

History 315.2: Violence and Memory

Fall 2021

Mondays and Wednesdays, 8:00-9:15, 224 CCC

“We all need histories that no history book can tell.” –Michel-Rolph Trouillot, 1995

“The past is never dead. It isn’t even past.” –William Faulkner, 1951

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Office Hours: Mondays 11:00-1:00, or email me to make an in-person or Zoom appointment.

Course Description and Objectives

This is a course about how human beings make sense of and tell stories about our violent pasts. We will explore many different kinds of stories, told by different kinds of people, in various formats, from many places and time periods. After completing this course, you will be able to:

- Describe several conceptual frameworks for studying historical memory
- Compare and contrast representations of past violence from different world regions
- Explain how and why people have commemorated past violence in specific ways
- Create a well-researched public project telling a story about past violence

Required Materials

- Argentina 1985 Gamebook, on Canvas (print yourself a copy)
- All other readings and links to films will be posted on Canvas
- For Unit 3: dark dress pants or skirt; blue dress shirt or collared blouse; dress shoes (flats)

Contacting Me

Helping you learn is the *most important* and *most rewarding* part of my job. If you would like to talk more about the course, please contact me by email to make an appointment. I receive and reply to email more quickly than phone messages. Please include “History 315” in the subject line and list times when you are free to meet.

How to Succeed

To do well in this class, you must attend and participate regularly, complete all assigned reading, and take effective notes on readings, lectures, and class discussions. Absences from class, either physical or mental, will bring down your grade. As with any three-credit course, you should expect to spend 6-9 hours each week on coursework outside of class. If you are worried about your progress, please contact me ASAP to discuss how to improve.

Grading

Attendance, participation, quizzes, group work:	20%
Reading journal	20%
Monument paper:	20%
Argentina 1985:	20%
Final project:	20%

Monument Paper

Choose an existing monument or other public display commemorating a violent event, or people involved in a violent event. Find at least four relevant primary sources (newspaper articles, government documents, pamphlets, speeches) from the time of the monument's creation. In an essay of 4-5 pages, use that evidence to explain how and why people created the monument, why they depicted events as they did, and what people thought of it at the time ("people" is deliberately vague: you can take this assignment in a number of directions).

Reacting to the Past: *Argentina, 1985*

In the second unit of the course, you will take on the role of actual participant in debates over how to commemorate the violent past. *Argentina, 1985* is an immersive role-playing game in which each participant seeks to achieve individual and factional goals. You will read a variety of sources, complete short writing assignments, deliver speeches, and negotiate and strategize with other players (your classmates), who may or may not share your goals. To succeed, you will have to learn a great deal about the history and culture of Argentina, the violence of its "Dirty War," and subsequent debates about how to remember it.

Grades for the game will include the following components. Scoring will reflect your use of relevant source materials. Bonus points may be awarded for achieving objectives specified in your role sheet.

- Quizzes on the assigned readings
- One short paper (the *Gente* essay)
- The quality and persuasiveness of public speeches, and/or private negotiating
- A participation score that reflects your engagement in the game
- A short reflection paper reviewing your experience in the game

Final project

For the final unit of the course, you will develop a public display that intervenes in the historical memory of a violent conflict. You will also write a paper of at least five double-spaced pages that documents and explains your interpretation of the conflict's history. Specific requirements are to be determined, in conversation among the class.

Critical reading and notetaking

In a college-level history course, effective reading requires different approaches from those that may have worked for you in the past. For all materials in this course, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?

- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes (research suggests that we learn more when taking notes by hand than by typing). It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. If possible, review your notes before completing written assignments or taking tests. For every hour of reading (or listening or viewing), spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (you won't hand them in).

Reading journal

Throughout the semester you will regularly write about assigned readings (and videos, podcasts, etc.) To complete each journal entry, you will write thoughtfully about the material for about 30 minutes. Specific guidelines will vary (and will be posted in Canvas), but in general you will:

1. Share your own experience of reading the assigned material (your expectations, things you found interesting or challenging, your emotional response, and/or questions and concerns about the material).
2. Respond to specific questions provided in the assignment prompt.

In many cases you may not know the answers to the questions, and you may not understand everything in the material, and that's okay: writing thoughtfully about the material will earn full credit. I am especially interested in finding out what you think and how you feel about the assigned reading. You may find it helpful to start writing by summarizing what you read, but you will not earn credit unless you also share your thoughts about it and answer the assigned questions.

Attendance and in-class work

Success in this class requires active face-to-face participation. Attendance and in-class assignments factor into your final grade. However, I understand that sometimes you must miss class due to circumstances beyond your control, and that sometimes you would rather not share the details with me. And I'm good with that: your reasons for missing class are your own business. With all that in mind, here are the rules:

- You may miss up to four class meetings, and four in-class assignments, without penalty, *regardless of the reason.*
- You may miss one of your group's in-class reports, without penalty, *regardless of the reason.*
- You may not make up in-class work that you miss, *regardless of the reason.*
- If you must miss more than four class periods, for any reason, you must contact me ASAP to discuss how you can complete the course successfully.

In general, I recommend that you avoid missing class if at all possible. Keep those four free misses in reserve for real emergencies. If you get seriously ill in week 10, and have already missed four classes, this policy will not help you.

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students of all abilities. Students requesting accommodation must first meet with the staff of UWSP's Disabilities Services and Assistive Technology Center (DATC). I will allow no accommodation until I receive and agree to a formal plan approved by DATC.

Academic Integrity

I will report cases of academic misconduct, including plagiarism, following the policies laid out in UWSP's Student Academic Disciplinary Procedures. To learn more about academic integrity, please ask me and consult this document:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf. Students found to have committed academic misconduct will receive an F for the course.

Use of Student Work

Students often benefit from seeing examples of strong work completed by other students. For that reason, I may distribute exemplary student work, after removing all identifying information. If you object to my using your work in this way, please notify me and I will respect your wishes.

Face coverings

Until further notice, all students, employees and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). That includes our classroom. If anyone in the room is not wearing a face covering I am not allowed to teach. There will be no individual exceptions unless I receive a documented accommodation request from DATC (see "Students with Disabilities," above). For more information and resources regarding this policy, see <https://www.uwsp.edu/coronavirus/Pages/default.aspx>.

Vaccinations and quarantine

In the US alone, over 600,000 people have died from COVID-19. I strongly encourage everyone to get fully vaccinated against this virus. It's the right thing to do, for yourself and for your fellow human beings. To find out more about vaccination, please refer to these resources:

- UWSP: <https://www.uwsp.edu/coronavirus/Pages/VaccinationFacts.aspx>
- Portage County Division of Public Health: <https://www.co.portage.wi.us/department/health-and-human-services/division-of-public-health/covid-19-coronavirus-disease-2019/vaccine-information>
- Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

The UW System does not currently mandate vaccinations and I will not penalize anyone, in any way, because of their vaccination status (there is no need for me even to know your vaccination status). That said, students and employees who are fully vaccinated may request an exemption from COVID-19 testing. In addition, those vaccinated do not need to quarantine if identified as a close contact to someone who has COVID-19. Being quarantined would force you to miss class, which will count against your four free misses (see Attendance and in-class work, above). In sum, your quality of life (and your academic performance) will suffer if you either get sick with COVID-19 or have to quarantine for COVID-19, and vaccination is the best way to prevent that.

Schedule of Assignments

This schedule will be modified during the course. For full details, please refer to Canvas.

Week 1: no class.

Unit 1: Concepts

Week 2:

Sept. 8: Introductions

Week 3:

Sept. 13:

- Read this syllabus in full
- Complete introductory survey and discussion post
- Trouillot, "Good Day, Columbus" (1990)
- Wineburg et al, "Forrest Gump and the Future of Teaching the Past" (2007)
- Blatz and Ross, "Historical Memories" (2009), 223-37

Sept. 15: unthinkable and unspeakable

- Trouillot, "An Unthinkable History: the Haitian Revolution as a Non-Event," (1995; read 70-74, 89-107; skim or skip 74-89)
- Listen to "Little War on the Prairie," from This American Life, 2012, <https://www.thisamericanlife.org/radio-archives/episode/479/little-war-on-the-prairie>
- Listen to "Mexico's 1968 Massacre: What Really Happened?" (2008), <http://www.npr.org/templates/story/story.php?storyId=97546687>

Week 4:

Sept. 20: Boxes and albums

- Stern, "The Memory Box of Pinochet's Chile" (2004), xix-xxix
- Hashimoto, "Repairing biographies and aligning family members" (2015, 26 pages)
- Keith, "On Bones and their Markers" (2007, 8 pages)

Sept. 22: Monuments and counter-monuments

- Young, "The Counter-Monument: Memory against Itself in Germany Today" (1992)
- Sturken, "The Wall, the Screen, and the Image: The Vietnam Veterans Memorial" (1991)
- Brown, "'Lynch him!': New lynching memorial confronts the nation's brutal history of racial terrorism," *Washington Post* (2018), <https://www.washingtonpost.com/news/retropolis/wp/2018/04/24/lynch-him-new-lynching-memorial-forces-nation-confront-its-brutal-history-of-racial-terrorism/>

Unit 2: Cases

Week 5: Japan

Sept. 27: Whose war? Whose dead?

- Field, "Okinawa: A Supermarket Owner" (1991)
- Tibbett, "In Okinawa, the US Military Seeks a Base Built on the Bones of the War Dead" (2021)

Sept. 29: Defining women

- Watch *The Apology* (2016), <https://docuseek2-com.ezproxy.uwsp.edu/cart/product/1099>
- Read Suk Gersen, "Seeking the True History of the Comfort Women" (2021), <https://www.newyorker.com/culture/annals-of-inquiry/seeking-the-true-story-of-the-comfort-women-j-mark-ramseyer>

Week 6: Germany

Oct. 4: Eichmann

- "The Eichmann Case as Seen by Ben-Gurion" (1960)
- Excerpts of Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (1963)
- Wiesel, "Eichmann's Victims & the Unheard Testimony" (1961), <https://www.commentary.org/articles/elie-wiesel/eichmanns-victims-the-unheard-testimony/>

Oct. 6: Ordinary?

- US Holocaust Memorial Museum, "The 'Willing Executioners' / 'Ordinary Men' Debate" (1996)

Week 7: Indonesia

Oct. 11: Explanations and legacies

Monument paper due

- Robinson, "Down to the Very Roots: The Indonesian Army's Role in the Mass Killings of 1965–66" (2017)
- Eickhoff, et al, "The Memory Landscapes of '1965' in Semarang" (2017)

Oct. 13: Horror

- Watch *The Act of Killing* (2014, 120 minutes), <https://wm1-download.uwsp.edu/secure/LRC-EReserve/HIST220-Easum/TAoKilling-032017.html>

Week 8: Perpetrators and profits

Oct. 18: Encounters with evil

- Pumla Gobodo-Madikizela, *A Human Being Died that Night: A South African Woman Confronts the Legacy of Apartheid* (2004), 143-48, 79-103
- Stern, Remembering Pinochet's Chile (2006), 88-103

Oct. 20: Corporate complicity

- Watch Hayes, "From Aryanization to Auschwitz: German Corporate Complicity in the Holocaust" (2013; Hayes begins around the 5 minute mark), <https://youtu.be/pOwDm5iOaCw>
- Komska, "Inside the House of Zyklon B" (2017), <https://www.smithsonianmag.com/history/inside-house-zyklon-b-180965184/>
- Silverstein, "Blood Money: Indonesian Wage Theft and the Massacre Premium" (2019)

Unit 3: Argentina 1985

Week 9:

Oct. 25: ¡Bienvenidos al Colegio Nacional De Buenos Aires!

- Gamebook reading:
 - Introduction: Overview, Maps, Prologue
 - The Game: Major issues for debate
 - Core Text: National Anthem
- Optional: watch *The Invisible Eye* (2011): <https://tubi.tv/video/468354>

Oct. 27: ¿Quiénes somos?/who are we?

- Gamebook reading:
 - Historical Background: “Argentina 1800-1900”
 - Core Text: Mariano Moreno. Prologue to the Social Contract.
 - Core Text: Domingo Faustino Sarmiento. Facundo.
- Watch *Camila* (1984)
- Read notes to *Camila*

Week 10:

Nov. 1: what are our political conflicts?

- Gamebook reading:
 - Historical Background: “Argentina 1900-1955”
 - Core Text: Peronist March. 1948. Listen: <https://youtu.be/hRvdxmt3NWs>
 - Core Text: Juan Domingo Perón. National Doctrine. 1948
 - Core Text: Evita Duarte de Perón. Speech to the Cabildo. 1951. Watch: <https://youtu.be/OFmRGwLLiE>
- Watch clips from *Eva Perón* (1996) and Peronist speeches
- Read notes on *Eva Perón*

Nov. 3: what really happened in the 1960s and 70s?

- Gamebook reading:
 - Historical Background: “Argentina 1955-1985”
 - Core Text: People’s Revolutionary Army (ERP). Report. (1971)
 - Core Text: Los Huerque Mapu. Cantata Montonera. (1973)
 - Core Text: Jorge Rafael Videla. Proclamation. (1976)
- Consult CONADEP Report (1984): <http://www.desaparecidos.org/nuncamas/web/index2.htm>. Focus on the following sections:
 - Abduction
 - Torture
 - Secret Detention Centres
 - Death as a Political Weapon
- Watch *Our Disappeared* (2008): <https://uwsp.kanopy.com/video/our-disappeared>
- Read notes on *Our Disappeared*

Week 11:

Nov. 8: forging the future: responses to violence

- Gamebook reading:
 - Historical Background: “State Responses to Violence”
 - Core Text: Raúl Alfonsín. Presidential Message to Congress. (1983)
- Watch the first five minutes of *Night of the Pencils* (1986): <https://youtu.be/vXM6S5oh47Q>

Nov. 10: *Asamblea*: history and memory

- Gamebook reading:
 - Historical Background: “Making Memory” and “Monuments and Memorials”
- Watch *The Official Story* (1985): <https://uwsp.kanopy.com/video/official-story-1>
- Read notes on *The Official Story*

Weeks 12-13:

Nov. 15: forging our future: the vote

Prepare (with your allies) to present and debate your proposed memory project

Nov. 17: our legacy

Gente essay due (see role sheet for details)

- Watch *Cautiva* (2005), <https://youtu.be/dOsnHJ-ekfo>
- Read “Decades After Argentina’s Dictatorship, The Abuelas Continue Reuniting Families” (2020), <https://www.latinousa.org/2020/03/24/abuelascontinuereuniting/>

Nov. 22: TBA

Week 14: work on final projects

Nov. 29: TBA

Dec. 1: TBA

Week 15: work on final projects

Dec. 6: TBA

Dec. 8: TBA

Final exam period: Monday, Dec. 13, 12:30-2:30 pm.

There will be no final exam, but we will meet during the final exam period to share final projects.