

- Marx, Karl, "Theses on Feuerbach," and "The German Ideology: Part 1," in *The Marx-Engel Reader*, Second Edition, edited by Robert C. Tucker;
- Durkheim, Emile, "Mechanical Solidarity, or Solidarity by Similarities," and "Consequences of the Foregoing," in *The Division of Labor in Society*;
- Foucault, Michel, "Periodization," in *The History of Sexuality: An Introduction, Volume 1*, 115-31;
- Gramsci, Antonio, *Selections from the Prison Notebooks*, excerpted in Bennett, T. et al, eds. *Culture, Ideology and Social Process: A Reader*;
- Bourdieu, Pierre, "Structures, *Habitus*, Practices," in *The Logic of Practice*, 52-65.

Week 3: Memory—A Term in Search of Meaning

Read and be prepared to discuss in class:

- Wertsch, James V., *Voices of Collective Remembering*;
- Halbwachs, Maurice, "Individual and Collective Memory," and "Historical Memory and Collective Memory";
- Nora, Pierre, "Between Memory and History," *Les Lieux de Memoire*, *Representations* 26 (Spring 1989): 7-24;
- Marcuse, Harold, "Memories of World War II and the Holocaust in Europe," 487-503.

Week 4: Received History, Post Memory, Dominant Memory, Structural Amnesia, and Popular Memory, oh my!

Read and be prepared to discuss in class:

- Spiegelman, Art, *The Complete Maus: A Survivor's Tale*;
- Young, James, "Art Spiegelman's *Maus* and the After-Images of History," in *At Memory's Edge: Images of the Holocaust in Contemporary Art and Architecture*;
- Connerton, Paul, "Seven Types of Forgetting," *Memory Studies* 1: 1 (2008): 59-71;
- Marianne Hirsch, selection from *Family Frames: Photography, Narrative, and Postmemory*.

Week 5: Historical Consciousness, Place, and Memory

Read and be prepared to discuss in class:

- David Glassberg, *Sense of History*;
- Sarah Schrank, "The Spatial and Cultural Politics of Los Angeles' Watt Towers."

Week 6: The Power of Place

Read and be prepared to discuss in class:

- Delores Hayden, *The Power of Place*;
- David Frisby, "Streets, Imagineries, and Modernity: Vienna Is Not Berlin."
- Sheila Crane, "Architecture at the Ends of Empire: Urban Reflections between Algiers and Marscille."

Week 7: Place, Space, Memory, and Remembering in a Global Context

Read and be prepared to discuss in class:

- Walkowitz, Daniel J. and Lisa Maya Knauer, eds., *Memory and the Impact of Political Transformation in Public Space*.

Week 8: American Memory and the Invention of Tradition

Read and be prepared to discuss in class:

- John Bodnar, *Remaking America*;
- Eric Hobsbawm, "Introduction: Inventing Traditions," in *The Invention of Tradition*, edited by Eric Hobsbawm and Terence Ranger.

Week 9: No Class for Spring Break

Week 10: The Politics of Memory

Read and be prepared to discuss in class:

- Norkunas, *The Politics of Public Memory*;
- Levison, *Written in Stone*.

Week 11: Historical Tragedy, Justice, Reconciliation, and Apology

Read (I know this looks like a daunting list, but the book is a quick, even if emotional, read):

- Gross, Jan T., *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton: Princeton University Press, 2001).
- Wolentarska-Ochman, Ewa, "Collective Remembrance in Jedwabne: Unsettled Memory of World War II in Postcommunist Poland," *History and Memory* 18:1 (Spring /Summer 2006): 152-78;
- Kapralski, Slawomir, "The Jedwabne Village Green?: The Memory and Counter-Memory of the Crime," *History and Memory* 18:1 (Spring /Summer 2006): 179-94;
- Barkan, Elzar, "Introduction: Historians and Historical Reconciliation," *The American Historical Review* 114: 4 (October 2009): 899-913;
- Campbell, James T., "Settling Accounts?: An Americanist Perspective on Historical Reconciliation," *The American Historical Review* 114: 4 (October 2009): 963-77;
- Weyeneth, Robert W., "The Power of Apology and the Process of Historical Reconciliation," *The Public Historian* 23, no. 3 (Summer 2001): 9-38.

- (Optional): Peruse some websites and reports:
 - *Tulsa Race Riot: A Report by the Oklahoma Commission to Study the Tulsa Race Riot of 1921* (February 28, 2001): <http://www.okhistory.org/trrc/freport.htm>
 - Brown University Steering Committee on Slavery and Justice, *Slavery and Justice: The Report of the Brown University Steering Committee on Slavery and Justice* (October 2006), http://www.brown.edu/Research/Slavery_Justice/
 - Greensboro Truth and Reconciliation Commission, <http://www.gtcp.org>
 - Truth Commissions Digital Collection (United States Institute of Peace): <http://www.usip.org/library/truth.html>

Week 12: Texans and Memory (So Big, Texas Gets its Own Week)

Guest: Dr. M. Scott Sosebee

Read and be prepared to discuss in class:

- Cantrell & Turner, eds., *Lone Star Pasts*.

Week 13: Popular Culture and Memory

Read and be prepared to discuss in class:

- Lipitz, *Time Passages*;
- Phillip J. Ethington, "The Global Spaces of Los Angeles";
- Ranjani Muzumdar, "Spectacle and Death in the City of Bombay Cinema."

Week 14: Public History, Memory, and Community Identity

Read and be prepared to discuss in class:

- Otero, *La Calle*;
- Paul J. P. Sandul, "Both 'Country Town' and 'Bustling Metropolis': How Boosterism, Suburbs, and Narrative Helped Shape Sacramento's Identity and Environmental Sensibilities," in *Valley Life: An Environmental History of Sacramento, California*, edited by Christopher J. Castaneda and Lee M. A. Simpson (Pittsburgh: University of Pittsburgh Press, History of the Urban Environment Series, to be published in 2013);
- Paul J. P. Sandul, "Suburban Memory: The Use of the Past to Construct Identity and Community in American Suburbia," in *Making Suburbs*, edited by John Archer, Paul J. P. Sandul, and Katherine Solomonson (Minneapolis: University of Minnesota Press, to be published in 2014);

Week 15: The Local Museum and Public Historians

Read and be prepared to discuss in class:

- Levin, *Defining Memory*;
- David Glassberg, "Public history and the Study of Memory," *The Public Historian* 18, no. 2 (Spring 1996): 7-23;
 - Note: Rough Draft of Final Paper is due.

Week 16: Public Historians and Memory—Are They Getting it Wrong?

Read and be prepared to discuss in class:

- Stanton, *The Lowell Experiment*;
- Roundtable Responses to Glassberg's "Public history and the Study of Memory":
 - Lowenthal, "History and Memory";

- Frisch, “What Public History Offers and Why it Matters”;
- Linenthal, “Problems and Promise in Public History”;
- Kammen, “Public History and the Uses of Memory”;
- Shopes, “Building Bridges between Academic and Public History”;
- Franco, “Public History and Memory: A Museum Perspective”;
- Archibald, “Memory and the Process of Public History”;
- Blatti, “Public history as Contested Terrain”;
- Glassberg, “A Sense of History.”

Week 17: Finals Week—Final Papers Due by Noon to My Office on Tuesday

ACADEMIC INTEGRITY (*A-9.1*):

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

WITHHELD GRADES (*SEMESTER GRADES POLICY, A-54*):

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.