

GEORGE MASON UNIVERSITY

History 615/635 B01  
Tuesdays and Thursdays, 7:20-10:00 pm

Summer Semester 2012, Session B  
David King Jr. Hall 2054

**History and Memory in International Perspective**

Instructor: Professor Stephen J. Scala

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Office: Robinson Hall B, 373B

Office hours: Tuesdays and Thursdays, 6:00-7:00 pm

**Course description:**

This course explores the topic of history and memory in international perspective in order to familiarize students with some of the most important methodological and theoretical issues attendant to the study of memory in history. Following an initial review of the theoretical literature on the topic, we will spend the bulk of the semester examining a series of case studies on memory drawn primarily from modern US and European history, but covering other time periods and other regions of the world as well. The course will be conducted as a seminar, and students will be expected actively and productively to contribute to class discussions. Class assignments include two book reviews, an oral presentation, and a final historiographical essay on a memory-related topic in each student's field of specialization. All course assignments have been designed to cultivate and develop the skills and abilities required of professional historians.

**Required Texts (available for purchase at the GMU bookstore as well as online):**

- Jeffrey K. Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds., *The Collective Memory Reader*, Oxford University Press 2011 (ISBN-13: 978-0195337426)
- Jan Assmann, *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination*, Cambridge University Press 2011 (ISBN-13: 978-0521188029)
- John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*, Princeton University Press 1993 (ISBN-13: 978-0691034959)
- Paul H. Carlson and Tom Crum, *Myth, Memory, and Massacre: The Pease River Capture of Cynthia Ann Parker*, Texas Tech University Press 2012 (ISBN-13: 978-0896727465)
- Jeffrey Herf, *Divided Memory: The Nazi Past in the Two Germanys*, Harvard University Press 1997 (ISBN-13: 978-0674213043)
- Patrice M. Dabrowski, *Commemorations and the Shaping of Modern Poland*, Indiana University Press 2004 (ISBN-13: 978-0253344298)

In addition to these works, most of which we will read in their entirety, numerous articles from journals and edited volumes will be assigned throughout the semester. The journal articles are available through JSTOR or Project MUSE. For your convenience, I will make the articles from edited volumes available on our course website on Blackboard (URL: [nymason.gmu.edu](http://nymason.gmu.edu)). All readings are to be completed by the start of the class under which they are listed in the course schedule.

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The instructor reserves the right to revise the syllabus provided students are given timely notification of relevant changes.

## Grade Breakdown and Course Assignments

### **Grade Breakdown:**

Class participation: 25%

Two book reviews (12.5% each): 25%

In-class presentation: 10%

Historiographical paper: 40%

**Class participation (25%):** This course is a seminar, which means that active student participation in class discussions is indispensable. You should come to each class not just having done the assigned readings but also having prepared to make a substantive contribution to class discussion. Proper preparation should include identifying and thinking through the key methodological and empirical issues of each text and reflecting upon them in relation to other authors and questions covered in class.

*Rationale:* The ability to familiarize oneself with new material, to identify its strengths and weaknesses as well as its contributions to the field, and to articulate your position in a dialog with other scholars is a key skill that every historian needs.

**Book reviews (12.5% each→25% total):** In the course of the semester, you are required to compose book reviews on the readings assigned for two separate class sessions. You are free to choose for which sessions you write your reviews, but one of the reviews must be on a monograph and one must be on a set of articles. Reviews should not exceed 800 words and should take as a model the review format used in the *American Historical Review* or one of the main journals in your field of specialization. Reviews should not present a simple summary of the work(s) under review, but rather should offer an even-handed assessment of key issues (e.g., methodology, theoretical grounding, use of evidence, relationship to existing scholarship, strengths and weaknesses) as part of a larger discussion of the argument being made and its broader significance for the field.

*Rationale:* Forming a critical, yet balanced, opinion of new scholarship and subsequently communicating that opinion clearly and concisely in writing is a skill that no historian can do without.

**In-class presentation (10%):** During the final full week of class (class meetings on July 17 and 19), students will give in-class presentations of approximately 15-20 minutes on their historiographical papers. The presentation should be loosely modeled on a conference paper covering the main elements of your paper.

*Rationale:* Effective public presentation of one's work in a variety of fora is an absolutely crucial skill for a historian to have.

**Historiographical paper (40%):** The historiographical paper is the capstone of the course. The paper should present a detailed, critical discussion of the historiography on a discrete memory-related topic in your field of specialization on the basis of 12-15 scholarly works (monographs and articles). Your paper should include: a clearly articulated research problem, treatment of the theoretical and methodological dimensions, coverage of the most important empirical contributions, and a critical assessment of the current state of scholarship accompanied by discussion of possible future avenues of research. The paper should number approximately 15 pages and include a full bibliography and footnotes formatted according to Chicago/Turabian.

*Rationale:* The ability efficiently to master the extant literature on a given topic is at the very heart of the historical enterprise and indeed represents the indispensable foundation and precondition for any work of original historical research.

## **Course Policies and Info**

**Office hours:** I am happy to meet with you during my office hours to discuss any aspect of the course. It is difficult to tell when a student might need extra help or simply need to touch base one-on-one, so please don't hesitate to come speak with me about any issues that might come up. And feel free to contact me by email with any questions or concerns!

**Academic integrity:** There is no room for plagiarism—i.e., using someone else's words or ideas without acknowledgment—among professional historians, at George Mason, or among persons of integrity. Submitting plagiarized work—whether done so intentionally or unintentionally—is grounds for failure of an assignment or, if serious enough, failure of the course, and all instances of plagiarism will be reported to the George Mason Honor Committee. Plagiarism is a mortal sin in the scholarly world, and instances of documented plagiarism can destroy careers, so we need to be certain that we properly document our sources. In cases of uncertainty, feel free to consult the instructor or the *Chicago Manual of Style*. Visit the site of the Office of Academic Integrity to see the definition of what constitutes plagiarism and what the consequences are: <http://honorcode.gmu.edu/>

**Submission and format of written assignments:** All written assignments must be submitted in *hard copy* and at the start of the class at which they are due. They should be typed in 12-point Times New Roman font with standard margins (i.e., one inch on all sides) and, when applicable, bibliographic references should be formatted according to Chicago/Turabian. Finally, please provide a title for each written assignment that effectively and intriguingly conveys its contents.

**Laptops and cell phones in class:** Laptops are allowed in class *for the express purpose* of taking notes—usage for any other purpose is not allowed, no exceptions. There is no legitimate reason to use your cell phone during class—please turn it off and keep it out of view.

**Accommodations for students with disabilities:** If you are a student with a disability and you require academic accommodations, please notify the instructor and contact the Office of Disability Resources at 703-993-2474 or <http://ods.gmu.edu/>. All academic accommodations must be approved and arranged by the office.

**The Writing Center:** You have a wonderful resource at your disposal in the form of the Writing Center, where you can review your written work with a trained tutor. For more information and to schedule an appointment, go to: <http://writingcenter.gmu.edu/>

**Counseling and Psychological Services:** One's mental health can significantly impact one's academic performance. If you would like to meet with a trained counselor to address any psychological issue, contact the university's own Counseling and Psychological Services at: <http://caps.gmu.edu/>

**University policies:** For comprehensive coverage of official university policies, go to: <http://universitypolicy.gmu.edu>

## Course Schedule and Readings

### **Tues. June 5**

- Jeffrey K. Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds., *The Collective Memory Reader* (Oxford: Oxford University Press, 2011):
  - Introduction (3-62)
  - Part I. Precursors and Classics, introduction (63-64)
  - Alexis de Tocqueville (68-72)
  - Friedrich Nietzsche (73-79)
  - Karl Mannheim (92-98)
  - Lev Vygotsky (113-115)
  - Émile Durkheim (136-138)
  - Maurice Halbwachs (139-149)
  - Marc Bloch (150-155)
  - Charles Blondel (156)
  - Part II. History, Memory, and Identity, introduction (177-179)
  - Peter Burke (188-192)
  - Allan Megill (193-197)
  - Alon Confino (198-200)
  - Yosef Hayim Yerushalmi (201-208)
  - Peter Berger (216-220)
  - Yael Zerubavel (237-241)
  - Barry Schwartz (242-247)

### **Thurs. June 7**

- Jeffrey K. Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds., *The Collective Memory Reader* (Oxford: Oxford University Press, 2011):
  - Part III. Power, Politics, and Contestation, introduction (249-251)
  - Michel Foucault (252-253)
  - Roy Rosenzweig and David Thelen (269-270)
  - Eric Hobsbawm (271-274)
  - Terence Ranger (275-278)
  - Orlando Patterson (279-282)
  - Michael Schudson (287-290)
  - Wulf Kansteiner (300-303)
  - Ron Eyerman (304-306)
  - Part IV. Media and Modes of Transmission, introduction (311-313)
  - Jack Goody (321-324)
  - Aleida Assmann (334-337)
  - Paul Connerton (338-342)
  - Marianne Hirsch (346-347)
  - John B. Thompson (348-351)
  - George Lipsitz (352-357)
  - Daniel Dayan and Elihu Katz (361-364)
  - James E. Young (371-374)
  - Danièle Hervieu-Léger (382-387)
  - Part V. Memory, Justice, and the Contemporary Epoch, introduction (399-401)
  - Edward Shils (402-406)
  - Patrick Hutton (411-415)

- David Gross (420-425)
- Andreas Huyssen (430-436)
- Pierre Nora (437-441)
- Charles Maier (442-445)
- Svetlana Boym (452-457)
- Mark Osiel (468-470)
- Paul Ricoeur (475-480)

**Tues. June 12**

- Jan Assmann, *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination* (Cambridge: Cambridge University Press, 2011)

**Thurs. June 14**

- Harriet I. Flower, “Rethinking ‘Damnatio Memoriae’: The Case of Cn. Calpurnius Piso Pater in AD 20,” *Classical Antiquity* 17, no. 2 (October 1998): 155-187
- Cédric Giraud, “Anselm of Laon in the Twelfth-Century Schools: Between *fama* and *memoria*,” in *The Making of Memory in the Middle Ages*, ed. Lucie Doležalová (Boston: Brill, 2009), 331-345
- Peter Sherlock, “The Monuments of Elizabeth Tudor and Mary Stuart: King James and the Manipulation of Memory,” *Journal of British Studies* 46, no. 2 (April 2007): 263-289
- Alan Forrest, “Introduction” and “Creating the Legend,” in Alan Forrest, *The Legacy of the French Revolutionary Wars: The Nation-in-Arms in French Republican Memory* (Cambridge: Cambridge University Press, 2009), 1-37

**Tues. June 19**

- John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century* (Princeton: Princeton University Press, 1992)

**Thurs. June 21**

- Ira Berlin, “American Slavery in History and Memory and the Search for Social Justice,” *The Journal of American History* 90, no. 4 (March 2004): 1251-1268
- Edward T. Linenthal, “Anatomy of a Controversy,” in *History Wars: The Enola Gay and Other Battles for the American Past*, eds. Edward T. Linenthal and Tom Engelhardt (New York: Holt Paperbacks, 1996), 9-62
- David W. Blight, “‘For Something beyond the Battlefield’: Frederick Douglass and the Struggle for the Memory of the Civil War,” *The Journal of American History* 75, no. 4 (March 1989): 1156-1178

**Tues. June 26**

- Paul H. Carlson and Tom Crum, *Myth, Memory, and Massacre: The Pease River Capture of Cynthia Ann Parker* (Lubbock: Texas Tech University Press, 2010)

**Thurs. June 28**

- Lessie Jo Frazier, "Gendering the Space of Death: Memory, Democratization, and the Domestic," in *Gender, Sexuality, and Power in Latin America since Independence*, eds. William E. French and Katherine Elaine Bliss (Lanham: Rowman & Littlefield Publishers, 2007), 261-281
- Takashi Yoshida, "A Battle over History: The Nanjing Massacre in Japan," in *The Nanjing Massacre in History and Historiography*, ed. Joshua A. Fogel (Berkeley: University of California Press, 2000), 70-132
- Eve Bertelsen, "Ads and Amnesia: Black Advertising in the New South Africa," in *Negotiating the Past: The Making of Memory in South Africa*, eds. Sarah Nuttall and Carli Coetzee (Oxford: Oxford University Press, 2000), 221-241
- Meir Litvak, "A Palestinian Past: National Construction and Reconstruction," *History and Memory* 6, no. 2 (Fall/Winter 1994): 24-56

**Tues. July 3**

- Jeffrey Herf, *Divided Memory: The Nazi Past in the Two Germanys* (Cambridge: Harvard University Press, 1997)

**Thurs. July 5**

- Richard J. Golsan, "The Legacy of World War II in France: Mapping the Discourses of Memory," in *The Politics of Memory in Postwar Europe*, eds. Richard Ned Lebow, Wulf Kansteiner, and Claudio Fogu (Chapel Hill: Duke University Press, 2006), 73-101
- Claudio Fogu, "*Italiani brave gente*: The Legacy of Fascist Historical Culture on Italian Politics of Memory," in *The Politics of Memory in Postwar Europe*, eds. Richard Ned Lebow, Wulf Kansteiner, and Claudio Fogu (Chapel Hill: Duke University Press, 2006), 147-176
- Thomas C. Wolfe, "Past as Present, Myth, or History? Discourses of Time and the Great Fatherland War," in *The Politics of Memory in Postwar Europe*, eds. Richard Ned Lebow, Wulf Kansteiner, and Claudio Fogu (Chapel Hill: Duke University Press, 2006), 249-283

**Tues. July 10**

- Patrice M. Dabrowski, *Commemorations and the Shaping of Modern Poland* (Bloomington: Indiana University Press, 2004)

**Thurs. July 12**

- Timothy Snyder, "Memory of Sovereignty and Sovereignty over Memory: Twentieth-Century Poland, Ukraine, and Lithuania" in *Memory and Power in Postwar Europe*, ed. Jan-Werner Müller (Cambridge: Cambridge University Press, 2002), 39-58
- Maria Bucur "Women's Stories as Sites of Memory: Remembering Romania's World Wars," in *Gender and War in Twentieth-Century Eastern Europe*, eds. Nancy M. Wingfield and Maria Bucur (Bloomington: Indiana University Press, 2006), 171-192

- Cynthia J. Paces, “Religious Heroes for a Secular State: Commemorating Jan Hus and Saint Wenceslas in 1920s Czechoslovakia,” in *Staging the Past: Commemorations in the Habsburg Lands*, eds. Maria Bucur and Nancy M. Wingfield (West Lafayette: Purdue University Press, 2001), 199-225
- Irina Gigova, “Sofia Was Bombed? Bulgaria’s Forgotten War with the Allies,” *History and Memory* 23, no. 2 (Fall/Winter 2011): 132-171

**Tues. July 17**

- Student presentations on historiographical paper in class

**Thurs. July 19**

- Student presentations on historiographical paper in class

**Tues. July 24**

- Historiographical papers due in instructor’s mailbox by 5:00 pm