“Dwelling on the past. Nothing can be more dangerous.”
Ismail Kadare, The General of the Dead Army

Memory is part of what makes us human. It does not only exist in the realm of the individual mind, however; memory can be social, cultural and political. It enables us to connect to others in a community and build solidarity, but it can also be used to create difference and cause conflict. Memory can be a tool for social justice, or a means of perpetuating injustice.

In this class, we will engage with the burgeoning field of Memory Studies to understand the various roles that memory can play in conflict. We will balance theoretical understandings of socially-situated memory with case studies that illustrate some of the quandaries of remembering conflict and atrocity. We will ask ourselves how something as seemingly abstract as memory can have very concrete effects on the ways in which conflicted societies function.

Learning Objectives and Approach:

The goal of this course is to provide a survey of the various ways in which conflict is remembered, and how such memory has been studied. We will cover the major debates in the field, and learn to read about, think about, and discuss them critically and thoughtfully.

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

- Articulate the major themes and debates that come out of the study of memory of conflict, and analyze them critically;
- Understand the ethics and politics of memory of conflict, and how memory affects the dynamics of conflict before, during and after it happens;
- Apply the theory they have learned to contemporary issues related to conflict and memory, both in terms of understanding situations better, and proposing solutions;
- Present coherent and critical oral and written arguments regarding the course subject.

This course will be split between discussions of theory and practice. We will begin by studying some of the foundational texts that theorized the concept of collective memory, and then for the remainder of the course, we will discuss theory and specific case studies hand in hand. As this is a small class, most of our class time will be spent in seminar-style discussions, trying to think together about the subject matter and learning from each other. You are expected to do the readings and to contribute thoughtfully to class discussions. We will be doing a lot of reading, as it is essential to grasping the
myriad of ways in which conflict and memory have been understood. Expect to read an average of
about 100 pages per week.

In addition to reading, we will be doing a lot of writing; this is the best way to learn to put what we
are learning into practice, and to communicate our ideas to our scholarly community. You will be
guided through your writing assignments, and you are encouraged to approach me, or the academic
writing help centre, for any assistance regarding your tasks. The goal of your assignments is to
facilitate your learning and your training as a scholar, not to trip you up. Please do not be shy to ask
for help.

**Required Readings**

Unless noted otherwise, all required readings detailed below can be found in the course pack, available
for purchase at **Rytec Printers, 404 Dalhousie Street, Tel: (613) 241-2679**.

The only readings not in the reader are sources available on the web, which all have their URLs listed
where applicable below.

**Important dates**

- **Wednesday, September 7th**: First class.
- **Wednesday, October 5th**: Lieux de mémoire essay due.
- **Wednesday, October 19th**: Term paper proposal and bibliography due.
- **Wednesday, November 9th**: Current Events essay due.
- **Wednesday, November 30th**: Last class.
- **Tuesday, December 6th**: Term paper due by the end of office hours (1:30pm).

**Course Schedule**

**Class 1: Wednesday, September 7th, 2011**

Introduction

*What do we mean when we talk about studying memory?*

**Class 2: Wednesday, September 14th, 2011**

Collective Memory

*What is collective memory, and how has it been understood by scholars?*

Readings:

- Jeffrey K. Olick, Vered Vinitzky-Seroussi & Daniel Levy (2011) excerpts from
  "Introduction." In J.K. Olick et al. (eds.) (2011) *The Collective Memory Reader*;
- Maurice Halbwachs (1992) excerpts from *On Collective Memory*;

**Class 3: Wednesday, September 21st, 2011**

Lieux de mémoire

*What are lieux de mémoire, and how do we map memory and history onto physical spaces? What do they tell us about our culture of remembering more generally?*

Readings:


Class 4: Wednesday, September 28th, 2011
Memory, Narrative and Identity
*How do people remember their experiences of conflict, and how does that influence the narratives they tell and inform their identities?*
Readings:  
Jan Assman (2011) from “Collective Memory and Cultural Identity.” In J.K. Olick et al. (eds.) (2011) *The Collective Memory Reader*;  
Ahmad H. Sa’di (2002) “Catastrophe, Memory and Identity: Al-Nakbah as a Component of Palestinian Identity.” *Israel Studies* 7(2);  

Class 5: Wednesday, October 5th, 2011
Memory and Human Rights Struggles
*What is the role of memory in the struggle for human rights?*
Readings:  
Valérie Rosoux (2004) “Human rights and the ‘work of memory’ in international relations.” *Journal of Human Rights* 3(2);  

Class 6: Wednesday, October 12th, 2011
The Ethics of Memory
*Is there an ethics of memory, particularly related to questions of reconciliation and forgiveness? Is remembering always the most ethical option?*
Readings:  
Avishai Margalit (2002) “Introduction” and “Forgiving and Forgetting.” In *The Ethics of Memory*;  

Class 7: Wednesday, October 19th, 2011
Memory as a Cause of Conflict
*How can memory be utilized in divisive ways? How can it mobilize people towards political violence?*
Readings:  
Linda E. Boose (2002) “Crossing the River Drina: Bosnian Rape Camps, Turkish Impalement, and Serb Cultural Memory.” *Signs* 28(1);  

Note: There will be no class on Wednesday, October 26th, due to the study break.
Class 8: Wednesday, November 2nd, 2011
Memory, Justice and Reconciliation
What is the connection between memory and reconciliation? Is reconciliation always the best way to deal with divisive memories?

Class 9: Wednesday, November 9th, 2011
Memory and Heritage
How do museums and other heritage spaces institutionalize memory? What are the possibilities of such spaces?
Liz Ševčenko (2011) "Sites of Conscience: Reimaging Reparations." Change Over Time 1(1);
Rachel Ibreck (2010) "The Politics of Mourning: Survivor Contributions to Memorials in Post-Genocide Rwanda." Memory Studies 3(4);

Class 10: Wednesday, November 16th, 2011
Counter-Memory
How do people counter dominant narratives, and why? Can counter-memory be a form of political resistance?
Readings: Claire Hackett and Bill Rolston (2010) "The Burden of Memory: Victims, Storytelling and Resistance in Northern Ireland." Memory Studies 2(3);
Anna Sheftel (2011) "Monument to the international community, from the grateful citizens of Sarajevo: Dark humour as counter-memory in post-conflict Bosnia-Herzegovina." Memory Studies.

Class 11: Wednesday, November 23rd, 2011
Postmemory
How is memory transmitted, and how does memory change generationally? What does it mean to remember experiences that you have not lived yourself?
Readings: Marianne Hirsch (2008) "The Generation of Postmemory." Poetics Today 29(1);
Class 12: Wednesday, November 30th, 2011

Forgetting

What role does forgetting play in collective memory? Can it ever be a good thing?


Assignments and Evaluation

In Class Presentation: 10%

Each class will begin with one student presenting that week’s readings. You will sign up for your week on the first day of class. This will be our way of starting the week’s discussion. Presentations will be a maximum of 10 minutes long, and you are expected to:

- briefly summarize the readings;
- highlight what you felt were the key issues that they raised;
- comment on the significance of the topic, and whether you agreed or disagreed with the way it was presented, and why.

After their presentation, each presenter will be responsible for facilitating a group discussion that comes out of their fellow students’ question. You will be graded on how clearly you present your ideas as well as the depth of your engagement with the reading.

Class Participation/Prepared Questions: 10%

As this is a small, seminar-style class, it is essential that everyone does the readings, and engages with them during class time. Every week, with the sole exception of the week when you are doing your presentation, you are expected to come to class with one prepared question about that week’s readings. The question needs to engage with the substance of at least one of the readings (e.g. it cannot just ask what a word means, or something similarly trivial). Otherwise your question is up to you: you can ask about something you didn’t understand; ask about a theme that arose that you would like to pursue a bit more profoundly; ask your fellow students’ opinions about an issue; etc. Your question should demonstrate that you have read the given text(s), and that you have engaged intellectually with them.

These questions will make up your “class participation” grade. Each week that you present an appropriate question, you will receive 1 out of the 10% that makes up this grade.

Lieux de mémoire Essay: 20%

This short (1200-1500) word essay will be based on your close analysis of a lieu de mémoire in the Ottawa area. We will discuss the concept of lieu de mémoire and how to understand them during week 3. You may choose to write about any public space that you think qualifies as one, from a museum to a monument to a street name. Your research should consist both of your visiting the location that you choose, and “reading” it like a text as closely as possible, and on doing background research about that location.

Your essay should make a clearly-stated, coherent argument about the politics of your chosen site, which should be supported by some secondary literature (you can use texts from the reader, or readings that you find yourself). You should then use your research to back up that argument, giving concrete examples and analyzing them. You are expected to use at least 4 academic sources in your essay. You must use formal citations in your essays; I recommend Harvard style, which you can find in...
the University of Ottawa Writing and Style Guide here:

This essay will be graded with equal weight on:
- how clearly you write and express your ideas; and
- on the strength of your argument and your analysis of your given site.

This assignment is due: Wednesday, October 5th in class.

Current Events Essay: 20%
For this assignment, you will write a short (1400-1700 words) essay based on research that you do on a current situation of conflict and memory. The topic is of your own choosing, and should be something that has recently been in the media. For example, you might choose the controversies over the proposed exhibits at the Canadian Museum for Human Rights or pushes to have the Armenian genocide recognized in Turkey as potential topics.

Your essay should make a clearly-stated, coherent argument about the way in which memory politics manifest themselves in your chosen event, which should be supported by some secondary literature (you can use texts from the reader, or readings that you find yourself). You should analyze your event, through concrete examples, in a way that supports your main argument. You are expected to use at least 5 academic sources in your essay. You must use formal citations in your essays; I recommend Harvard style, which you can find in the University of Ottawa Writing and Style Guide here:

This essay will be graded with equal weight on:
- how clearly you write and express your ideas; and
- on the strength of your argument and your analysis of your given event.

This assignment is due: Wednesday, November 9th, in class.

Term Paper: 40%
Your term paper will make up the largest part of your grade. You can choose any topic you like as it relates to conflict and memory; I encourage you to choose whatever you find interesting! However, I urge you to make sure that your topic is not too ambitious; make sure your topic is narrow enough to allow you to do justice in the limited space that you have. You cannot repeat a topic that you have chosen for either of your two previous essays, but if you would like to write about another physical space or current event, you are welcome to do so.

Proposal and bibliography: 10%
The first step in planning your term paper will be writing up a short (500-750 words) proposal that states your given topic and how you intend to explore it. Attached to your proposal you should include a bibliography of at least 5 academic sources which you intend to use for your research. Please take care writing this proposal, as it will be invaluable in allowing me to give you feedback that will help guide you in the researching and writing of your paper.
Your proposal is due: Wednesday, October 19th, in class.

Final Paper: 30%
Your final paper should be between 3000-3500 words. You are expected to make a clearly formulated argument about the topic you have chosen in your introduction, and then spend the body of your paper elaborating on that argument with examples that you thoughtfully analyse. You must use at least 7 academic sources in your paper. You must use formal citations in your essays; I recommend Harvard
style, which you can find in the University of Ottawa Writing and Style Guide here:

This essay will be graded with equal weight on:
- how clearly you write and express your ideas; and
- on the strength of your argument and your analysis of your given topic.

Your final paper is due: Tuesday December 6th, by the end of office hours (1:30pm).
(Hand it in to me in person in my office between 12:30pm and 1:30pm, or if you would like to submit it beforehand, slip it under my office door.)

Course Rules

Assignments:
All written assignments must be submitted typed and double-spaced. They must be submitted in hard copy; email assignments will not be accepted. If you miss the class in which an assignment is due, you should slip it under my office door; in order for it not to be considered late, it must be there by the end of class time on the day it is due. You are expected to back up all of your work; digital malfunctions will not be an excuse for failing to turn in work except in the most extreme circumstances. Assignments must be handed during class time on the day that they are due unless indicated otherwise. Late assignments will be penalized accordingly:
- -5% of the total grade for an assignment up to 24 hours late;
- -10% of the total grade for an assignment between 24 hours and 72 hours late (excluding weekends);
- -20% of the total grade for an assignment between 72 hours and a week late.
Assignments will not be accepted more than a week late. Extensions will only be granted in exceptional circumstances, and you must ask my permission for an extension at least 48 hours before the due-date for an assignment, unless you have a medical emergency, in which case you will require a doctor’s note.

Asking for help:
You are encouraged to approach me for help with anything related to the course, especially regarding your essays and term paper. It is my pleasure to help you out, so please do not be shy. If you are unsure of what is expected of you for a given task, it is your responsibility to get in touch with me and ask me. You are welcome to come speak to me during my office hours, or to set up an appointment at another time. You are also welcome to email me, although please note that you should not expect instant replies to your emails at all hours; I check my university email account during business hours, Monday-Friday, and will usually reply to you within a business day. For this reason, try not to leave your questions to the last minute.

Respect:
It is expected that all students will be open to and respectful of other students’ views. Conflict Studies courses can touch on sensitive issues of religion, politics, race, ethnicity, gender, sexuality and nationality, among others. Discussions should be kept relevant to the course material and issues at hand; they should not include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Inappropriate use or display of language, including but
not limited to name-calling, racial/ethnic/sexual/religious comments, visual images, and offensive use of slang will not be tolerated. Please see me privately if you are feeling uncomfortable for any reason in class.

**Academic Integrity:**
Any person found guilty of academic fraud will be subject to severe sanctions. Some examples of academic fraud include:

- plagiarism or cheating of any kind;
- submitting work of which the student is not the author, in whole or in part (except for duly cited quotations or references);
- presenting research data that has been falsified or concocted in any way; and
- submitting, without written prior approval from the professors concerned, the same work for more than one course.

If you require further information, please consult the Saint Paul University and University of Ottawa websites, particularly the following links:
http://www.ustpaul.ca/HumanSciences/academicRegulations_graduate_e.asp#Fraud
http://www.uottawa.ca/academic/info/regist/fraud_e.html
http://www.uottawa.ca/plagiarism.pdf

**Other:**
You must keep cell phones and all other electronic devices on silent during class. You are expected to abstain from other disruptive behaviour, such as interrupting your peers, eating loudly, making a lot of noise if you arrive late or leave early, etc. Please use your common sense and be respectful of your peers.

**Grading Scheme**

You can find Saint Paul's grading system and the numerical values of letter grades here: http://www.ustpaul.ca/index.php?page=470

All written work will be graded according to the following criteria:

**C/C+** To earn a “C” or “C+” on an essay, a student must

1. Respond to the constraints of the assignment.
2. Choose a topic that is appropriate for the length and expectations of a given assignment and which relates to the subject of the course.
3. a. Focus on the topic.
   b. Order the parts logically.
   c. Develop the parts with sufficient detail.
   d. Divide the whole into logical paragraphs.
   e. Develop one clear assertion in each paragraph.
   f. Have a beginning, middle, and end.
4. Use appropriate academic sources, and cite them correctly.
5. Lack depth and rigour in their writing and/or argument.

**B** To earn a “B” on an essay, a student must do 1, 2, 3 and 4 above and

6. Provide a clear thesis that makes a logical argument about their topic.
7. Provide enough elaboration with appropriate examples and analysis to make the intent understandable.
8. Have sufficient control of standard written English that errors, including grammar, punctuation, and spelling, if present, do not cause serious confusion.
9. Demonstrate thorough research on the topic they have chosen, as well as an understanding of the issues they are dealing with.

B+/A- To earn a "B+" or "A-" on an essay, a student must do 1, 2, 3, 4, and 9 above and

10. Provide strong opening and closing paragraphs, with a clear purpose and a sophisticated thesis.
11. Situate their work and argument within the wider literature on their chosen topic.
12. Recognize complexities and show evidence of serious consideration of the topic.
13. Support most points with appropriate, well-analyzed examples and intelligent arguments.
14. Show clear logical development and organization throughout.

A/A+ To earn an “A” or “A+” on an essay, a student must do 1, 2, 3, 4, 9, 10, 11 and 12 above and

15. Develop a thesis that is interesting and original, well-supported, and which shows an exceptional understanding of the chosen topic.
16. Support all points with appropriate, fully analyzed examples and compelling, insightful arguments.
17. Show persuasive logical development and organization throughout.
18. Maintain a distinctive voice and consistent viewpoint.
19. Have interesting, varied, logical sentences.
20. Have nearly error-free writing.

D/D+ A “D” or “D+” grade results from

-Failing to clearly respond to the assignment, or
-A lack of qualities listed in 2, 3 and/or 4 above, or
-Errors which cause substantial confusion or incoherence.

E/F An "E" or “F” grade results from

-Two or more of the faults listed in “D” above.