

**HIS 382L/AFR 374 – History and Memory**  
**Ruramisai Charumbira; [r-c@austin.utexas.edu](mailto:r-c@austin.utexas.edu)**  
**Spring 2012 • Meets: M 3:00-6:00 PM, PAR 302**  
**Office Hours: T: 11:00-1:00 and by appointment**  
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## **COURSE DESCRIPTION AND OBJECTIVES**

Welcome, welcome to this graduate seminar on the study of History and Memory! The course is designed to explore the theoretical and conceptual issues of how individuals, families, cultures, societies, social movements, scholars, nations..., have dealt with the push and pull of historical memory and amnesia over time. Though rooted in (African) History, the course is designed as an interdisciplinary and multi-local historical study of the changes, causalities, contexts, contingencies, and complexities of how and why societies remember, forget, contest..., and preserve history. Because the field of *History and Memory* has grown significantly over the past five decades – and continues to grow – spanning disciplines, from Architectures to Zoology, the aim of this course is not to cover a bit of everything. Rather, we will aim for depth of knowledge and common language on the concepts, theories, methods, and debates in the study of *History and Memory*, especially in the humanities and social sciences. Most importantly, the course is designed to be enriched by seminar participants' engagement with the course readings as they develop and pursue original research projects on a topic of interest in the seminar's subject matter. To that end, it is imperative that you come to the course with a project in mind as this is a research seminar based on primary source material(s), where students' final assignment/papers carry 50% of the grade. By focusing on original research in primary source material, the instructor hopes the course will serve as a vehicle for students' production of research papers ready for submission to scholarly journals for publication and/or a solid chapter for theses/dissertations. The seminar is designed to be rigorous, fun, introducing students to competing ideas on *History and Memory*, and coaxing them out of their usual comfort zones. Now, let's get on with it!

### **REQUIRED READINGS:**

- Maurice Halbwachs, (trans., ed., Lewis Coser), *On Collective Memory*
- Paul Ricoeur, *Memory, History, Forgetting*
- Paul Connerton, *How Societies Remember*
- Jan Vansina, *Oral Tradition as History*
- David Blight, *Race and Reunion: The Civil War in American Memory*
- Michael J. Hogan, *Hiroshima in History and Memory*
- Paul Friedländer, *When Memory Comes*
- Avraham Burg, *The Holocaust is Over, We Must Rise from its Ashes*
- Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid*

## COURSE POLICIES

**Academic Integrity:** I personally take academic integrity seriously, and so do the Department of History, the Department of African and African Diaspora Studies – and, indeed the University of Texas at Austin. Students who violate University rules of scholastic honesty are subject to disciplinary action in this course and at the University – including course failure and/or dismissal from the University. For an overview of University policy regarding scholastic dishonesty, see:

<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>; and [www.utexas.edu/student\\_services/academic\\_policies/](http://www.utexas.edu/student_services/academic_policies/) (Graduate School Academic Policies). Other important websites are: [www.registrar.utexas.edu/calendars/11-12](http://www.registrar.utexas.edu/calendars/11-12) for important deadlines. Most importantly, some of you will conduct oral history interviews as well use living human subjects for your project, you need to get approval from the Institutional Review Board, IRB, and it is important to get moving on this as soon as possible. See: [www.utexas.edu/research/rsc/humansubjects/policies/](http://www.utexas.edu/research/rsc/humansubjects/policies/)

**Religious Holy Day Policy:** In this course, we follow the UT Policy for observance of any religious holiday. The Student should inform the Professor as far in advance as possible to make arrangements. See also: [www.utexas.edu/ogs/current](http://www.utexas.edu/ogs/current)

**Course Grading Policy:** The grades come in the +/- and straight range, as in: A+, A, A-, and so on. An A range grade signifies "exceptionally high achievement". The B range denotes "superior achievement." Students who receive a C range grade achieved a "satisfactory" mark. Then there are the lower marks – the D range calls attention to the students who achieved a "passing but unsatisfactory" mark. Likewise, an F range means "failure", and an I is an "incomplete" for the course. **No Late Assignments Accepted.**

**Class Attendance and Participation:** Because the seminar will not meet every a week as students devote time to individual research, it is imperative that students be in class each week when class meets. Your physical and intellectual presence in class each week means your own work grows, and so do those of your classmates who benefit from your insights and take on the readings. Missing more than two classes – for whatever reason – means, you will automatically lose 50% of your attendance and participation grade.

**Disability Statement:** Any student who may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the policies of the Office of the Graduate School for the need for reasonable accommodation based on documentation on file in their offices. Please act early on this as retroactive accommodation is not an option.

**Classroom Etiquette:** Respect is important both in and outside the classroom, and the subject matter does rouse strong positions. Please remember this is a learning environment and a place to critique ideas and not launch personal attacks. Also, in the 21st century, almost everyone has a laptop, smartphone, e-readers and tablet computers...; and the class will have a 10-minute break each week, so please turn off/silence and store away your gizmos during class. We would like to have a gadget free intellectual engagement except on those days when their use enhances our discussions and research presentations.

**Communication:** Updates about the class will be mainly through **Blackboard and email**. Please make sure you have an active email address registered to receive class emails. Ignorance of important class information is inadmissible as an excuse for not doing class work.

## COURSE ASSESSMENT

**Participation in class meetings and discussions – 10%.** Since class will not meet all 15 weeks to allow for individual research, it is very important that you note miss more than one class as you will lose 50% of this particular section of your grade.

**Reflection Essay (based on Part I) – 10%.** 5-page reflection essay on the conceptual, theoretical, and methodological issues on History and Memory that resonated with you in all the readings done in Part I, and what you are taking away from it all for your own work.

**Research Proposal with Annotated Bibliography – 10%.** This assignment requires that *50% of your secondary source material be from Part I of the class readings*. You are welcome to include any other readings that suit your research from the rest of the syllabus.

**Team Book Presentation (based on Part II) – 10%.** By Week 3, a schedule of presenters will be finalized based on choice of (thematic) readings. Presenters will *pre-circulate a 5-page analytical review of their assigned text by Sunday 12:00noon of the week/Monday they are presenting*. Each class member is to read the same text and bring a substantive question that engages the presenters' take on the text.

**Individual Research Presentation – 10%.** Criteria for presentation will be given out to class by Week 8. It is important that presentations be treated as though they were given at a professional conference in one's field.

**Final Research Paper – 50%.** *Due by Friday, May 04, 2012 at 5:00pm via email: [r-c@austin.utexas.edu](mailto:r-c@austin.utexas.edu)* Because this final assignment is based on ongoing research throughout the semester, and I will be accessible through office hours and email, late papers will **not** be accepted. So please plan accordingly.

### SAMPLE OF RECOMMENDED TEXTS, not required for course

- Carolyn Hamilton, *Terrific Majesty*
- Zakes Mda, *Heart of Redness*
- Samuel Brunk, *The Posthumous Career of Emiliano Zapata*
- Linda T. Smith, *Decolonizing Methodologies*
- Richard Flores, *Remembering the Alamo*
- Toni Morrison, *Beloved* and *Song of Solomon*
- James O. Horton & Lois E. Horton, *Slavery and Public History: The Tough Stuff of American Memory*
- Nell Irvin Painter, *Sojourner Truth: A Life, A Symbol*
- Barbie Zelizer, *Remembering to Forget: Holocaust Memory...*
- Ksenija Bilbija and Leigh A. Payne, eds., *Accounting for Violence: Marketing Memory in Latin America*
- G. Fabre and R. O'Meally, eds., *History and Memory in African American Culture*
- Marcus Wood, *Blind Memory: Visual Representations of Slavery in England and America....*

## **PART I – DEFINITIONS, THEORIES, METHODS, DEBATES**

(All journal articles free access through UT Library website)

### **Week 01 – January 16 – MLK Day**

#### **Week 02 – January 23 – Definitions and Debates I.**

Natalie Zemon Davis, Randolph Starn, “Introduction;” Pierre Nora, “Between Memory and History;” Renato Rosaldo, “Imperialist Nostalgia;” and Steven Knapp, “Collective Memory and the Actual Past” in *Representations, Special Issue: Memory and Counter-Memory, 26, (Spring, 1989):*

<http://www.jstor.org/stable/i347292>

AHR Forum, History and Memory, *American Historical Review, 102, 5 (Dec., 1997)* Read the

“Introduction” and articles by Crane and Confino: <http://www.jstor.org/stable/i337867>

Richard Roberts, “History, Memory, and the Power of Statist Narratives” *The International Journal of African Historical Studies 33, 3 (2000):* <http://www.jstor.org/stable/3097432>

#### **Week 03 – January 30 – Definitions and Debates II**

*Gender and Cultural Memory, Signs, Special Issue, 28, 1, (Autumn 2002);*

<http://www.jstor.org/stable/40179797>; Anna Green, “Introduction;” Individual Remembering and ‘Collective Memory’: Theoretical Presuppositions and Contemporary Debates”

#### **Week 04 – February 06 – Theoretical Perspectives I**

Maurice Halbwachs, (trans., ed., Lewis Coser), *On Collective Memory*; Paul Connerton, *How Societies Remember*

#### **Week 05 – February 13 – Theoretical Perspectives II**

Paul Ricoeur, *Memory, History, Forgetting* (selected chapters)

#### **Week 06 – February 20 – Oral Methodologies and Debates**

Jan Vansina, *Oral Tradition as History*; Alistair Thomson, *Oral History Review (2007) 34 (1): 49-70*

Paula Hamilton, Linda Shopes, *Oral Histories and Public Memories*, Carrie Hamilton, “On Being a ‘Good’ Interviewer: Empathy, Ethics, and the Politics of Oral History, *Oral History, 36, 2 (Autumn 2008),* <http://www.jstor.org/stable/40179990>

**Reflection Essay due on Friday, February 24, by 5:00pm via email – [r-c@austin.utexas.edu](mailto:r-c@austin.utexas.edu)**

## **PART II – CASE STUDIES, AND TEAM PRESENTATIONS EACH WEEK**

### **Week 07 – February 27 – The Race Memory**

David Blight, *Race and Reunion: The Civil War in American Memory*

### **Week 08 – March 05 – One History, Two Memories**

Michael J. Hogan, *Hiroshima in History and Memory*

### **WEEK 09 – MARCH 12 – SPRING BREAK, NO CLASS MEETING**

**Research Proposal with Annotated Bibliography due Sunday, March 18, by 5:00pm via email: [r-c@austin.utexas.edu](mailto:r-c@austin.utexas.edu)**

**Week 10 – March 19 – Memory and the Archive**

Ruramisai Charumbira, “Nehanda and Gender Victimhood in the Central Mashonaland 1896-97 Rebellions: Revisiting the Evidence” *History in Africa: A Journal in Method*, 35 (2008), <http://www.jstor.org/stable/25483719>; Premesh Lalu, “The Grammar of Domination and the Subjection of Agency: Colonial Texts and Modes of Evidence,” *History and Theory*, Theme Issue, 39 (Dec. 2000), <http://www.jstor.org/stable/2678049>; Helena Pohlandt-McCormick, “Controlling Woman: Winnie Mandela and the 1976 Soweto Uprising” *The International Journal of African Historical Studies* 33, 3 (2000), <http://www.jstor.org/stable/3097436>

**Week 11 – March 26 – The Individual’s History and Memory in the Collective**

Paul Friedlander, *When Memory Comes*

**Week 12 – April 02 – The Individual’s Memory and History in the Nation**

Avraham Burg, *The Holocaust is Over, We Must Rise from its Ashes*

**Week 13 – April 09 – History, Memory, Testimony, and Forgiveness**

Pumla Gobodo-Madikizela, *A Human Being Died That Night: A South African Woman Confronts the Legacy of Apartheid*.

This reading includes individual viewing of oral testimonies online before class: South African Broadcasting Corporation (SABC), Truth and Reconciliation Commission Report, TAPES (not episode) #68, #90 – and another one or two of your choice. There is an index so you can look up a topic of interest as per the Gobodo-Madikizela’s book. *NB: You can watch as many other videos as you want, it’s all free for private use, courtesy of the Yale University Law Library (full disclosure, Yale is my alma mater).*

**Week 14 – April 16 – Individual Library Research – NO CLASS****Week 15 – April 23 – Individual Research Presentations I****Week 16 – April 30 – Individual Research Presentations II**

*Films will be included as part of the class course material.*