Course Usage of Blackboard Vista

Copies of the course syllabus, course announcements, discussion questions and grades may be found on Learn. You are responsible for checking the online resources before every class, accessed through the portal at http://portal.csuchico.edu.

Course Description

In the last twenty years, the study of memory, as it is related to both personal and collective identity, has occupied a central place in humanities scholarship. In this seminar we will read a wide variety of texts to open up the topic, including two seminal works: Francis Yates’ pioneering study of Classical, Medieval and Renaissance mnemonics, The Art of Memory, and Maurice Halbwachs’s On Collective Memory, the first major sociological approach to memory. We will investigate fluctuating uses of memory, as well as ask questions about the complex
relationship between individual and collective remembering. We will focus upon such topics as memory theatres, nationalism, the holocaust and issues of commemoration, as well as fractured and/or combative memories in places such as South Africa and Ireland. Students will pursue an individual research topic related to memory throughout the course, producing a 15-20 page thesis paper.

Course Materials

Required:
John R. Gillis edited, *Commemorations: The Politics of National Identity*
Maurice Halbwachs, *On Collective Memory*
Seamus Heaney, *The Cure at Troy*
Frances Yates, *The Art of Memory*

Recommended:

Course Requirements and Grades

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/ Participation</td>
<td>20%</td>
</tr>
<tr>
<td>1 page reading response papers (8)</td>
<td>16%</td>
</tr>
<tr>
<td>2-3 page research topic exploration</td>
<td>4%</td>
</tr>
<tr>
<td>Annotated bibliography (Zotero)</td>
<td>5%</td>
</tr>
<tr>
<td>First 5-8 pages of research paper</td>
<td>10%</td>
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<tr>
<td>Peer review</td>
<td>5%</td>
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<tr>
<td>Full rough draft of research paper (15-20 pages)</td>
<td>15%</td>
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<tr>
<td>Panel Presentation</td>
<td>10%</td>
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<tr>
<td>Final draft of research paper (15-20 pages)</td>
<td>15%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B</td>
<td>86-83</td>
<td>C</td>
<td>76-73</td>
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<tr>
<td>A-</td>
<td>92-90</td>
<td>B-</td>
<td>82-80</td>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>B+</td>
<td>89-87</td>
<td>C+</td>
<td>79-77</td>
<td>D+</td>
<td>69-67</td>
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Grades will be assigned according to their definition as explained in the “Academic Policies and Regulations” section of the University Catalog (A = superior work, B = very good work, C = adequate work, D = minimally acceptable work, F = unacceptable work).
Plagiarism and cheating are grave violations of the academic integrity policy of California State University, Chico. This policy (EM 04-36) is posted at http://www.csuchico.edu/prs/EMs/EM04/em04_a36.htm. We view plagiarism and cheating as serious offenses. The policy of the Department of Comparative Religions and Humanities is that anyone found to have blatantly cheated or plagiarized on an assignment will automatically FAIL the course and be referred to student judicial affairs for further disciplinary action.

Expectations of students

Please feel comfortable to ask questions!

Attend class, complete the required reading by the assigned day, and hand in work on time.

Always bring your reading with you to class and come prepared to discuss. We will be doing close readings and you will need your text in front of you. This is a small seminar and your prepared participation is central to the success of the class.

Turn off phones and audio devices for the duration of class, and arrive on time. I will ask students engaging in disruptive behavior (texting, side conversations, etc.) to leave class.

Attendance and Participation

Since this class is a seminar and only meets once a week, attendance and participation are crucial components. You are allowed one unexcused absence. After one unexcused absence your total possible participation/attendance grade will be lowered by 20% for each subsequent absence. Thus, if you miss one class your total possible participation/attendance grade will be 100%, two unexcused absences would drop your total possible to 80%, three to 60% and so on. An excused absence must be due to a family emergency or a documented health issue. Please do not email other excuses.

Your participation grade will reflect your preparation for class (completing the reading and bringing the text to class) and general contribution to seminar discussions.

Written Assignments (late work receives no credit)

1 page reading response papers (8)

Reading response papers should be typed and double-spaced. They are not intended as a summary of the reading, but rather to develop 2-3 ideas for class discussion. Your responses should identify central issues, and provide specific evidence (short quotations, page numbers). There are 10 classes where reading responses can be turned in: you may decide which two days you won’t turn in a response, or alternatively, I will drop your two lowest scores.
2-3 page topic exploration
The topic exploration should introduce one or two possible topic ideas for the research paper, including rough thesis statement(s) and identification of at least two useful primary sources (per topic).

Annotated bibliography (Zotero)
Instead of a formal annotated bibliography, this semester you will be adding notes directly on your Zotero account, which will be discussed in class on February 19. By March 5, when the annotated bibliography (Zotero) assignment is due, your Zotero account should include a minimum of two primary sources and five secondary sources. The Zotero entries for these sources should include your notes, just as an annotated bibliography would. Note: your bibliography on the final draft of your research paper – which does not include your annotations – should be more comprehensive.

First 5-8 pages of research paper
Your first 5-8 pages should be typed and double-spaced, with attention given to correct spelling and grammar, due 3/26. You must also include footnotes and a bibliography (without your annotations) in Chicago/Turabian style. You should introduce the argument of your research paper, while concentrating on a small aspect of your larger project. I will meet with students in individual tutorials to discuss these pages as well as your overall plan for the research paper.

Full rough draft of research paper (15-20 pages)
Turn in two copies of your full rough draft (one to be exchanged with another student for peer review) to the department of Comparative Religion and Humanities by 4:00pm on Monday 4/20. Your draft should be typed and double-spaced, with attention given to correct spelling and grammar. You must also include footnotes and a bibliography in Chicago/Turabian style.

Peer review
You are responsible for offering a review of another student’s full rough draft (due 4/30). You should make suggestions directly on their draft as well as writing 1-2 pages addressing your primary comments and suggestions.

Panel Presentation
You will take part in two out of three panels – one as a presenter and one as either a chair or commentator (see schedule, below, for your assigned panels – subject to change). Chairs will introduce each presenter, providing some biographical details as well as briefly introducing the paper. After the presentations, the commentators will then summarize the main points of all three papers and discuss the overall strengths of each paper and the panel as a whole. Each panel will last approximately 50-60 minutes. Your grade will also reflect your level of participation in the question period of the panel you are not presenting or acting as chair or commentator. Additionally, see Learn for an Oral Communication rubric.

Final draft of research paper (15-20 pages)
Your final draft (15-20 pages) is due 5/14 to Learn (electronic copy only). Your paper should be typed and double-spaced with attention given to correct spelling, grammar, footnotes, and bibliography.
University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/sja.shtml

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the Accessibility Resource Center in the Student Services building to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and myself well in advance of the exam date.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/5.-studentservices.html.

Schedule of Lectures and Readings

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<thead>
<tr>
<th>Date</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>1/22</td>
<td>Introduction</td>
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<tr>
<td>1/29</td>
<td>Social Memory Theory</td>
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</tbody>
</table>
| Class meets 7:00-9:30 | - Maurice Halbwachs, *On Collective Memory*, pp. 35-189  
|       | - Paul Ricoeur, *Memory and Forgetting*, chap. 3 (pdf)  
<p>|       | *1-page reading response paper due        |
| 2/5   | Classical and Medieval                    |
|       | - Francis Yates, <em>The Art of Memory</em>, chaps. I-V |
|       | - Aristotle, <em>Memory and Reminiscence</em> (pdf) |
|       | - Augustine, from <em>Confessions</em>, Book X (pdf) |
|       | *1-page reading response paper due        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
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*1-page reading response paper due |
| 2/19 | Reformation | We will be joined by Professor Jason Nice, History  
- Felicity Heal, “Appropriating History: Catholic and Protestant Polemics and the National Past” (pdf)  
- Andrew Hiscock, “‘Writers to Solemnise and Celebrate... Actes and Memory’: Foxe and the Business of Textual Memory” (pdf)  
- [Woodcuts from Book 11 of John Foxe’s The Acts and Monuments Online](#)  
*1-page reading response paper due (analyze at least two woodcuts with reference to ideas raised by Heal and Hiscock)*  
*2-3 page topic exploration* |
| 2/26 | The Enlightenment and Romanticism | - David Hume, from *Enquiry Concerning Human Understanding* (pdf)  
- John Locke, from *An Essay Concerning Human Understanding* (pdf)  
- Johann Gottfried von Herder, “Materials for the Philosophy of the History of Mankind” (pdf)  
- Selection of images (pdf)  
*1-page reading response paper due* |
| 3/5 | National Memory (I) | - From *Commemorations: The Politics of National Identity*:  
  - John R. Gillis, “Memory and Identity: The History of a Relationship”  
  - Richard Handler, “Is ‘Identity’ a Useful Cross-Cultural Concept?”  
  - David Lowenthal, “Identity, Heritage, and History”  
- Pierre Nora, from *Realms of Memory* (pdf)  
- Ernst Renan, *Qu’est-ce qu’une nation?* (pdf)  
*1-page reading response paper due*  
*Annotated bibliography due* |
| 3/12 | National Memory (II) | We will be joined by Professor Jed Wyrick, CORH  
- From *Commemorations: The Politics of National Identity*  
  - Herman Lebovics, “Creating the Authentic France: Struggles over French Identity in the First Half of the Twentieth Century”  
  - Yael Zerubavel, “The Historic, the Legendary, and the Incredible: Invented Tradition and Collective Memory in Israel”  
*TBD*  
*1-page reading response paper due* |
**3/26**  
**Case Study: The Holocaust**  
- James Young, from *The Texture of Memory* (pdf)  
- From *Commemorations: The Politics of National Identity*:  
  - Claudia Koonz, “Between Memory and Oblivion: Concentration Camps in German Memory”  
*1-page reading response paper due*  
*First 5-8 pages due at the beginning of class*

**4/2**  
**Tutorials**  
Instead of regular class I will meet with each of you individually in my office for a 30 minute session. I will have your 5-8 pages to hand back, plus you should bring copies of your annotated bibliography and topic exploration.

**4/9**  
**Case Study: Ireland**  
- McBride, “Memory and national identity in Modern Ireland” (pdf)  
- Roy Foster, from *The Irish Story* (pdf)  
- David Officer, “For God and for Ulster” (pdf)  
- Northern Irish poetry (pdf)  
*1-page reading response paper due*

**4/16**  
**Memory and Forgiveness**  
*We will be joined by Professor Kate McCarthy, CORH*  
- Heaney, *The Cure at Troy* (all)  
- Bishop Desmond Tutu, from *No Future Without Forgiveness* (pdf)  
-TBD  
Optional:  
- Paul Ricoeur, “Difficult Forgiveness” (pdf)  
*1-page reading response paper due*

**4/20**  
*Full rough draft due to the office of Comparative Religion and Humanities by 4:00pm (2 copies)*
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>4/23</td>
<td>Conference Panel 1</td>
<td>Chair: Lindsay &lt;br&gt;Presenter: Janessa &lt;br&gt;Presenter: Yuno &lt;br&gt;Presenter: Eric &lt;br&gt;Comment: Shaina &lt;br&gt;Comment: Ramin</td>
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<tr>
<td>4/30</td>
<td>Conference Panel 2</td>
<td>Chair: Catherine &lt;br&gt;Presenter: Ramin &lt;br&gt;Presenter: Shaina &lt;br&gt;Presenter: Tiffany &lt;br&gt;Comment: Eric &lt;br&gt;Comment: Yuno</td>
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<td>Class meets 7:00-9:30</td>
<td><strong>Conference Panel 3</strong>&lt;br&gt;Chair: Tiffany &lt;br&gt;Presenter: Lindsay &lt;br&gt;Presenter: Catherine &lt;br&gt;Comment: Janessa &lt;br&gt;And short tutorials &lt;br&gt;*Peer review due</td>
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<tr>
<td>5/7</td>
<td>Celebratory Dinner</td>
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<td>5/14</td>
<td>*Final draft due (electronic copy to Learn only)</td>
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A Very Short list of Books on Memory:

- Paul Fussell, *The Great War and Modern Memory* (1975)

Eric Hobsbawm, ed., *The Invention of Tradition* (1883)


Jacques Le Goff, *History and Memory* (English translation, 1992)

David Lowenthal, *The Past is a Foreign Country* (1985)


Wole Soyinka, *The Burden of Memory, the Muse of Forgiveness* (1999)