

UW-Madison
History Department

Hist 600: **Historical Memory**
M 3:30-5:30, 5245 Humanities

Instructor: Dr. Charles Kim
Office: 4122 Humanities
Office Hours: Thursdays, 2:00-3:30

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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:

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3d edition (Chicago: University of Chicago Press, 2008)

Gail Dubrow and Donna Graves, *Sento at Sixth and Main: Preserving Landmarks of Japanese American Heritage* (Seattle: Seattle Arts Commission, 2002)

Carolyn Kitch, *Pages from the Past: History & Memory in American Magazines* (Chapel Hill: UNC Press, 2005)

Susan Sontag, *Regarding the Pain of Others* (New York: Picador, 2003)

Robert A. Rosenstone, *Visions of the Past: The Challenge of Film to Our Idea of History* (Cambridge, MA: Harvard University Press, 1995)

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995)

Mike Wallace, *Mickey Mouse History and Other Essays on American Memory* (Philadelphia: Temple University Press, 1996)

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?

Jeffrey K. Olick and Joyce Robbins, “Social Memory Studies: From ‘Collective Memory’ to the Historical Sociology of Mnemonic Practices,” *Annual Review of Sociology* (1998), 105-140

Wulf Kansteiner, “Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies,” *History and Theory* (May 2002), 179-197

Michel-Rolph Trouillot, *Silencing the Past*, xvii-30

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, chapters 1-2

9/27 – Photography

Susan Sontag, *Regarding the Pain of Others*

Robert Hariman and John Louis Lucaites, “Public Identity and Collective Memory in U.S. Iconic Photography: The Image of ‘Accidental Napalm’,” *Critical Studies in Media Communication* (March 2003), 35-66

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*

Christopher Classen, "Balanced Truth: Steven Spielberg's 'Schindler's List' among History, Memory, and Popular Culture," *History and Theory* (May 2009), 77-102

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.**