COURSE DESCRIPTION: This seminar aims to enhance graduate students’ skills in three important areas: 1) scholarly research, 2) professional writing, and 3) the vibrant area of scholarship known as historical memory. During the first month of the course, class members will read and discuss theoretical work in the field, as well as examples of how historians have examined the creation, shaping, and uses of the memory of specific events, movements, and persons. At the same time, each student will begin developing an independent research project, which may be in his/her area of specialization. The course is designed to take students through the major steps of scholarly production, including framing a viable topic, identifying and analyzing relevant source materials, developing a prospectus, writing a well documented, well written research paper, and peer review of one’s work. During the final weeks of the semester, each student will present his/her paper to the entire class.

ASSIGNED READINGS: All assigned readings are either on reserve at Helen C. White (College) Library or online at JSTOR or Academic Search Elite. David W. Blight's Race and Reunion: The Civil War in American Memory and Annie Dillard's The Writing Life are also available at the University Bookstore on State Street. Please read each week’s selection in the order given.

STYLE MANUAL: The required style manual for the research papers is the Chicago Manual of Style, the latest edition of which was published in 2003.

SCHEDULED CLASSES:

January 23  Introduction to the Course: The Art and Science of Memory

January 30  The Work of Memory
February 6

**Remembering--and Forgetting**


February 13

**Reviewing Selected Scholarship**

From the reading lists provided to the class, choose one book that you deem of methodological and/or topical relevance to your research project. Read the entire book and write a review that covers the following points: the author's principal argument(s) and methodology; the nature of the evidence upon which the book is based; the work's principal contribution(s) to scholarship on memory and history (to the extent that you are able to do so); and, in general, the strengths and weaknesses of the work. 1,200 words maximum.

No later than 8:00 a.m. on February 13, email a copy of your review to every class member and Professor Lee. No later than 4:00 p.m. on Friday, February 16, email a copy of your final (revised) review to Professor Lee.

February 20

**Presentation of Topics, Sources, & Research Questions**

No later than 5:00 p.m. on Monday, February 19, email all class members and Professor Lee a written statement containing the following information; be as specific as possible.

- your research topic
- the major questions your research seeks to address
- a list, in proper bibliographic form (as per the *Chicago Manual of Style*), of all relevant primary and secondary sources you have located
- an evaluation of the strengths and weaknesses of this body of sources

March 20

**The Art & Craft of Good Writing**


In *Writers on Writing: Collected Essays from the New York Times*:

- Gish Jen, “Inventing Life Steals Time, Living Life Begs It Back”
- Susan Sontag, "Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as Needed"
- Hilma Wolitzer, "Embarking Together on Solitary Journeys"

Bring to class a concise statement of your understanding of yourself as a writer. What "works" and does not "work" for you as you move from analysis of research materials to organizing and writing a paper? What do you consider your best strengths as a writer; on the other hand, what gives
you the most difficulties? Do you have certain rituals that help you as a writer? Anything else? The statement may be in outline form, if you wish.

Also recommended:

April 10  
**Presentation of Paper Prospectuses**
We will discuss this assignment in class on March 20.

April 17  
**Paper Presentations**

April 24  
**Paper Presentations**

May 1  
**Paper Presentations**

May 8  
**Paper Presentations**