Historical memory is an important component of contemporary self-understanding that links directly to issues of politics, economy, culture, and society. Also known to scholars as social memory, collective memory, and public memory, historical recollections found in novels, films, TV series, oral histories and other popular sources are distinct (yet often closely related to) studies of the past written by academic historians. Scholarly histories and historical memory, in fact, can inform and shape each other in under-appreciated ways, especially in the contemporary era. This course will guide advanced history students through the process of designing, researching, and writing an original research paper that explores processes of historical remembrance. In the first half of the semester, we will read methodological essays and historical studies that will introduce you to ways to analyze remembrances of the past in oral histories, museums, and popular media representations. In the second half, you will focus on devising a research topic, gathering archival materials, formulating arguments, and writing up your findings in a 15-18 page research paper. Your final paper will examine one of these forms of historical memory (oral history, public memorial, or popular media representation) in a period and context of your choosing. Additional course requirements will include weekly discussion postings, class presentations, and preparatory research assignments.

**Required Texts:**


**Grading:**

1. **Attendance and Participation:** Perfect attendance and consistent participation are expected from all students. I will only excuse an absence or missed class time if you provide me with a physician’s note or a letter from the Division of Student Life. For every unexcused absence beyond the first, I will deduct 10% from your final grade. Class participation will make up 15% of your final grade.

2. **In-class Responses:** Over the course of the semester, each of you will give several in-class responses to seminar readings. Rather than summarize, pick the author’s key points and discuss them. You may elucidate them, if you feel that this would be helpful. Otherwise, you may relate them to relevant issues from seminar, your own project, or other contemporary or historical topics of interest. In-class responses will amount to 5% of your final grade.

3. **Blog:** I have prepared an edublog page for our seminar: http://historicalmemory.edublogs.org. It’s a forum for you to reflect on and raise questions about seminar readings. And, as we progress through the semester, you can also use it to discuss your project. You’re also entirely welcome to bring in a contemporary news story or historical event or other topic that relates in some way.

   I will grade your top 6 blog entries, but feel free to contribute more than 8 times. Post no later than 9 a.m. on the day of seminar so that people can read what you’ve written before we meet. In addition, it’s important that you read and comment on each other’s entries. Blog entries will amount to 12% (2 x 6%) of the final grade. Your comments over the course of the semester will count for an additional 3% for a total of 15%.
(4) **Research Assignments:** You will submit 4 research assignments over the course of the semester. These are designed to keep you on track through the various stages of your project. In addition, in the second half of the semester, each of you will give a brief progress report (10 minutes) on the research for your project. Your research assignments will amount to 15% of your final grade.

(5) **Historiographical Essay:** You will write a 5-7 page essay that examines the historiography of your topic. Consider it the start of your final paper. You're welcome to incorporate elements of this essay into your final paper. It is due Nov. 22 in class and will make up 10% of your final grade.

(6) **Student Presentation:** In our final three meetings, each of you will give a ten-minute on your final project. Presentations will be followed by 10 minutes of questions and comments from peers and instructor. Presentations will make up 10% of your final grade.

(7) **Final Paper:** Your final paper will be 14-16 pages in length and will be due in my mailbox no later than 5 pm on Dec. 20. It will make up 30% of your final grade.

(8) **Recap of Grading:**

Class Participation = 15%
In-class Responses = 5%
Blog Entries = 15%
Research Assignments = 15%
Historiographical Essay = 10%
Project resentation = 10%
Final Paper = 30%

**Course Regulations:**

(1) Laptops may only be used in class to take or refer to notes.

(2) Late paper submissions will receive a 5-point deduction for each late day.

(3) Plagiarism – the use of another person’s words or ideas without citation – will not be tolerated in any assignment for this course.
(4) Be accountable. Carefully read this syllabus, course emails, and assignment guidelines, and pay attention to announcements in seminar. When in doubt, ask me or a classmate.

9/13 – Introduction

9/20 – What is Historical Memory?
  Michel-Rolph Trouillot, *Silencing the Past*, xvii-30

9/27 – Photography
  Susan Sontag, *Regarding the Pain of Others*

**Research Assignment 1: Preliminary topic proposal due in class**

10/4 – Project Tutorial (1): Choosing a Topic
  Booth et al., *The Craft of Research*, chapters 3-4
  Trouillot, *Silencing the Past*, 31-69

**We will meet from 2-5 p.m. in the State Historical Society (3rd fl., Murphy Room)**
10/11 – Oral History

Gail Dubrow, *Sento at Sixth and Main*

**Research Assignment 2: Revised topic proposal due in class**

10/18 – Museums

Mike Wallace, *Mickey Mouse History and Other Essays on American Memory*

10/25 – Project Tutorial (2): Sources and Notes

Booth et al., *Craft of Research*, chapters 5-6

Trouillout, *Silencing the Past*, 70-107

**Research Assignment 3: Preliminary bibliography due in class**

**Progress Reports Begin**

11/1 – Popular Magazines

Carolyn Kitch, *Pages from the Past*

11/8 – Historical Memory and Media (2): Film

Robert A. Rosenstone, *Visions of the Past*


11/15 – Project Tutorial (3): Argumentation

Booth et al., *Craft of Research*, chapters 7-9

Trouillout, *Silencing the Past*, 108-140
11/22 – Project Tutorial (4): Writing It Up

Booth et al., *Craft of Research*, chapters 12-14

Trouillout, *Silencing the Past*, 141-156

**Historiographical essay due in class**

11/29 – Student Presentations

12/6 – Student Presentations

**Research Assignment 4: Thesis statement and outline due in class**

12/13 – Student Presentations

12/20 – **Final Paper due in my mailbox by 5 p.m.**