

# History 644: History, society, and justice

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*Informational cartoon from Liberian TRC*

## **Learning objectives:**

By the end of this course, students should be able to:

- Discuss the relationships among academic History, “public” history, memory, and heritage.
- Show a significant command of philosophical and historiographic discussions of history-making in the context of relationships of power among different groups within societies.
- Demonstrate knowledge of the ways in which the past is commemorated within physical and esoteric “sites”, and used to advance or contest certain objectives and narratives in historical and contemporary settings.
- Evaluate, in a given context, the ways in which “applied history” can help to bring or deny justice in a post-crisis situation.
- Explore the potential of historical studies and work for healing as well as dividing societies.
- Demonstrate an ability to set these theoretical and philosophical issues within the framework of a scholarly study that combines several different types of sources.

Students will be required to:

- Prepare a research paper, based on primary documents and informed by major secondary work, relating to the contested memories, histories, heritages, and commemorations of a catastrophic event.

### About this course

History as an academic discipline does not just sit abstractly removed from society. Societies and groups within them have changing and often contested relationships with the past that inform their identities as inhabitants of the present, and historians are often key players in the manufacturing and mobilization of these understandings. In this pro-seminar, we will look at the ways in which the past has been used both by formally-trained historians and informal historians, politicians, and activists in attempts to overcome or alternately heal their societies from historical events and trends that have implications in the contemporary world. Examples include the debates over reparations for African-Americans and Japanese-Americans, the Truth and Reconciliation Commission in South Africa, and similar processes in Latin America and Rwanda. Students will write a scholarly paper discussing historical events and trends as well as interpretations and uses of history inside and outside of the academy in a region of their choice.

### Schedule

Day	Class	Readings due	Work due
Aug 25	<i>Introducing the class and a walk around campus</i>	-	
Aug 27	<i>The spoils of history</i>	- David Lowenthal, <i>The Heritage Crusade and the Spoils of History</i> (excerpt) - Ludmilla Jordanova, <i>History in Practice</i> , (excerpt). -	First paper due. Questions assigned in class.
Sep 1	<i>Contesting history: whose history is it?</i>	- Paula A. Ebron, "Tourists as Pilgrims: Commercial Fashioning of Transatlantic Politics" - Edward M. Bruner, "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora" - Kevin A. Yelvington et al, "Whose History?: Museum-making and struggles over ethnicity and representation in the Sunbelt". -	
Sep 3	<i>History and collective identity</i>	- Benedict Anderson, <i>Imagined Communities</i> (excerpt). - Daniel J. Walkowitz, "Ellis Island Redux: The Imperial Turn and the Race of Ethnicity".	:
Sep 8	group identity discussion	-	Student presentation on their topic

Sep 10	Film & memoirs	<ul style="list-style-type: none"> <li>- Miriam Hansen, “<i>Schindler’s List</i> Is Not <i>Shoah</i>: The Second Commandment, Popular Modernism, and Public Memory”</li> <li>- Michael Wildt and Pamela Selwyn, “The Invented and the Real: Historiographical Notes on <i>Schindler’s List</i>”</li> </ul>	
Sep 15	Film and memoirs discussion	-	Student presentation on memoir etc.
Sep 17	History and personal identity in oral histories	<ul style="list-style-type: none"> <li>- Beverley Southgate, <i>Why Bother with History?</i> (excerpt)</li> <li>- Judy Yung, “‘A Bowlful of Tears’ Revisited: The Full Story of Lee Puey You’s Immigration Experience at Angel Island”</li> </ul>	
Sep 22	Oral histories discussion	-	Students present an oral history
Sep 24	Museums and monuments	<ul style="list-style-type: none"> <li>- Edward T. Linenthal, “Anatomy of a Controversy: <i>Enola Gay</i>”.</li> <li>- Richard R. Flores, “The Alamo: Myth, Public History, and the Politics of Inclusion”.</li> <li>- Elizabeth Crooke, “Dealing with the Past: Museums and Heritage in Northern Ireland and South Africa”.</li> </ul>	
Sep 29	Museums discussion	-	Student presentation on museum or monument visit
Oct 1	Trials and hearings, remembering and healing	<ul style="list-style-type: none"> <li>- Cheryl McEwan, “Building a Postcolonial Archive? Gender, Collective Memory and Citizenship in Post-apartheid South Africa”</li> <li>- Stephanie Wolters, “The Gacaca Process”.</li> <li>- Michael Naumann, “Remembrance and Political Reality: Historical Consciousness in Germany after the Genocide”.</li> <li>- Andrew Valls, “Racial Justice as Transitional Justice”</li> </ul>	
Oct 6	Trials and hearings discussion	-	Student testimony debate – does the situation you’re studying need a TRC? Does the US today?
Oct 8	Reparations and repatriations	<ul style="list-style-type: none"> <li>- Clayton W. Dumont Jr., “The Politics of Scientific Objections to [Native American] Repatriation”</li> <li>- Anne C. Bailey, <i>African Voices of the Atlantic Slave Trade</i> (excerpts).</li> <li>- WWII Today “Former Japanese American Internees Fight to Preserve Internment Camps”.</li> </ul>	
Oct 13	Reparations and repatriations discussion		Student repatriation debate

Oct 15	The role of the Historian	<ul style="list-style-type: none"> <li>- Allan Megill, <i>Historical Knowledge, Historical Error</i>, (excerpts).</li> <li>- Richard J. Evans, "History, Memory, and the Law: The Historian as Expert Witness".</li> <li>- Jan Vansina, "The Politics of History and the Crisis in the Great Lakes".</li> </ul>	
Oct 20	Role of the historian discussion	-	Student presentation: their response/the role of their work
Oct 22	Historiographies	<ul style="list-style-type: none"> <li>- Arthur A. Hansen, "Oral History and the Japanese American Evacuation"</li> <li>- Gwynne Dyer, "'Turkish 'Falsifiers' and Armenian 'Deceivers': Historiography and the Aermenian Massacres".</li> <li>- <a href="http://www.docstoc.com/docs/2557072/What-is---and-How-to-Write---a-Historiographical-Essay-(c-?)">http://www.docstoc.com/docs/2557072/What-is---and-How-to-Write---a-Historiographical-Essay-(c-?)</a></li> </ul>	
Oct 27	Historiography discussion	-	Student presentation: their historiography reports
Oct 29	RESEARCH	-	Individual meetings w/ instructor
Nov 3	RESEARCH	-	Individual meeting w/instructor
Nov 5	RESEARCH	-	Individual meetings w/ instructor
Nov 10	RESEARCH	-	Individual meeting w/instructor
Nov 12	Group meeting to discuss progress	-	
Nov 17	RESEARCH and PREPARATION	-	
Nov 19	Student project oral presentations	-	
Dec 1	Student project oral presentations	-	
Dec 3	Student project oral presentations	-	
Dec 8	Student project oral presentations	-	
Dec 10	Student project oral presentations	-	

## Texts

### **Required: Available at bookstore**

Eva Hoffman, *After Such Knowledge: A Meditation on the Aftermath of the Holocaust*, (New York: Random House, 2004).

Alice Murray, *Historical Memories of the Japanese American Internment and the Struggle for Redress*, (Stanford: Stanford University Press, 2007).

Antjie Krog, *Country of My Skull: Guilt, sorrow, and the Limits of Forgiveness in the New South Africa*, (New York: Three Rivers Press, 1998/2000).

I Karpis et al, editors, *Museum Frictions*, (Durham: Duke University Press, 2006).

Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*, (Three Leaves, 2004-2005).

David Lowenthal, *The Heritage Crusade and the Spoils of History*, Cambridge: Cambridge University Press, 1998.

### **Required: Available through J-STOR or on instructor's website:**

Esperanza Brizuela-Garcia and Trevor Getz, *African Histories: An Interdisciplinary Reader*, Chapter 5, "African Memories and Perspectives of the Atlantic Slave Trade", forthcoming, Prentice Hall, 2009.

### **Recommended**

J Tunbridge and G Ashworth, *Dissonant Heritage: The management of the past as a resource in conflicts*, (New York, 1996).

## Assessment

First paper	10%
Participation	20%
Final paper	70%

### **Assignment: First paper**

**10% of course grade**

A paper will be assigned in the first class, due in the second class. Completion of this paper is *mandatory* if you intend to continue in the class. Late papers will not be accepted.

**Assignment: Participation****20% of course grade**

Regular class attendance and active participation in discussions is a requirement in this course. The quality of your class participation is obviously important, and the ideal would be frequent, high quality, participation. We will always be guided by the questions of critical reading and analysis mentioned above and outlined below, and the following points tend to characterize effective participation.

1. Are the points made substantive and relevant to the discussion? Are they linked to the comments of others?
2. Do comments show that the participant has been listening?
3. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
4. Is the participant willing to interact with other class members?
5. Do comments show evidence of analysis?
6. Do comments add to our understanding?
7. Does the participant distinguish between facts, opinions, beliefs, and between positive and normative analysis?
8. Is there a willingness to test new ideas?

Constructive class participation is an essential part of this seminar. I will monitor discussion during each class period. If I come to believe that a particular student is not participating as actively as I think he or she should, then I will make a point of calling on the student in hopes of eliciting a more satisfactory level of class involvement.

*Students who do not demonstrate completion of readings each week will be penalized!*

**Assignment: Final paper****70% of course grade**

The final requirement of this course is the writing of a 6,000-7,000 word footnoted and formatted essay addressing some aspect of memory, history, and heritage as it relates to an event and the construction of an event in a specific place and time.. We will speak about the assignment at length in class. The primary assessment criteria are listed below. A paper must satisfy be rated superior in all of these criteria (1-5) to earn an 'A' in the course. It must be rated satisfactory in all of these criteria (1-5) to earn a passing grade in the course.

- 1) Argument – Does the essay propound a thesis? Does the writer support it with adequate argument? Is the argument coherent? Convincing?
- 2) Evidence/Analysis – Does the writer make accurate use of a wide range of primary and secondary sources to support his or her argument? Does the writer demonstrate analytical and critical skills in using these sources? Does the writer take proper note of their biases? Does the writer demonstrate a command of the topic and its historical context?
- 3) Historiography - Does the writer use other historians' work appropriately to frame his or her argument? Does the writer take account of interpretations that diverge

- from his or her own? Does the writer demonstrate critical skills in the use of secondary sources?
- 4) Expression – Does the writer use language skillfully?
  - 5) Form – Does the writer adhere to the normal rules of citation in footnotes, bibliography, etc.? Are the citations adequate to allow the reader to form a critical opinion of the range and use of sources?
  - 6) Additional: Creativity and originality – Does the paper make an original contribution in terms of method, epistemology, question, theme, sources, or approach.