

How Societies Remember

First-Year Seminar

Spring 2022

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Associate Professor of Sociology

Office Hours: virtual meeting by appointment

The instructor reserves the right to make changes to this syllabus at any time during the course.



Course Description

This course aims to gain a deeper and broader understanding of “collective memory” or “social memory,” an interdisciplinary field which addresses how societies perceive their past. It introduces students to many topics related to this theme, but the topics are categorized into three themes: 1) war memory; 2) disaster, trauma, and memory; 3) forgetting and silence. The themes correspond to three sections of the course content. Readings, documentaries, and various cultural objects, such as literature, movies, fine arts, and music, are utilized to facilitate lectures and discussions.

This course will be conducted as a seminar. Instead of the instructor lecturing all the time, learning will take place through a combination of lecturing, discussion, collaboration, and other forms of learning. Enthusiastic engagement on the part of every student is vital to the success of this course.

Requirements

The required assignments will include the following items.

1. **Attendance (10%)**

Attendance is required. The instructor/TA will take attendance in the beginning/end of each class. Students who participate in University-sanctioned events, or have illness, or have emergency must inform the instructor in advance with appropriate verification documents. Total points for attendance are 10. They also must make up any work they missed. Students who miss two (2) classes without reasons will only get 5 (out of 10) for attendance credit. Students who miss four (4) classes will not get any attendance credit.

2. **Discussion Leading and Questions (25%)**

Each student is responsible for leading discussion in one class meeting. The student will start with a summary of the reading and then talk about some insights he or she got from the readings. Then, the student will pose questions to the class for a discussion. Many questions should be provided by the rest of the class before the class meeting. The student is strongly encouraged to present visual materials about the memory objects (e.g. movie, memorial, etc.) discussed in the reading.

Each discussion leading is worth 10%

Question(s) raised by the rest of the class for each discussion is worth 1 % (total 15%, including one discussion led by the instructor). The questions will be submitted on Canvas the day before the class.

3. **Analysis Essays (15%):**

In each section, students need to write an analysis essay to discuss a recent topic in light of the readings learned in this section. For example, in the section on “war memory,” the topic will be recent movies, memorials, and controversies about a war. The materials include news reports or articles or documentary, which will be given for students to analyze. After submitting the essay, the class will discuss the reading or documentary, and these discussion sessions are led by the instructor. There will be three essays, and each essay is worth 5 points. Instructions will be given.

3. **Research Paper Project (50%):**

- The research paper project will be divided into several steps. For each step before the final submission, the instructor will give the student a temporary grade and feedback on how to revise. The student can revise the assignment and resubmit to get full grades.
- Initial topic and research question (5%): Students come up with an interested topic and a research question.
- Bibliography (5%): The student searches online sources and draws a bibliography of existing literature and evidence.
- Presentations (10%): Students present their work-in-progress, which includes an annotated outline of claims, arguments, and some analysis of evidence. The rest of the class will give feedback to the student. It is better to see the presentation as an opportunity to get helpful suggestions rather than a “test.”
- Final research paper (30%): final paper is due by the end of the term. Specific date and time TBA.

Readings

Three types of readings will be used for this course. All of them are available either through Emory Library or provided in the form of scanned copies. No need to purchase books.

Journal articles MUST BE downloaded from the library’s website. I’ll explain why I do not upload PDFs of journal articles to Canvas.

E-book: Many of the readings are in the format of e-book, which can be accessed (for download or online reading) through Emory Library.

Scanned Readings: Some readings are not available in electronic formats and will be scanned uploaded to Canvas.

RULES AND POLICIES

Communication

- **Read this syllabus carefully before asking questions.**
- I will also send periodic Canvas announcements and/or emails about any further course information. Please read all the written course communications thoroughly!
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions, study guide), then feel free to ask me.
- Do NOT ask/email me questions that I have already answered in a course document or via posted announcement/emails. I will not respond to these questions.
- I generally try to respond to emails within 24 hours, but I do not guarantee a response within 24 hrs. In most cases, students got my response on the same day.

Conduct

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another.

- Please do not arrive late to class. If you have to run from a place far from the classroom building and are likely to be late, please let the instructor know beforehand.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Laptops are allowed for note-taking and occasional information-checking. Please refrain from checking Facebook or any other non-class activities during all class meetings. If you are found to be engaging in these activities, you will be asked to leave the classroom for the remainder of the class.
- The use of cell phones is NOT permitted in this class.

Missed Classes

You are responsible for missed material. Please get notes from your classmates. After you have read all of the missed material, if you still have questions, please come to my office hours.

Video/Audio

You may not video or audiotape lectures without my express consent.

Make-Up Policy

Makeup exams/assignments will *only* be allowed in a situation of an excused absence (e.g., illness, family emergency, university activities).

Academic Integrity

Students who are admitted to Emory College of Arts and Sciences agree to abide by the provisions of the Honor Code: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

Access and Disabilities

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact the Office of Access, Disability Services, and Resources (ADSR) to learn more about the registration process and steps for requesting accommodations. If you are a student that is currently registered with ADSR and have not received a copy of your accommodation notification letter within the first week of class, please notify ADSR **immediately**.

Students who have accommodations in place are encouraged to coordinate sometime with your professor, during **the first two weeks** of the semester, to communicate your specific needs for

the course as it relates to your approved accommodations. All discussions with ADSR and faculty concerning the nature of your disability remain confidential. For additional information regarding ADSR, please visit the website: equity.emory.edu/access.

Reading and Class Schedule

Reading and Class Schedule				
#	Date	Topic	Reading	Activities
1	Jan 12	Introduction: How Societies Remember?	No	
2	Jan 19	War Memory I	(E-book) Marita Sturken: <i>Tangled Memories</i> . Chapter Two	Film Screening: <i>Maya Lin: Clear and Strong Vision</i>
3	Jan 24	War Memory II	(Article) Wagner-Pacifici, Robin, and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." <i>American journal of sociology</i> 97 (2):376-420.	Instructor leads discussion Students must submit discussion questions 6pm the day before class
4	Jan 26	War Memory III	(E-book) Nguyen. <i>Nothing Ever Dies</i> . Prologue to Chapter 1 (pp.1-46)	Student leads discussion #1 Other students must submit discussion questions 6pm the day before class
5	Jan 31	War Memory IV	(E-book) Nguyen. <i>Nothing Ever Dies</i> . Chapters 2 and 6	Student leads discussion #2 Other students must submit discussion questions 6pm the day before class
6	Feb 2	War Memory V	(scanned) Young, James Edward. 1993. <i>The texture of memory: Holocaust memorials and meaning</i> . New Haven: Yale University Press. (Chapter TBD)	Student leads discussion #3 Other students must submit discussion questions 6pm the day before class
7	Feb 7	War Memory VI	(E-book) Blight. <i>Race and Reunion</i> (Chapter 4 Reconstruction and Reconciliation)	Student leads discussion #4 Other students must submit discussion questions 6pm the day before class
8	Feb 9	War Memory VII	(E-book) Blight. <i>Race and Reunion</i> (Chapter 8 The Lost Cause and Causes Not Lost)	Student leads discussion #5 Other students must submit discussion questions 6pm the day before class
9	Feb 14	War Memory VIII: Analysis Discussion	Reading TBD	Analysis Essay due two days before this class In-class discussion of the reading.
10	Feb 16	Disaster, Trauma, and Memory I: Commemoration and Mourning	(E-book) Xu, Bin. 2017. <i>The Politics of Compassion: The Sichuan Earthquake and Civic Engagement in China</i> . Stanford, CA: Stanford University Press. Chapter 2	Student leads discussion #6 Other students must submit discussion questions 6pm the day before class
11	Feb 21	Disaster, Trauma, and Memory II: Monument and Memorials	(E-book) Xu, Bin. 2017. <i>The Politics of Compassion: The Sichuan Earthquake and Civic Engagement in China</i> . Stanford, CA: Stanford University Press. Chapter 4	Student leads discussion #7 Other students must submit discussion questions 6pm the day before class
12	Feb 23	Disaster, Trauma, and Memory III: Cultural Trauma	(Scanned) Eyerman, Ron. 2015. <i>Is This America?: Katrina as Cultural Trauma</i> . Austin, TX: University of Texas Press. Excerpts	Student leads discussion #8 Other students must submit discussion questions 6pm the day before class
13	Feb 28	Disaster, Trauma, and Memory IV: Disaster and Public Narratives	(scanned) Kalmbach, Karena. 2021. <i>The Meanings of a Disaster: Chernobyl and Its Afterlives in Britain and France</i> (Chapter 2)	Student leads discussion #9 Other students must submit discussion questions 6pm the day before class
14	Mar 2	Disaster, Trauma, and Memory V: Disaster memory and everyday life	(E-book) Samuels, Annemarie. 2019. <i>After the tsunami: disaster narratives and the remaking of everyday life in Aceh</i> . Honolulu: University of Hawai'i Press.	Student leads discussion #10 Other students must submit discussion questions 6pm the day before class
15	Mar 14	Final Project Discussion	(E-book) Booth et al. <i>Craft of Research</i> (Chapters 3-4)	In class discussion about research topic, significance, and research questions

16	Mar 16	Library session	No reading	Final paper assignment #1 due: Initial topic and research question This session will be held in Emory Library
17	Mar 21	Disaster, Trauma, and Memory VII: Analysis Discussion	Reading TBD	Analysis Essay due two days before this class In-class discussion of the reading.
18	Mar 23	Forgetting and Silence I: Conceptual understanding	(Articles) Connerton, Paul. 2008. "Seven types of forgetting." <i>Memory Studies</i> 1 (1):59-71. Singer, Jefferson A., and Martin A. Conway. 2008. "Should We Forget Forgetting?" <i>Memory Studies</i> 1 (3):279-285	Student leads discussion #11 Other students must submit discussion questions 6pm the day before class
19	Mar 28	Forgetting and Silence II: Politics of forgetting	George Orwell. 1984 Kundera, Milan. 1980. <i>The book of laughter and forgetting</i> . New York: A. A. Knopf.	Final Paper assignment #2: bibliography
20	Mar 30	Forgetting and Silence III: ethics of forgetting	Rieff, David. 2016. In praise of forgetting: historical memory and its ironies. New Haven: Yale University Press.	Student leads discussion #12 Other students must submit discussion questions 6pm the day before class
21	Apr 4	Forgetting and Silence IV: Silence	Ben-Ze'ev, Efrat, Ruth Ginio, and J. M. Winter, eds. 2010. <i>Shadows of war: a social history of silence in the twentieth century</i> . Cambridge, UK ; New York: Cambridge University Press	Student leads discussion #13 Other students must submit discussion questions 6pm the day before class
22	Apr 6	Forgetting and Silence V: Silence and state violence	Payne L (2008) <i>Unsettling Accounts Neither Truth Nor Reconciliation in Confessions of State Violence</i> . Durham, NC and London: Duke University Press.	Student leads discussion #14 Other students must submit discussion questions 6pm the day before class
23	Apr 11	Forgetting and Silence VI: Silence but not forgetting	Xu, Bin. 2020. "Listening to thunder in the silence on Tiananmen: Politics and ethics of the memory of the June Fourth Movement." <i>China Information</i> .	Student leads discussion #15 Other students must submit discussion questions 6pm the day before class
24	Apr 13	Forgetting and Silence VII: Analysis Discussion	Reading TBD	Analysis Essay due two days before this class In-class discussion of the reading.
25	Apr 18	Presentation		
26	Apr 20	Presentation		
27	Apr 25	Presentation		