History and Memory:
An Introduction into Theory, Methodology and Research

SPRING 2017

DRAFT SYLLABUS

Instructor: Karen Hagemann
Time: TUESDAY: 5:00 – 7:30 pm
Location: Hamilton Hall 570
Office Hours: TUESDAY: 1:30 – 3:30 pm or by appointment
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AIMS OF THE COURSE

What is the relationship between history and memory? How are these two practices/ways of knowing different from each other? How does memory make history relevant? How does it disrupt and remake history? What methods should historians use to study memory as part of their own historical investigations? How have memories shaped personal identities, popular understandings of the past, communities, and even a sense of nationalism? In the past two decades, historians have become intensely interested in the power of memory in shaping public interpretation and knowledge about the past, but also how memories and counter-memories shape individual’s relationship to that past. This graduate seminar explores the theory, methodology and scholarship on history and memory, and examines some broad questions about the importance of studying collective memory. Although memories can be intensely personal and part of the cognitive processes that make us human, this class will not delve into the new scientific studies on memory (although there are many). This class will also not engage film, literature, poetry, or visual arts, all of which have made their own contributions to a broader field of memory studies. Since this is a history class, we will be concerned, principally, with historical writing on the topic.
FORMAT OF THE COURSE

This course is intended to acquaint students with some of the major theoretical and methodological approaches to history and memory. We will seek both to understand some of the theories that have been particularly useful, and we will explore how they have been and can be put to practical use in historical research and writing. The central question of the relationship between history and memory will tie the course together. In the first part we will read some classical texts from scholars such as Maurice Halbwachs, Pierre Nora, Jan and Aleida Assmann, Patrick H. Hutton, Alon Confino and others on the subject of history and memory that are of international and interdisciplinary importance. In the second part we will analyze case studies that explore with a broad variety of approaches collective memories of twentieth century wars, primarily in Europe.

The heart of the seminar is the discussion in class. The success of this discussion depends on the preparedness of all students. Everyone should have read the week’s assigned readings before class. The seminar will center on their discussion.

I am open for changes in respect of the readings for the second part of the class, the case studies, especially the additional book reviews and report. We will have to adjust the assignments to the size of the class.

THE READING

We will read book chapters, journal articles and monographs. All students will have to read the REQUIRED READING for each week. Articles and book chapters will be available as PDFs on Sakai.

DRAFT COURSE PROGRAM

I: Introduction: Remembering and Forgetting

Week 1:

Tuesday, January 17, 2017

Introduction and Welcome

Suggested Reading:


Week 2:

Tuesday, January 24, 2017

Introductory Overviews of the Development of Memory Studies

Required Reading:

Week 3:

Tuesday, January 31, 2017

Social and Collective Memory: Maurice Halbwachs

Required Reading:

Additional Book Review and Report on:

Week 4:

Tuesday, February 7, 2017

Sites of Memory / Les Lieux de Mémorie: Pierre Nora

Required Reading:
• Nora, Pierre, “Between Memory and History: Les Lieux de Mémorie,” Representations, 26, Special Issue: Memory and Counter-Memory (Spring 1989): 7-25.
• Nora, Pierre, „Introduction,“ in Rethinking France = Les lieux de mémoire (Chicago, 2001)
• “Lieux de mémorie—Sites of Memory,” in A Companion to Cultural Memory Studies, ed. Astrid Erll and Ansgar Nünning (Berlin, 2010), 19-76.

Additional Book Review and Report on:
• Nora, Pierre, ed., Rethinking France = Les lieux de mémoire (Chicago, 2001), vol. 1. (Plus three reviews)

Week 5:

Tuesday, February 14, 2017

Cultural and Communicative Memory: Jan and Aleida Assmann

Required Reading:
• “Memory and Cultural History, “in A Companion to Cultural Memory Studies, ed. Astrid Erll and Ansgar Nünning (Berlin, 2010), 77-141 (includes also the above chapter by Assmann)

Additional Book Review and Report on:
• Assmann, Aleida, Cultural Memory and Western Civilization: Functions, Media, Archives (New York, 2011). (Plus three reviews, if necessary in the earlier German edition)

Week 6:
Tuesday, February 21, 2017

History, Time and Forgetting: Paul Ricouer

Required Reading:
• If you want to read more about:
  • Morny, Joy, ed., Paul Ricoeur and Narrative: Context and Contestation (Calgary, 1997). (UNC Online)

Additional Book Review and Report on:

Week 7:
Tuesday, February 28, 2017

Gender and Memory

Required Reading:

Additional Book Review and Report on:
• Paletschek, Sylvia and Sylvia Schraut, eds., The Gender of Memory: Cultures of Remembrance in Nineteenth- and Twentieth-Century Europe (Frankfurt/M., 2008). (Plus three reviews)

III: Case Studies: The Politics, War and Memory

Week 8:
Tuesday, March 7, 2017

Remembering War: The Great War between Memory and History in the Twentieth Century

Required Reading:
• Winter, Jay M., Remembering War: The Great War between Memory and History in the Twentieth Century (New Haven, 2006).
Additional Book Reviews and Reports on:


Week 9:
Tuesday, March 14, 2017: Spring Break

Week 10:
Tuesday, March 21, 2017

**Memory, Monuments and Popular Culture: The Construction of Word War I Memory in France**

*Required Reading:*

*Additional Book Review and Report on:*

Week 11:
Tuesday, March 28, 2017

**Conflicting Memories of the Great War: War Memories in Eastern and Central Europe**

*Required Reading:*
- Petrone, Karen, *The Great War in Russian Memory* (Bloomington, IN, 2011) or

*Additional Book Reviews and Reports on:*
- Maria Bucur, *Heroes and Victims: Remembering war in Twentieth-century Romania* (Bloomington, IN, 2009).

Week 12:
Tuesday, April 4, 2017

**The Second World War, Vichy and the Resistance in French Memory**

*Required Reading:*

*Additional Book Review and Report on:*
Week 13:

Tuesday, April 11, 2017

The Nazi Past and the Holocaust in German Memories

Required Reading:


Additional Book Reviews and Reports on:

- Berg, Nicolas. *The Holocaust and the West German Historians: Historical Interpretation and Autobiographical Memory* (Madison, WI, 2015).

Week 14:

Tuesday, April 18, 2017

The Second World War in German Memories

Required Reading:


Additional Book Review and Report on:


Week 15:

Tuesday, April 25, 2017: Final Class

ASSIGNMENTS

a) Class Participation (30 % of the final grade)

The heart of the seminar is the discussion in class. The success of this discussion depends on the preparedness of all graduate students. It is essential that everyone participate fully and regularly in class discussions. Careful, full, and timely reading of all material assigned for each week is required. Everyone should come to class fully prepared to discuss all the required reading and peer book reviews. The preparation of the opening round (see below) is part of this grade.

Opening Round

After the introductory presentation (see below), we will open the floor for a first round of reactions to the book by all students in the class. In a second round we will collect and sort your main questions for the following in depth-discussion of the required reading.
Please prepare the seminar discussion by noting your comments and questions for this open round.

b) Preparation of three Class Discussions (30 % of the final grade, 10 % for each)

Because part of your training as graduate students is in leading stimulating academic discussion and exchange of ideas, you will be asked to lead 2-3 seminar discussions. The total number of presentations will depend on the size of the class, but at a minimum you will present once during part one of the seminar, “Theory and Methodology,” and once during part two, “Thematic Case Studies.” The discussion should incorporate all of the weekly readings.

**Introductory Presentation** (c. 20 minutes):

The introductory presentation should focus on the required reading and its context. Students should discuss at the start briefly the main theme of the class, i.e. present the main problems related to this theme, and then summarize the required reading by focusing on:

- the bio of the author(s) and his/her research interest(s) and main publications
- the main interest and questions of the articles/book
- the theoretical and methodological approach of the reading
- the major concepts of the study/studies and their definitions by the author(s)
- the groups of primary documents the author used, their possibilities and limits in respect of the formulated interest and questions (relevant especially for the case studies)
- the structure of the articles/book and their/its argumentation
- the authors’ main thesis and arguments used in support of it
- the perception of the book in reviews by other authors (please select 3-4 reviews for the assigned books, see below.

*For the presentation of the required reading in class the responsible student should prepare a handout* with a short bio of the author(s) of up to 150 words (including their current position, the main fields of research, and their 4-5 most important publications, and their website), a brief abstract of each of the assigned articles / the book of up to 150 words, and a selection of five keyword under which he/she would discuss and advertise each of the articles / book.

Please email this handout and up to 3 professional reviews of the required reading books latest until Sunday 6 pm before class to the instructor, who will upload them under the class on Sakai, so that everybody gets them before class and has a chance to read them.

c) Three Book Reviews and their Oral Presentation in Class (total: 30 % of the final grade; 10% for each)

Every student will have to write three book reviews. The book reviews have the function to present important monographs and anthologies, which use theories and methodologies in historical practice, to the class. The proposed books thereby add an important dimension to class discussion. Every student will have to do one book review on a book listed under “Additional Book Review and Report” in the first part on theory and methodology and two book listed under “Additional Book Review and Report” in the second part. We will assign them in the first class and week.

In general book reviews are a major part of your intellectual engagement as scholars. Writing a good book review, however, is a craft that takes a good deal of reflection and fine-tuning. To help facilitate this process, you will be asked to write at least three book reviews over the course of the semester, if
you want one of the can be a longer review essay.

Your book review should be approx. 1500 words long and be typed, double-spaced on standard size paper. Please define in the headline the journal for which you intend to write, because the focus of your review depends on its audience. If you need help here please contact me in advance for a suggestion. Writing book reviews is part of the obligations of every professional scholar. They might be come your first publication, therefore graduate students really need learn this.

Please email the book review latest until Sunday 6 pm before class to the instructor, who will upload them under the class on Sakai, so that everybody gets them before class and has a chance to read them all seminar participants. Add three of the most important (and if possible controversial) review of the book as (if you find any) as PDFs.

Students are asked to present the books they reviewed in class (not more than 10 min.)

In the oral book report, they should follow the model of the presentation of the requited reading, but add a discussion of the reviews of the book (if it had any).

The oral presentation of the book report, which is part of the first section of the class in theory and methodology, needs to be coordinated with the team that prepares the class discussions. Please avoid iterations! Your focus is the presentation of the whole book, its perception in reviews and its influence.

Selected Literature


Assmann, Aleida, Cultural Memory and Western Civilization: Functions, Media, Archives (New York, 2011).


Berg, Nicolas. The Holocaust and the West German Historians: Historical Interpretation and Autobiographical Memory (Madison, WI, 2015).


Bucur, Maria, Heroes and Victims: Remembering war in Twentieth-century Romania (Bloomington, IN, 2009).


Confino, Alon and Peter Fritzsche, eds., The Work of Memory: New Directions in the Study of German Society and Culture (Urbana, IL, 2002)


Grady, Tim, *The German-Jewish Soldiers of the First World War in History and Memory* (Liverpool, 2011).


Margalit, Gilad, *Suffering, and Memory: Germany Remembers its Dead of World War II* (Bloomington, IN, 2010).


Petrone, Karen, *The Great War in Russian Memory* (Bloomington, IN, 2011)


Rossington, Michael and Anne Whitehead, eds. Theories of Memory: A Reader (Baltimore, 2007).


Winter, Jay and Emmanuel Sivan, eds., *War and Remembrance in the Twentieth Century* (Cambridge, 1999)


