Course Description:
This course explores the vital sub-field of “history and memory.” We will read broadly both geographically and chronologically. As “Memory Studies” originated in Sociology and is still intensely inter-disciplinary, you should expect to read in a wide variety of disciplines. In all of our readings, authors will take on the questions of how cultural or collective memory is created and transmitted within a society. How have societies throughout human history made sense of the victories, triumphs, losses, and tragedies in their history? How are heroes and villains created? What is a “war crime?” How is “genocide” considered “war” even when not occurring during a declared conflict? But, most of all, who determines what is remembered and what is forgotten.

Our sources will be diverse as oratory, film, song, verse, websites, novels and other fiction, art, public monuments, rituals, and holidays to determine who shapes these memories and what function cultural memory serves. We will look at the commonality of human experience over time as well as the innovations new cultural and political systems bring to remembering and defining the past. And, ultimately, ask if technology changes the content or merely the form of public remembering. Remember: This is a full 3-credit course normally done in 15 weeks condensed into just a little over 4 weeks----all the reading and all the writing of a regular semester. So, it is important to keep up with the reading and assignments.

Event Grounding: We will cover a multitude of events and people in a multitude of places and times. You should be familiar with the original event covered in any reading before engaging with the assigned reading on the memory of it. This means the basic “who/what/when/where” of the event or person(s) as well as the state of technology for disseminating the memory narrative both when it originally occurred and how that developed over time. Your precis of the assigned readings should be used in that day’s discussion as a sort of “cheat sheet.”

Theory and discipline specific language: Always, always, always find out the definition of terms that you are not already familiar with in the readings. If the article (say) relies on Anderson’s “imagined communities,” I will expect in discussion that you know what that means and can critique the author’s use of the theory in the reading for that week.

Assigned Readings: All readings for this course are available through either the TTU Library databases, on-line at the URL listed, or will be distributed via e-mail.

Grading:
Seminar Participation: 20%
Reading Precis: 20%
Research Project: 50%

This grade will be distributed as follows:
Research Project Statement with preliminary sources: 10%
Draft Introduction and Historiography: 10%
Rough Draft of Paper: 10%
Final Paper: 20%

Presentation of the Research Project to the Seminar: 10%

Grading scale:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Late Work: Essays not submitted on time and for which you do not have a valid, documented medical/legal/university activity excuse are subject to a 5 point per day deduction (this includes weekend days!). Incompletes are given only when circumstances warrant them and the student is passing at the time of the request. Incompletes can ONLY be finished and graded within the spring and fall semesters.
Assigned Texts: Articles are available through e-databases at the TTU Library. This course will be particularly heavy on articles from scholarly journals which also means your book costs will be zero. If you are unfamiliar with J-Stor, Project Muse, the Electronic Databases at the TTU Library, you will want to consult with a librarian very quickly.

Seminar Discussion: This is a *significant* portion of your overall grade. I run this as I do a graduate seminar which means you need to read the assignments each week thoroughly and be ready to actively and substantively contribute to the discussion. Your precis of each of the assigned readings should provide you with notes for the discussion.

The Research Project: Every student will do an individual research paper of approximately 12 pages (including footnotes and bibliography). This will draw on the secondary sources we read as a seminar but also your own work in “primary sources” related to your own individual topic. You may choose any subject that you can both make an argument for as a subject of “cultural memory” and for that which you can obtain the sources in our short semester. I will talk more about this in class. The paper is “staged” meaning that you will have a chance for “rough drafts” of both portions of the project to be graded and suggestions made for improvement and for the entire rough draft. Taking advantage of “feedback” on written sections always improves grades and makes the completion much easier. At most seminar meetings, we will talk about research progress, discuss potential problems with sources and you are welcome to bring a research “problem” you are having to the group for “brainstorming.” I will also have required individual “consultations” as the projects move along in draft stages, but you are always welcome to do this more frequently if your project is progressing faster than the “due date” schedule for portions of the project or if you are having specific problems.

Precis: All readings should have a one-page, single-spaced “precis” submitted on the day of discussion. A precis is a summary of the author’s main points, arguments, evidence, and conclusions. Someone who has not read the book (or, you yourself at a later time) should be able to understand the essentials of the monograph from your precis. Quoted passages should be limited to a word or phrase, and only those that are critical—such as a new term coined by the author like “public sphere” or “republican motherhood.” A precis gives the important facts about a reading, but it does not include your own evaluation of the book. (Basically, no adjectives.) I will provide a guide and a sample of a good precis at the first meeting.

Learning Objectives and Assessment:
1. To explore and analyze the historical scholarship of the sub-field of History and Memory.  
   Assessment: Seminar discussion, Research Project.
2. To acquire the skills of the professional historian by quickly grasping the central argument of a monograph or essay and discussing it within the context of other readings for the week. Assessment: Seminar discussion, Precis, Research Project.
3. To become familiar with and proficient in the ability to apply the principles of interdisciplinary scholarship. 
   Assessment: Seminar discussion, Research Project.
4. To compare and connect broader intellectual and social trends with the writing of history in different eras and across disciplines. Assessment: Discussion, Precis, Research Project.
5. To acquire or refine the research and analysis skills of a professional historian. Assessment: Research project.

Weekly Seminar Schedule and Assignments: This syllabus is a schedule---not a “contract”---as seminar needs dictate changes can and will be made in the interests of student education. Any changes will be announced at the start of each seminar meeting.

Week 1 July 10-July 13: The basics of “history and memory”

Tuesday: Introduction to the course and its requirements

Wednesday:

Thursday:

Friday: Research Project ---finding a topic, sources, and an argument.

Week 2: July 16-July 20:

Monday:

Tuesday:

Wednesday: Project Topic Statement and Sources Due

Thursday:
Calhoun, Patricia. “Sand Creek Massacre: John Evans’s Descendants Discuss A Dark Legacy,” Westword, November 19, 2014. (online: westword.com)

Friday: Research Consultations: Planning the project
Week 3: July 23-July 27:

Monday and Tuesday:


Wednesday: Research Project: Draft Introduction and Historiography DUE

Thursday:


Friday:

Research Project Consultations: Return of Introduction/Historiography

Week 4: July 30-August 3:

Monday and Tuesday:


Wednesday: Full Rough Draft DUE

Thursday/Friday: Return of Rough Drafts and consultation on papers

Week 5: August 6-10:

Presentations of Research Projects

Final Research Paper Due: 5 p.m. August 9th via e-mail
University Policies:

Holy Days:
Any student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from class for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. (From O.P. 34.19)

ADA/Access Issues:
The university and the professor are committed to the principle that in no aspect of the university programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements.

Students should present appropriate verification from Student Disability Services to the professor during her office hours. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided to the instructor. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

Academic Integrity:
There is no question in our profession that integrity is absolutely central your reputation. We are a discipline that builds on the research and argument of those who came before us. For that reason, scrupulous attention to citation must always be on your mind. Research and writing must always be the product of one’s own work and where you rely on the ideas of others, you MUST cite the source.

If you are unclear on citation principles or forms? Consult the Chicago Manual of Style which is the discipline’s standard form (no parenthetical references in here, please). For more on how to avoid charges of intellectual dishonesty, start with the TTU Code of Student Conduct:
http://www.depts.ttu.edu/studentconduct/academicinteg.php

Any violation of academic standards of integrity will result in my failing the assignment involved and the course, as well as my vigorously pursuing all remedies through the university.