Course Description
In recent decades, the study of memory has become an increasingly important method for understanding the past. This course invites students into the field of memory studies – known variously in the rapidly growing scholarship as historical, social, collective, or public memory – through a global perspective. More broadly, however, the interdisciplinary approaches of memory studies will engage us in debates about historical method and how we represent the past. As such we will survey theories about the interplay of academic history and public memory and its impacts within the discipline, using key monographs and essays across a wide range of geographical and thematic areas. We will focus on some points of transnational connection, particularly those arising around the memory of slavery and of World War II and the Holocaust. We will also do some comparative analysis, examining scholarship from the U.S. in tandem with selections from Europe, Latin America, Asia and South Asia. Central topics will include memory and the forces of nationalism and war; commemoration and monuments; the role of memory in the construction of race and ethnicity; personal pasts and cultural remembrance; and the relationships between academic, public and popular histories.

Readings
All books listed in the schedule below (except one) have been ordered through Innisfree Poetry Bookshop on the Hill and are available at Norlin Library and through Prospector. I encourage you to patronize this bookseller, perhaps for at least a few of the books you plan to purchase, to support community and independent bookstores. Note that Ari Kelman’s book, A Misplaced Massacre, is not yet available, but should be by the end of January; and that Annie Coombes’ book, History after Apartheid, is also available as an eBook through the CU Libraries. The exception is the Jeffrey Olick, et. al, edited collection: The Collective Memory Reader (Oxford University Press, 2011), which I ordered through the CU Bookstore. This is an optional, recommended text. We will read a number of selections here, including the helpful and substantial introduction. I will post pdfs of the necessary material and will have a copy to borrow on hand, although it includes many of the supplementary theoretical readings (and potentially readings to help historiographical papers) as well. You can certainly get along without it but it is available for those that are interested. These and other indicated readings below will mostly be posted on the D2L site for this course (accessed with your CU Identikey through https://learn.colorado.edu - auditors and others who may not have used D2L, please let me know if you need to be added... it doesn’t always happen automatically with course enrollment). We'll also use D2L as the site to post your essays and announcements. If you have any questions about strategies for reading (i.e. “how to gut a book: lose the guilt and get the most out of it”) or pro-active class prep, please do feel free to consult with me. Learn to treat these dilemmas not as unethical, but as practicing necessary professional survival skills.
Course Requirements

1) **Weekly Discussions.** Each week, read the materials on the schedule and prepare to actively participate in discussion. If you have questions about your participation or would like to talk about strategies for getting your thoughts heard at a crowded seminar table, my door is always open. **Note:** for those of you who must miss one or more classes, I ask the following two things: a) with the expectation that you will keep up with the reading for the missed week and consult any essays posted, I’ll ask you in the next class to offer a brief sense of how you see the connection between the previous and current week’s reading; and, b) write up a short review of a course-related talk (Lipstadt or Kelman), any of the history department’s job talks, or another related campus event (you can do this in advance or after your absence, depending upon the schedule). I do hope you can all make at least one of the two course-related talks, and I encourage everyone to attend as many of talks as possible – we will keep a running conversation about them both in terms of scholarly content and professional form. **(25%)**

2) **Two brief critical essays w/discussion.** You will write two papers (each ca. 1,000 words) based on course readings from **two different weeks.** You should do one of each kind.

   a) **Topical.** Choose one set of weekly readings – meaning, all books and articles listed minus those indicated as “theory/foundational readings” – and compose a critical essay considering the historiographical, analytical, textual, and interpretive issues they raise. Not a review or summary, this should serve to prompt and provoke discussion. You do not need to commit in advance; simply post your essay no later than 12noon on Wednesday (the day) before class; all seminar members are responsible for reading it in preparation for class. As the essay’s author, you should also prepare questions to pose and points for follow-up discussion (though you are not responsible for leading the discussion).

   b) **Theory.** Begin with one set of “theory/foundational” readings; sometimes there are two separate sets – you only need to sign up for one. Then read further, selecting additional works by the author(s) or along similar lines of inquiry. Your goal is to explicate the theory/concepts they introduce and the questions they raise. For this essay, we will sign up in advance and you will post your essay no later than 12noon on Wednesday (the day) before class. All seminar members are responsible for reading it in preparation for a discussion that you will lead. I am available to talk through your thoughts, prepare your essay and discussion, and will assist in class as well. **(20%, with the theory essay weighted more heavily, given the extra work involved.)**

3) **Historiographical presentations.** Twice during the semester, about halfway through and then at the end, you will give an oral synopsis of your historiographical essay.

   a) **February 28:** Prepare a **brief** statement of purpose/abstract of your paper in two formats: a) a written document to turn in (300-400 words + bibliography) and b) a **brief** oral synopsis (ca. 2 minutes) to open the discussion. In class, you should NOT read from the text but rather open a dialogue with me and your colleagues about the central questions and works you are pursuing. Post your statement by the usual time (Weds 2/27 by 12noon); seminar members are responsible for reading all statements and bringing comments/questions to pose in class.

   b) **May 2:** Prepare a 2-minute (maximum) oral presentation about the subject, issues, and argument of your paper. You will be timed, should not read slavishly from a text, cannot use PowerPoint, and may only use an image if absolutely vital to understanding your argument. **(15%)**
4) A substantial historiographical paper. An 18-20 page historiographical essay, based on multiple, additional secondary readings on a memory-related theme of your choice, topic to be agreed upon in consultation with me. Final paper is due at the end of the semester (during finals week). (40%)

And now for the contractual elements of the syllabus:

Classroom Conduct: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with dignity, understanding, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. The instructor will gladly honor requests for use of alternate name or gender pronoun. Please advise the instructor of this preference so that s/he may take the appropriate action. Complete statements of these policies can be found at: http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentafairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals who believe they have been harassed can be obtained at http://www.colorado.edu/odh/. For detailed policies and procedures and resources, see also http://www.colorado.edu/policies/discrimination.html.

Accommodation Policies: If you qualify for accommodations because of a disability, please notify Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.colorado.edu/disabilityservices/. Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you anticipate any class conflicts due to religious observance, notify the instructor so that accommodations can be made. See policy details at http://www.colorado.edu/policies/fac_relig.html

Academic Honesty and Misconduct Policies: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html
Seminar Schedule
Readings should be completed before class on the day scheduled. Schedule subject to slight variation. All articles can be found online at the D2L website for this class – except those marked with a * (which should be found through JSTOR or other journal archive accessible through the CU Libraries site or at web address indicated). ⌘ = theory/foundational reading.

Introduction – History and Story, Memory and Theory
Jan 17  Read two scholarly assessments of the field of memory studies:


Listen to two recent broadcasts that engage some fascinating ideas about history and memory.
* Little War on the Prairie, This American Life podcast, 11/23/12 – This is an hour-long story about the forgetting and recovery of the 1862 Dakota war and the subsequent state execution of 38 Dakota men. http://www.thisamericanlife.org/radio-archives/episode/479/little-war-on-the-prairie

* The Fact of the Matter, Radiolab podcast, 9/24/12 – Listen to the first two segments: In the Valley of the Shadow of Doubt and Yellow Rain. Note: I would recommend trying to listen to the first segment BEFORE viewing the photographs it discusses. http://www.radiolab.org/2012/sep/24/

Jan 24  Where does memory come from? Who gets to authenticate the past?
Michel-Rolph Trouillot, Silencing the Past: Power and the Production of History (Beacon, 1997)


Deborah Lipstadt, excerpts from Denying the Holocaust: The Growing Assault on Truth and Memory (Free Press, 1993).


Jan 25 Friday  Outside talk: “The Impact of the Eichmann Trial: A Perspective after 50 Years”
11am @UMC 235: Deborah Lipstadt’s keynote lecture for Holocaust Awareness Week on See information & rsvp at: http://jewishstudies.colorado.edu/join-us-cus-29th-annual-holocaust-awareness-week
**Nation and Metaphor**

Jan 31  CLASS RUNS FROM 2:30-4:45: What is the relationship between memory and nations/nationalism? Are there particular national cultures of memory?
Alon Confino, *Germany as a Culture of Remembrance: Promises and Limits of Writing History*, (UNC, 2006)


**Feb 7**  CLASS RUNS FROM 2:30-4:45: How are events remembered? What is the role of time and modernity?
Shahid Amin, *Event, Metaphor, Memory: Chauri Chaura, 1922-92* (California, 1995)

“Precursors and Classics,” CMR, 63-64.

Maurice Halbwachs, from *The Collective Memory*, CMR, 139-50; & critiques by Bloch & Charles Blondel, CMR, 150-57.


**Place and Identity**

Feb 14  CLASS RUNS FROM 2:30-4:45: What difference does place make to memory? Are history and memory separate or continuous, inimical or mutually constituitive?
Ari Kelman, *A Misplaced Massacre: Struggling over the Memory of Sand Creek* (Harvard, 2013)


“History, Memory & Identity,” CMR, 177-79.

Alan Megill, from, “History Memory Identity, CMR, 193-97; Yosef Hayim Yerushalmi, from Zakhor: Jewish History and Jewish Memory, CMR, 201-08; & Jan Assmann, from Moses the Egyptian, & “Collective Memory and Cultural Identity,” CMR 209-15.

Keith Basso, excerpts from *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (University of New Mexico, 1996).

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**Feb 18 Monday**  Outside talk: “A Misplaced Massacre” by Ari Kelman – time & place TBA
Feb 21  How do people construct identity through memory and nostalgia?  How does memory shape ethnic and local discourse?
Phoebe Kropp, *California Vieja: Culture and Memory in a Modern American Place* (California, 2006) + maybe a chapter from the dissertation version...


Feb 28  Historiographical dialogues
Resource: Historiographies, Claremont Graduate University:
http://www.cgu.edu/pages/840.asp
Commentary: Modern graduate studies and the value of historiography:

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**Narratives of War**

Mar 7  How is memory part of a struggle to organize knowledge and experience?  How do certain narratives win out over alternate understandings, and become authoritative?
John Bodnar, *The Good War in American Memory* (Johns Hopkins, 2011)

“Power, Politics & Contestation,” in *CMR*, 249-51.

** Michel Foucault, from “Film in Popular Memory,” *CMR*, 252-53; John Bodnar, from *Remaking America*, CMR 265-68; Roy Rosenzweig and David Thelen, from *The Presence of the Past*, *CMR*, 269-70; and Michael Schudson, from “The Past in the Present versus the Present in the Past,” *CMR*, 287-90.

Mar 14  What is the relationship between memory and trauma?

Memorial Imagery

Mar 21 How do the types of memorialization affect remembrance? How is the past manifest in built environment?

James Young, *At Memory’s Edge: After Images of the Holocaust in Contemporary Art and Architecture* (Yale, 2002)


Mar 28 SPRING BREAK - try to visit a site of public memory (actual or virtual memorial, museum, restored house, take a tour, read a plaque... etc.) & return to share your observations, interpretations & critiques.

April 4 How do people move through a geography of memory? How are memorial spaces constructed?

Owen J. Dwyer and Derek H. Alderman, *Civil Rights Memorials and the Geography of American Memory* (Georgia 2008)


April 11 NO CLASS – payback for attending course-related & department talks... and if you missed it during Spring Break, try to visit a site of public memory (actual or virtual memorial, museum, restored house, take a tour, read a plaque... etc.) & return to share your observations, interpretations & critiques.
Politics and Experience

April 18  What is the relationship between justice and memory? How does memory (and forgetting) emerge in political narrative?

Annie E. Coombes, History after Apartheid: Visual Culture and Public Memory in Democratic South Africa (Duke, 2003; available as eBook through CU Libraries)

“Memory, Justice & the Contemporary Epoch, CMR, 399-401

Steve Stern, excerpts from Remembering Pinochet’s Chile (Duke, 2006);


April 25  Where did the heritage boom come from and why is it a profitable business? Why is it trivial? Why do we collect souvenirs? – BRING a souvenir to class to analyze...

Marita Sturken, Tourists of History: Memory, Kitsch and Consumerism from Oklahoma City to Ground Zero (Duke, 2007)


May 2  2-minute Historiographical Presentations – Class to be held at Phoebe’s house in South Boulder, followed by celebratory dinner.