

University of South Florida
Department of History

Myth and Memory in U.S. History

HIS 6939-911, W 6:20-9:55 PM, SOC 255
Fall 2013

Instructor: Dr. K. Stephen Prince

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Office hours: Tuesday 2-4 PM and by appointment

Course Description:

"The past is not dead," wrote William Faulkner. "It's not even past." As Faulkner recognized, historians are not the only people to lay claim to history. Americans of all stripes have turned to the past (or to their impression of it) in an attempt to shape the present and the future. Memory studies - one of the most significant historiographical developments of the past two decades - offers an important new avenue for historical inquiry. This seminar on "Myth and Memory in U.S. History" will explore many of the most important works in this field, while attempting to grapple with the meaning, significance, and limitations of memory studies. For Americans, the past has never been dead. It has always been a site of power, contestation, and debate. Topics to be addressed include: the memory of the American Revolution and the founding fathers, slavery and remembrance, the Civil War and the Lost Cause, racial violence, World War II and the "greatest generation," the Civil Rights movement, and more recent events including 9/11. In addition to assigned course readings, students will complete a "dehydrated research paper" on a memory-themed topic of their choosing. This seminar should be of special interest to students of public history and to those planning exam fields in U.S. history (both pre- and post-1877).

Course Objectives

In this class we will:

- discuss central themes in the literature on memory studies and public history
- become familiar with significant authors, arguments, and texts in the historiography of this era
- develop students' skills in researching and writing historiographical essays and historical scholarship

Student Learning Outcomes

After completing this course, students will be able to:

- enumerate central themes in memory studies and public history
- identify, describe, and analyze (orally and in writing) the authors, arguments, and texts that constitute the historiography of this era
- propose, conceptualize, research, and write a historiographical review, thesis or dissertation chapter, historical journal article, or public history exhibition based on course material

Course Requirements:

Attendance and Participation:

If you do not come to class, you cannot pass this course. By definition, a seminar requires your attendance and engagement. You should assume that absences are unacceptable for any reason. Please adjust your home and work schedules accordingly. Since seminar only meets once a week, missing a single class meeting deprives you of a significant portion of the class material. Students may “make up” a first absence by writing a 1000 word analysis of the week’s assigned reading. Making up a second absence requires a 1500 word analysis of the week’s reading. These make up papers do not qualify as one of your two required analytical papers. I reserve the right to fail any student who misses three class meetings. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

Students are required to write a short weekly response paper of 500 words for each class meeting. These papers should address the book’s arguments and methodology, compare it to other works that we’ve read, and assess its significance to the larger trajectory of the course. Students should bring a typed hard copy of these papers to class. Response papers should be grammatically correct and linguistically polished.

On two occasions during the semester (including at least once by week 8), students will expand their weekly writing assignment into a longer (1500 word) analytical paper. On these weeks, no short response paper is required. See below for details.

Class participation accounts for 40% of your grade in this course. You must arrive prepared to discuss the material and ready to take an *active part* in our classroom discussions and in-class activities. The classroom should be an open and supportive place. Simple courtesy and a willingness to listen will go a long way.

Writing and Examination:

There are three major writing assignments for this course: two analytical papers and an independent research paper.

- Twice during the semester (including once by Spring Break), students will expand their weekly writing assignments into lengthier, more formal analytical papers. These papers should average 1500 words (about six pages). Though the analytical papers will address many of the same topics as the shorter weekly assignments (i.e. identifying the author’s arguments, exploring the work’s source base, making comparisons with other assigned or supplementary works), the analytical papers are an opportunity to go into much greater depth with a work. A hard copy should be brought to class.
- A “dehydrated” research paper on a topic of your choice (related to historical memory) will be the capstone of this course. But what, you ask, is a dehydrated research paper? Well...
 - You might envision it as halfway between a paper proposal and a publishable historical article. You WILL NOT produce a complete 30-35 page article for this class. You will, however, begin to lay the groundwork for an article – identifying a historical problem, exploring the historiography, seeking out primary sources, beginning to analyze your sources. With a little more work in the future, your

“dehydrated research paper” could become the basis for a rehydrated historical article. For our purposes, your final product will consist 10-15 pages broken into the following sections: an abstract of the project to be undertaken and the historical problems to be addressed, an attempt at an introduction with thesis statement, a survey of the pertinent historiography, a discussion of relevant primary source materials, an analysis of select primary sources, and a plan for further research and expansion. More details will follow.

- Please note, a variety of preparatory exercises and assignments are scheduled throughout the semester. These are a required part of the process, and will be graded accordingly. See the week-by-week schedule for details.

Late papers and exams will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

It is YOUR responsibility to acquaint yourself with plagiarism – what it is, how to avoid it, and why to avoid it. According to university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF for the course.

Grades:

Your grades will be calculated as follows:

- Analytical papers: 15% each
- Dehydrated research paper: 30%
- Participation: 40%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

Other stuff:

Please turn off all cell phones.

Please get in the habit of checking your USF e-mail and the announcements feature on Canvas regularly. If I need to get in touch with you, I'll use one of these two methods.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Reading:

The following books are available for purchase at the USF bookstore:

- Michael Kammen, *Mystic Chords of Memory: The Transformation of Tradition in American Culture*
- Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*
- Margot Minardi, *Making Slavery History: Abolitionism and the Politics of Memory in Massachusetts*
- Anne E. Marshall, *Creating a Confederate Kentucky: The Lost Cause and Civil War Memory in a Border State*
- Ari Kelman, *A Misplaced Massacre: Struggling over the Memory of Sand Creek*
- Stephen G. Hall, *A Faithful Account of the Race: African American Historical Writing in Nineteenth-Century America*
- Stephanie E. Yuhl, *A Golden Haze of Memory: The Making of Historic Charleston*
- John Bodnar, *The "Good War" in American Memory*
- Benjamin Filene, *Romancing the Folk: Public Memory and American Roots Music*
- Renee C. Romano and Leigh Raiford, editors, *The Civil Rights Movement in American Memory*
- Marita Sturken, *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero*
- Alfred L. Brophy, *Reparations: Pro and Con*
- Art Spiegelman, *In the Shadow of No Towers*
- Jonathan Safran Foer, *Extremely Loud and Incredibly Close: A Novel*

Schedule of meetings:

Week 1 – August 28

- ****Students should complete the assigned reading PRIOR to our first class meeting. We will discuss the articles in class****
- Maurice Halbwachs, selection from *Collective Memory*, in *The Collective Memory Reader*.
- Pierra Nora, "Between History and Memory: Les Lieux de Mémoire," *Representations* (Spring 1989).
- Eric Hobsbawm, "Inventing Traditions," in *The Invention of Tradition*
- Michel-Rolph Trouillot, "The Three Faces of Sans Souci," in *Silencing the Past*
- W. Fitzhugh Brundage, "No Deed But Memory," in *Where These Memories Grow*

Week 2 – September 4

- Kammen, *Mystic Chords of Memory*

Week 3 – September 11

- Lepore, *The Name of War*
- Dehydrated research paper: THREE POTENTIAL PAPER TOPICS due. Bring a typed list of three possible paper topics to class. Though I recognize that there's a lot you don't

know at this point, be as specific as possible. Expect to write 5-7 sentences for each potential topic. Include a list of possible primary sources and a *brief* sketch of the relevant historiography (10 minutes on Amazon.com should prove sufficient).

Week 4 – September 18

- Minardi, *Making Slavery History*
- Marshall, *Creating a Confederate Kentucky*

Week 5 – September 25

- Kelman, *A Misplaced Massacre*
- Dehydrated research paper: TOPIC PROPOSAL due. You should now be ready to focus on a single topic for your dehydrated research paper. Ideally, this would be one of the three potential topics from week 3, but if something new has struck your fancy, that's fine. This proposal should be two to three pages in length, and should address the historical questions you'll be asking, the chronological and thematic scope of your research project, and the primary source bases you'd like to consult.

Week 6 – October 2

- Hall, *A Faithful Account of the Race*

Week 7 – October 9

- Yuhl, *A Golden Haze of Memory*

Week 8 – October 16

- Bodnar, *The 'Good War' in American Memory*
- Dehydrated research paper: ANNOTATED BIBLIOGRAPHY due. Provide a list of the major primary and secondary sources you're using for your project. Be specific. Write 3-5 sentences describing the significance of each of your primary sources, your plan for using it, and potential pitfalls you may have to face. Write 2-3 sentences for each secondary source, describing its main arguments and its significance to your study.

Week 9 – October 23

- Filene, *Romancing the Folk*

Week 10 – October 30

- Romano and Raiford, *The Civil Rights Movement in American Memory*

Week 11 – November 6

- Sturken, *Tourists of Memory*

Week 12 – November 13

- Brophy, *Reparations*

- Dehydrated research paper: PRIMARY SOURCE analysis due. Choose one of your primary sources (this might be a published book, a run of newspapers, a collection of papers, a memorial or other public history site, an interview, etc.) and begin to analyze it in light of the relevant historiography. Your analysis should be no longer than 3-4 pages. Think of this as a few body paragraphs in the middle of a historical article or monograph. Use your chosen primary source to set yourself apart from the historiography and to begin to advance your larger argument.

Week 13 – November 20

- Spiegelman, *In the Shadow of Two Towers*
- Foer, *Extremely Loud and Incredibly Close*

Week 14 – November 27

- No class. Work on Dehydrated Research Papers

Week 15 – December 4

- TBA

****Final dehydrated research papers due date: TBD****

Other Policies

- **Plagiarism and Academic Misconduct.** I take plagiarism very seriously. Any student caught plagiarizing will receive an FF for the course. You should make yourself aware of what counts as plagiarism. Ignorance – saying “I didn’t know this counted as plagiarizing!” – is no excuse. **You must upload your exams to TurnItIn.**
 - For more information about plagiarism, go to <http://www.c21te.usf.edu/plagiarism/index.html>. There, you can access a useful tutorial about what counts as plagiarism and how to avoid it.
 - For information about plagiarism in USF’s Undergraduate Catalog, go to <http://www.ugs.usf.edu/catalogs/0506/adadap.htm>.
 - **USF’s Statement regarding TurnItIn:** USF has an account with an automated plagiarism detection service called TurnItIn. This allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. I reserve and will exercise the right to 1) request that assignments be submitted as electronic files in addition to hard copies, and 2) to electronically submit assignments to TurnItIn or any other plagiarism detection software, or 3) to ask students to submit their assignments to TurnItIn through myUSF.
- **Late Penalties.** All papers and other assignments by the date and time stated on the syllabus. If you wish to makeup your absences (see information above), you **must** submit all of the materials no later the class following your absence.
 - I am willing to consider extensions on the exams but **only** if you talk with me at least a week in advance.

- All late exams will be subject to a penalty of 1/3 of a letter grade per day.
- **Students with disabilities.** USF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
- **Final Examinations Policy.** All final examinations are to be scheduled in accordance with the University's final examination policy. <http://www.ugs.usf.edu/policy/FinalExams.pdf>
- **General Attendance Policy.** <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
- **Early Notification Requirement for Observed Religious Days.** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
- **Academic Integrity of Students.**
<http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
- **Disruption of the Academic Process.**
<http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
- **Gender-Based Crimes.** Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).
- **Student Academic Grievance Procedures.**
<http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
- **Students with Disabilities.** Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
 - See student responsibilities: <http://www.usf.edu/student-affairs/student-disabilities-services/>
 - See instructor responsibilities: [Student with Disabilities Services Faculty/Staff Handbook](#)
- **University Emergency Policy.** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.