

## **History 755 -- Winter 2017**

### **History, Heritage and Memory: How the past is used in modern Western culture**

Dr. Stephen Heathorn

Time: Tues: 13:30- 16:30

Location: CNH 614

Office Hours: W. 10-11:20 and by appointment.

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### **Course Introduction**

This course explores the complex interrelationships among academic history, public history and heritage and popular historical consciousness (or collective memories). The course is thematic rather than spatially fixated: examples and issues will be drawn from both modern North American and European contexts. While the reading and discussion will range widely and hopefully expose students to both commonalities and difference across cultures, when conducting their own research in the course it is suggested that students examine a national/regional location they are familiar and comfortable with. Public history and memory are broadly understood here to include festivals, holidays, historic sites and parks, parades, protests, living heritage sites, commemorations, anniversaries, museums, naming practices, monuments and objects of remembrance, re-enactments, historical societies, the past as represented on the internet, film, theatre, radio and television productions as well as more conventional forms such as school texts, novels and works of popular history intended for a wide audience. In short, any time the past is used, invoked, displayed or contested in public. Our focus will be upon the consumption as well as the production of popular history, upon the multiple meanings created by the interaction between audiences and authors, and the ways in which authority and entertainment come to terms.

Some of the questions the seminar will address are: How do various communities remember the past? What do they choose to remember and what to forget? Who does the choosing? How is a sense of the past fixed, if ever? What keeps a highly selective past alive in remembrance? Why are some pasts denied entirely? What political and/or social and/or cultural ends are served by the remembering the past?

### **Format**

After providing some conceptual background, the course is structured around a number of examples, debates or contested moments that throw some light on various issues connected to the course themes. For most weeks there is a variety of reading, mostly academic, but also some more popularly-focused. In addition to the common assigned reading, students will be directed to read from a supplementary list and come prepared to discuss the example/issue with the benefit of the different perspectives found in that reading. PhD candidates will read additional texts from the supplementary lists as part of their required reading. All students must be ready to discuss with the group what they have read: attendance alone is not participation and will not get a passing grade in this requirement. Thus, students need to think about the key arguments presented in each reading; how those arguments are advanced or defended; and examples of the detail/evidence that is used to

support each argument. **Unexcused absence and coming to class unprepared to discuss the readings are the two cardinal sins in this course and your participation mark will be penalized accordingly.** Students will also write a short assignment reflecting on one of the weekly topics. Students may choose the one that most interests them – from 31 January onwards. These papers are due at the beginning of the class in which the topic is discussed.

The last portion of the course is devoted to students taking a topic/issue that interests them and researching it for a presentation to the seminar. Presentations will take place in the last three formal meetings of term (maximum 10 minutes each, followed by a discussion lead by the rest of the class which will be marked separately from regular participation). A formal essay based on the topic of the presentation is the final requirement of the course. Some suggestions for possible topics will be provided in class.

### **Grade Breakdown (MAs)**

Participation in Seminar Discussions:	25%
Presentation:	10%
Class discussion of Presentations:	10%
Short Assignment (1000 words):	10%
Research Paper (max 5000 words):	45%

### **Grade Breakdown (PhDs)**

Participation in Seminar Discussions:	20%
Presentation:	10%
Class discussion of Presentations:	10%
Short Assignment (1000 words):	5%
Research Paper (5-6000 words):	40%
Final Exam (2 hours)	15%

### **Assignments and Deadlines**

The short assignment is a discussion on a particular week's topic, therefore the deadline for this paper is at the beginning of the class in which the topic is to be discussed. Students can do any week *from* Jan. 31 onwards. I'll go over what to do in these short papers in the first meeting of the seminar. Presentations will held in the last three meetings of the term. A schedule of presentations will be worked out in the last of the regular discussion classes: failure to present at the assigned time will result in a zero on the assignment. Only in the case of documented unforeseeable extenuating circumstances will an accommodation be allowed for this requirement. The formal research paper will consider the topic of the presentation in more depth: it must include appropriate primary and secondary sources and be no longer than 5,000 words in length (6000 words for PhD candidates). It is due midnight Monday **17 April 2017. Papers should be uploaded to the dropbox for the course on Avenue.**

### **Books and Readings**

I have ordered only one book for the course: Ian McKay and Jamie Swift, *The Vimy Trap* (Toronto, 2016). Most of the readings are article/chapter length. If you wish to buy some

of the more often used texts they are available on new and used online sites at a much cheaper rate than if I were to order them for the book store. I will link online available readings to the avenue page for the course and make some photocopies of the core readings not available via online journals and put them in them in the history department (Debbie's) office in advance of each week. Please be courteous to your classmates and share these copies.

## **The Rules**

Students should not be fooled by the relative informality of my seminar. I have high standards when it comes to the scholarly work that I expect, both in the discussion and the writing for this course. Just so there are no misunderstandings, the following ought to be considered the seminar "rules."

All students are expected to attend and participate in *every* class: students should warn me in advance if they know they won't be attending. I want to encourage a free and vigorous exchange of ideas and opinions in seminar. To do so requires that every member of the class treat everyone else with respect and courtesy.

I expect all written assignments to be word-processed/typewritten in coherent, error-free English. Formal academic style and conventions should be used (students should not use point form; contractions; colloquialism; slang, etc.). Style and format should conform to a standard humanities guide. I suggest Kate Turbian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago 1996) or the *Chicago Manual of Style* (14<sup>th</sup> edition or later). However, take note that when citing authorities, I **insist** on end or footnotes rather than the use of internal citation systems.

Assignments are due on the specified dates: unexcused or excessive lateness will be penalized at a rate of **3%** of the grade per day. I want all assignments turned-in to me via the avenue dropbox. Short assignment papers are due prior to the beginning of the seminar on which they are the topic – these can be turned in via paper or uploaded to the avenue dropbox.

It is the policy of the McMaster History department that all email communication between students and instructors (including TAs) must originate from their official McMaster University email accounts. This policy protects the confidentiality and sensitivity of information and confirms the identities of both the student and instructor.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## **Academic Integrity and Dishonesty**

Academic dishonesty consists of misrepresenting by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss

of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is **your** responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3. The policy is located at:

<http://www.mcmaster.ca/academicintegrity/>

## Seminar Topics and Reading List

**BX** = photocopy available in Debbie's office; **AO** – available online at the Avenue site from the course. (Many of the supplementary readings will be available online too, but I haven't linked them to Avenue).

### **10 Jan. 2017 Introduction to course**

Chuck Klostermann, "Which Rock Star will Historians of the Future Remember?" *New York Times Magazine*, 23 May 2016. **BX**

### **17 Jan. Concepts 1: The Past, Public History, Heritage**

*Common Core Reading:*

David Lowenthal, *The Past is a Foreign Country*, pp. 3-73. **BX**

Jill Liddington, "What Is Public History? Publics and Their Pasts, Meanings and Practices" *Oral History*, 30:1 (2002): 83-93. **AO**

Jessica Moody, "Heritage and History" in Emma Waterton and Steve Watson (eds), *The Palgrave Handbook to Contemporary Heritage Research* (2005), 31 pp. **AO**

Wilton Corkern, "Heritage Tourism: Where Public and History Don't Always Meet" *American Studies International* 42:2/3 (2004): 7-16. **AO**

*Supplementary (PhDs should read one of the following books or two chapters/articles in addition the core):*

Rodney Harrison "Forgetting to remember, remembering to forget: late modern heritage practices, sustainability and the 'crisis' of accumulation of the past" *International Journal of Heritage Studies*, 19:6 (2013): 579-595.

D. Lowenthal, *The Past is a Foreign Country*, any three chapters.

Robert Hewison, *The Heritage Industry: Britain in a Climate of Decline*, entire.

D. Lowenthal, *The Heritage Crusade*, entire.

David Neufeld, "Ethics in the Practice of Public History with Aboriginal Communities" *The Public Historian*, 28:1 (2006): 117-121.

P.K. Wood, "Collecting and Creating Canada" *Acadiensis* 24 (1995): 135-141.

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life*

### **24 Jan. Concepts 2: History and 'Memory'**

*Common Core Reading:*

Pierre Nora, "Between Memory and History: *Les Lieux de Mémoire* [1984]" *Representations*, 26 (1989): 7-25. **AO**

"AHR Forum on History and Memory" *American Historical Review*, 102:5 (1997): 1371-1412. **AO**

Wulf Kansteiner, "Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies," *History and Theory*, 41:2 (2002): 179-97. **AO**

*Supplementary (PhDs should read one book or two articles in addition to the core)*

Paul Connerton, *How Societies Remember*  
Anthony Smith, *Myths and Memories of the Nation*

### **31 Jan. Places of Memory**

*Common Core Reading:*

Alan Gordon, "Heritage and Authenticity: The Case of Ontario's Sainte-Marie-among-the-Hurons" *Canadian Historical Review*, 85 (2003): 507-31. **AO**  
Raphael Samuel, "The Tower of London" in *Island Stories*, pp. 101-24. **BX**  
Rudy Koshar, "Building Pasts: Historic Preservation and Identity in Twentieth Century Germany" in Gillis, ed., *Commemorations*, pp. 215-238. **BX**  
Stephen Heathorn, "The Absent Site of Memory" **BX**

*Supplementary (PhDs should read one of the following books or two articles in addition to the core):*

Pierre Nora, *Realms of Memory*, Vol. 1.  
K. Dubinsky, *The Second Greatest Disappointment*, entire.  
C.J. Taylor, *Negotiating the Past*, pp. 32-137.  
E.T. Linenthal, *Sacred Ground*, entire.  
M. Kammen, *Mystic Chords of Memory*, pp. 375-530.  
James Opp, "Public history and the fragments of place: archaeology, history and heritage site development in southern Alberta" *Rethinking History*, 15:2 (2011): 241-267.  
S. Heathorn, "A 'matter for artists, and not for soldiers'? The Earl Haig National Memorial, 1928-37" *Journal of British Studies*, 44:3 (2005): 536-61.  
S. Heathorn, "The Civil Servant and Public Remembrance: Sir Lionel Earle and the Shaping of London's Commemorative Landscape, 1918-1933" *Twentieth-Century British History* 19:3 (2008): 259-87.  
Ian McKay, "Tartanism Triumphant: The Construction of Scottishness in Nova Scotia, 1933-1954," *Acadiensis*, XXI, Spring, 1992, pp. 5-47.  
Ian McKay, "Among the Fisherfolk: J.F.B. Livesay and the Invention of Peggy's Cove," *Journal of Canadian Studies*, Vol 23, 1988, pp. 68-85.

### **7 Feb. Inventing the Commemoration**

*Common Core Reading:*

E.J. Hobsbawm and T. Ranger, eds, *The Invention of Tradition*, pp. 101-164, 263-307. **BX**  
H.V. Nelles, "Historical Pageantry and the 'Fusion of Races' at the Tercentenary of Quebec, 1908" *Histoire Sociale*, 29:58 (1996): 391-415. **AO**  
Ian McKay, "History and the Tourist Gaze: The Politics of Commemoration in Nova Scotia, 1935-1964," *Acadiensis*, 22 (1993): 102-138. **AO**  
R. Cupido, "Patriots and Pageants: The Diamond Jubilee of Confederation and the Uses of Public History," *Journal of the Canadian Historical Association*, 9 (1998): 155-86. **AO**

*Supplementary (PhDs should read one of the following in addition to the core):*

J.R. Gillis, ed., *Commemorations*, pp. 1-59.  
Pierre Nora, *Realms of Memory*, Vol 3, Ch. 17, 'The Era of Commemoration'

H.V. Nelles, *The Art of Nation Building*, entire.  
John Bodnar, *Remaking America*, entire.  
Mona Ozouf, *Festivals and the French Revolution*, entire.  
David Waldstreicher, *In the Midst of Perpetual Fetes*, entire.  
Ron Rudin, *Founding Fathers*, entire.  
David Fitzpatrick, "Commemoration in the Irish Free State" in I. McBride, *History and Memory in Ireland*, pp. 184-203.

#### **14 Feb. Memory on the March: decoding the historical event**

*Common Core Reading:*

M. Ryan, "The American Parade" in L. Hunt, ed., *The New Cultural History*, pp. 131-53. **BX**  
M. Cottrell, "St. Patrick's Day Parades in Nineteenth Century Toronto: A Study of Immigrant Adjustment and Elite Control" *Histoire Sociale*, 49 (1992): 57-74. **AO**  
Keith Walden, "Respectable Hooligans: Male Toronto College Students Celebrate Hallowe'en, 1884-1910," *Canadian Historical Review*, 68 (1987): 1-34. **AO**

*Supplementary (PhDs should read two of the following in addition to the core):*

Robert Rutherford, "Canada's August Festival: Communitas, Liminality and Social Memory," *Canadian Historical Review*, 77 (1996): 221-49.  
C. Heron and S. Penfold, "'The Craftmen's Spectacle' Labour Day Parades in Canada" *Histoire Sociale*, 29:58 (1996): 357-89.  
Ron Rudin, "Marching and Memory in Early Twentieth Century Quebec: La Fete Dieu, la Saint-Jean Baptiste, and le Monument Laval," *Journal of the Canadian Historical Association*, 10 (1999): 209-35.

#### **21 Feb. No Class, Reading Week**

#### **28 Feb. The Varied Meanings of Remembering**

*Case Study: The First World War*

*Common Core Reading:*

Jay Winter, *Remembering War*, pp. 17-51. **BX**  
Ian McKay and Jamie Swift, *The Vimy Trap*, entire.  
Ken Inglis, "Entombing Unknown Soldiers: From London to Paris to Baghdad", *History and Memory*, 5 (1993): 7-31. **AO**

*Supplementary (PhDs should read one book or two articles among the following in addition to the core):*

J. Vance, *Death So Noble*.  
D. Todman, *The Great War: Myth and Memory*.  
P. Fussell, *The Great War in Modern Memory*.  
J. Winter, *Sites of Memory, Sites of Mourning*.  
A. Gregory, *The Silence of Memory*.  
D. Lloyd, *Battlefield Tourism*.  
S. Hynes, *A War Imagined*.

- J. Watson, *Fighting Different Wars*.
- B. Bond, *The Unquiet Western Front*.
- N. Johnson, *Ireland, The Great War and the Geography of Remembrance*.
- S. Heathorn, *Haig and Kitchener in Twentieth-Century Britain*.
- S. Heathorn, "The 'Mnemonic Turn' in the Cultural Historiography of Britain's Great War," *The Historical Journal*, 48:4 (2005): 1103-24.
- Stephen Badsey, "The Great War Since *The Great War*" *Historical Journal of Film, Radio and Television*, 22/1 (2002): 37-45.
- Michael Heffernan, "Forever England: The Western Front and the Politics of Remembrance in Britain," *Ecumene*, 2/3 (1995): 293-323.
- Thomas Laqueur, "Memory and Naming in the Great War" in John Gillis (ed.), *Commemorations: The Politics of National Identity* (Princeton: Princeton University Press, 1994).
- Catherine Moriarty, "'Though in a Picture Only': Portrait Photography and the Commemoration of the First World War" in Gail Braybon, ed., *Evidence, History and the Great War* (New York, 2003).
- Daniel, Todman "The Reception of the *Great War* in the 1960's", *Historical Journal of Film, Radio and Television*, 22/1 (2002): 29-36.

### **7 Mar. Whose History? History and the 'Culture Wars'**

*Case Study: The Enola Gay Exhibit Controversy*  
*Common Core Reading:*

- Lisa Yoneyama, "Battles over Memory in 'Culture Wars': A Trans-Pacific Perspective" *Nanzan Review of American Studies*, 32 (2010): 9-20. **AO**
- All the discussion in *The Journal of American History*, 82:3 (1995), pp. 1029-1144. **AO**
- All the essays on the exhibit in *Technology and Culture*, 39: 3 (1998), pp. 457-488. **AO**
- Elizabeth Yakel, "Museums, Management, Media, and Memory: Lessons from the Enola Gay Exhibition" *Libraries & Culture*, 35:2 (2000): 278-310. **AO**

*Supplementary (PhDs should read one book or two articles/chapters of the following in addition to the core):*

- Edward T. Linenthal & Tom Engelhardt, *History Wars: The Enola Gay and Other Battles for the American Past*.
- Martin Harwit, *An Exhibit Denied: Lobbying the History of the Enola Gay*.
- Robert P. Newman, *Enola Gay and the Court of History*.
- Donald A. Ritchie, "When History Goes Public: Recent Experiences in the United States" *Oral History*, 29:1 (Spring, 2001): 92-97.

### **14 Mar. Denying History**

*Case Study: The Armenian Genocide*  
*Common Core Reading:*

- Jo Laycock, "Beyond National Narratives? Centenary Histories, the First World War and the Armenian Genocide" *Revolutionary Russia* 28:2 (2015): 93-117. **AO**



Jennifer M. Dixon, "Defending the Nation? Maintaining Turkey's Narrative of the Armenian Genocide" *South European Society and Politics*, 15:3 (2010): 467-485. **AO**

Uğur Ümit Üngör, "Lost in commemoration: the Armenian genocide in memory and identity" *Patterns of Prejudice*, 48:2 (2014): 147-166. **AO**

Doğan Gürpınar, "The manufacturing of denial: the making of the Turkish 'official thesis' on the Armenian Genocide between 1974 and 1990" *Journal of Balkan and Near Eastern Studies*, 18:3 (2016): 217-240. **AO**

*Supplementary:*

Jay Winter, ed., *America and the Armenian Genocide of 1915*.  
Taner Akcam, *The Young Turks' Crime Against Humanity*.  
Fatma Muge Gocek, *Denial of Violence: Ottoman Past, Turkish Present, and Collective Violence against the Armenians, 1789-2009*.  
Michelle Tusan, *Smyrna's Ashes: Humanitarianism, Genocide, and the Birth of the Middle East*.  
Vahakn Dadrian, *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus*.  
Ronald Grigor Suny, *"They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide*.  
Vahakn Dadrian, *Warrant for Genocide: Key Elements of the Turko-Armenian Conflict*.  
Richard Hovannisian, *Remembrance and Denial: The Case of the Armenian Genocide*.  
Merrill Peterson, *"Starving Armenians": America and the Armenian Genocide, 1915-1930*.  
Michael Bobelian, *Children of Armenia: A Forgotten Genocide and the Century-Long Struggle for Justice*.

**20 Mar. No Class – prepare presentations/essays**

**27 Mar. Presentations in Class**

**3 Apr. Presentations in Class**

**10 Apr. Presentations in Class**