

## HIS 6934 Sec 8: History and Memory

Prof. Jennifer Koslow

Bellamy 404

W 9:00-12:00



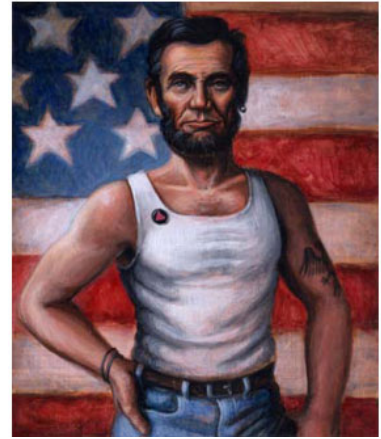
George P.A. Healy. 1869



George Grey Barnard. 1917



Henry Bacon. 1922



Jeff Crosby. 2005

Are History and Memory different? Why are memories sometimes so at odds with historical interpretations? How do historians working in public settings grapple with these issues? This graduate-level reading colloquium offers students a chance to explore contemporary debates about the relationship between individual and public historical consciousness. In particular, we will examine public presentations of historical events from U.S. History. We will ask how memories are preserved in the built environment, examine a history of intense conflicts over commemoration and exhibitions, and study how memory of historical events is deployed in the present.

### Prof. Koslow's contact information

Office: Bellamy 409

Office Hours: Fridays 10:00-12:00

Email: [jkoslow@fsu.edu](mailto:jkoslow@fsu.edu)

Phone: 644-4086

Mailbox: Departmental mailbox, ask in the History Department's Main Office, Bellamy 4<sup>th</sup> Floor

### Required Reading List:

- David Blight, *Beyond the Battlefield: Race, Memory & the American Civil War*
  - John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*
  - Steven C. Dublin, *Displays of Power: Controversy in the American Museum from the Enola Gay to Sensation!*
  - Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*
  - James Oliver Horton and Lois E. Horton, *Slavery and Public Memory: The Tough Stuff of American Memory*
  - Michael Kammen, *Mystic Chords of Memory: the Transformation of Tradition in American Culture*
  - Sanford Levinson, *Written in Stone: Public Monuments in Changing Societies*
  - Edward Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum*
  - Edward Linenthal, *History Wars: The Enola Gay and Other Battles for the American Past*
  - David Lowenthal, *The Heritage Crusade and the Spoils of History*
  - Renee C. Romano and Leigh Raiford, *The Civil Rights Movement in American Memory*
  - Alfred Fabian Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*
- (all books are on reserve at Strozier library)

### Class Assignments and Requirements:

1. Attending and participating in seminar is required (20%)

Participation will be judged on the quality of comments each student makes. Students' comments should indicate that they have read the material and given it some thought prior to coming to class.

2. Students will write reaction papers to the readings (5% each. Total of 60%)

A reaction paper for Prof. Koslow means a 500-750 word typewritten response to the reading (single-spaced; 12 pt. font; 1 inch margins; left-justified). The point of this exercise is to help you crystallize your critique of the book. Your essay must make at least one decisive argument about the book. In completing this exercise, you might want to consider how you would answer the following questions (these will form the basis of our discussions): What historical question is the author addressing? What is the author's argument(s) about the historical question they are trying to answer? What types of sources did the author use to support her argument? Is his/her argument persuasive? Is the author

entering into a historical debate with others and if so, who? Did the book change the way the history of this topic was written (look up book reviews using American History and Life to answer) What would you say are the strengths of the book? The weaknesses?

Papers are due at the start of each class for the reading assigned for that day. Students need to make two copies. One for yourself to refer to during discussion and one to hand-in. (For Kammen, you have two weeks to work on your reaction paper. However, you need to bring your preliminary response to the 1/23 session.)

3. Students will participate in a class project: **Tallahassee's Most Endangered History Sites** (20%)

Students will be responsible for researching the history of a local historic property that is in jeopardy of being lost. As a class we will create a website based upon your research. We will discuss this assignment in greater detail in the first two weeks of class. For two models please see:

The National Trust for Historic Preservation: <http://www.nationaltrust.org/11Most/>

The Florida Trust for Historic Preservation: <http://www.floridatrust.org/Endangered>

### **Class Schedule**

Week 1 - January 9: Introduction to the Course

Week 2 - January 14: Young

Week 3 - January 23: Kammen, chapters 1-10

Week 4 - January 30: Kammen, complete

Week 5 - February 6: Bodnar

Week 6 - February 13: Lowenthal

Week 7 - February 20: Levinson & discussion of Endangered Sites progress

Week 8 - February 27: Hayden

Week 9 - March 5: Linenthal, *Preserving Memory*

Week 10 – March 12: No Class – Spring Break

Week 11 - March 19: Linenthal, *History Wars*

Week 12 - March 26: Dublin

Week 13- April 2: Blight & discussion of Endangered Sites progress

Week 14 - April 9: Romano

Week 15 - April 16: Horton

Week 16: Final Text for Endangered Sites Due April 23, 4pm – hard copy in mailbox, text via email.

### **Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

Failure to adhere to the Honor Policy may result in an F for an assignment or for the entire class.

### **Americans with Disabilities Act:**

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

<http://www.fsu.edu/~staffair/dean/StudentDisability/>