

ORIGINATOR'S SECTION:**1. College:**
☒ CHABSS
 ☐ CoBA
☐ CoEHHS
 ☐ CSM
Desired Term and Year of Implementation (e.g., Fall 2008):

Spring 2017

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) ☐ Yes ☒ No**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)**4. Course abbreviation and Number:*** PSCI 433**5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)**
The Politics of Memory**6. Abbreviated Title for PeopleSoft:**
(no more than 25 characters, including spaces)
The Politics of Memory**7. Number of Units:** 3**8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)**

This course studies the political processes that go into memory formation and the political choices that can be conditioned by public memory. It provides an introduction to major theories of collective memory as well as an in-depth look at the role of memory in nation-building and policy-making in several case studies.

See attached update (formerly PSCI 390-16)

9. Why is this course being proposed?

This is a course based on the expertise of the proposing faculty. It was already successfully offered once (Fall 2015) as a topics course.

Recommended prerequisite: PSCI331

10. Mode of Instruction*

For definitions of the Course Classification Numbers:

http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No

☐ Faculty
 ☐ Credential Analyst
 ☐ Dean
 ☐ Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No
If yes, how many times? (including first offering)**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No**17. Corequisite(s):** ☐ Yes ☒ No

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

18. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* PSCI 390-16

20. How often will this course be offered once established?* Once per academic year/once every three semesters

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Elective for Political Science

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

HISTORY

Discipline

Email attached

3-16-16

☒

Support

☐ Oppose

PSYCHOLOGY

Discipline

Email attached

3-15-16

☒

Support

☐ Oppose

SOCIOLOGY

Discipline

Email attached

3-15-16

☒

Support

☐ Oppose

Signature

Date

SIGNATURES : (COLLEGE LEVEL) :

BENJAMIN NIENASS

1. Originator (please print or type name)

Date

3/15/16

Stephen Nichols

2. Program Director/Chair

Date

3/15/16

3. College Curriculum Committee

Date

4/20/16

4. College Dean (or Designee)

Date

4/20/16

(UNIVERSITY LEVEL)

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

RECEIVED

APR 25 2016

BY: _____

Catalog description for PSCI 433:

Examines political processes that go into memory formation and political choices that can be conditioned by public memory. Introduces major theories of collective memory as well as an in-depth look at the role of memory in nation-building and policy-making. PSCI 331 recommended.

Subject: FW: PSCI course C form

Date: Thursday, March 17, 2016 at 12:22:04 PM Pacific Daylight Time

From: Stephen Nichols

To: Benjamin Nienass

From: Sharon Elise <selise@csusm.edu>

Date: Tuesday, March 15, 2016 at 7:34 PM

To: Steve Nichols <snichols@csusm.edu>

Cc: Miriam Schustack <mschusta@csusm.edu>, Carmen Nava <cnava@csusm.edu>

Subject: Re: PSCI course C form

Looks like a great course. I see no problems fir sociology to give full support.

Best,

Sharon

Sent from my iPhone

On Mar 15, 2016, at 3:17 PM, Stephen Nichols <snichols@csusm.edu> wrote:

Hi Miriam, Sharon, and Carmen,

My colleague Ben Nienass has put together a course on the politics of memory (based on his dissertation research — pretty cool stuff). Would you mind looking at the attached C-form and syllabus, and conveying your approval or concerns?

Thanks!

Steve

--

Stephen M. Nichols, Ph.D.
Associate Professor and Chair
Department of Political Science
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, California 92096

P (760) 750-8086

<Syllabus Politics of Memory.docx>

<C form Politics of Memory.docx>

Subject: FW: PSCI course C form

Date: Thursday, March 17, 2016 at 12:22:19 PM Pacific Daylight Time

From: Stephen Nichols

To: Benjamin Nienass

From: Carmen Nava <cnava@csusm.edu>

Date: Tuesday, March 15, 2016 at 8:12 PM

To: Steve Nichols <snichols@csusm.edu>

Subject: Re: PSCI course C form

I am happy to approve this course.

Sincerely,
Carmen Nava
Professor & Chair
Department of History

From: Stephen Nichols <snichols@csusm.edu>

Date: Tuesday, March 15, 2016 at 3:17 PM

To: Miriam Schustack <mschusta@csusm.edu>, cnava <cnava@csusm.edu>, Sharon Elise <selise@csusm.edu>

Subject: PSCI course C form

Hi Miriam, Sharon, and Carmen,

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Thanks!

Steve

Stephen M. Nichols, Ph.D.
Associate Professor and Chair
Department of Political Science
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, California 92096

P (760) 750-8086

Subject: FW: PSCI course C form

Date: Thursday, March 17, 2016 at 12:22:34 PM Pacific Daylight Time

From: Stephen Nichols

To: Benjamin Nienass

From: Miriam Schustack <mschusta@csusm.edu>

Date: Wednesday, March 16, 2016 at 1:12 PM

To: Steve Nichols <snichols@csusm.edu>

Cc: Carmen Nava <cnava@csusm.edu>, Sharon Elise <selise@csusm.edu>

Subject: RE: PSCI course C form

Hi, Steve:

The relevant PSYC people, who teach about human memory, have had a chance to look at the course proposal, and I have as well. We all think it is an interesting course, and we are happy to support PSCI's proposal. If Ben Nienass is interested at some point in chatting about the relevant processes of individual memory, about which we have some expertise, encourage him to contact me, Dustin Calvillo, or Carrick Williams.

(I did notice one typo in the syllabus—the name of the 2nd author of the Roediger and McDermott paper is misspelled.)

--Miriam

~~~~~

Miriam W. Schustack, Ph.D.  
Professor of Psychology and  
Chair, Department of Psychology  
California State University San Marcos San Marcos, CA 92096  
Voice: 760 750-4095  
FAX: 760 750-3418

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**From:** Stephen Nichols

**Sent:** Tuesday, March 15, 2016 3:17 PM

**To:** Miriam Schustack; Carmen Nava; Sharon Elise

**Subject:** PSCI course C form

Hi Miriam, Sharon, and Carmen,

My colleague Ben Nienass has put together a course on the politics of memory (based on his dissertation research — pretty cool stuff). Would you mind looking at the attached C-form and syllabus, and conveying your approval or concerns?

Thanks!

Steve

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Stephen M. Nichols, Ph.D.

# **The Politics of Memory - PSCI 433**

Tuesdays and Thursdays, 1-2.15 pm  
Room: Academic Hall 301

Instructor: Dr. Benjamin Nienass  
Office Hours: Wednesdays, 1:30-3:30 & by appointment (room 4112)  
Phone: 760-750-8039  
Email: bnienass@csusm.edu

## **Course Description**

Can communities remember? Can nations mourn? Should we feel ashamed, proud or responsible for what our ancestors did? How do narratives about a shared past help create political identities and policy choices in the present? Why do we commemorate some events, but completely forget about others? How do nation-states deal with the past in the wake of massive human rights violations? How do victims, perpetrators, and bystanders seek ways to live side by side in post-conflict situations?

The past is both a resource for and the subject of political struggles. Attempts to do justice to the past and to create commonly shared narratives of historical events are at the heart of politics, not just in post-conflict situations. Shared stories about "where we come from" are not merely instruments of social control; they can also be the source of solidarity and legitimacy. Monuments, museums, and public commemorations - all of these are sites in which political identities are forged and sustained but also, at times, questioned and challenged.

In this course we will learn how social memory is created, transmitted, and sometimes contested. After an introduction to major theories in the field of memory studies, we will discuss several case studies of the politics of memory in detail: How has the Holocaust been remembered globally, but particularly in post-war Germany and Israel? How have different constituencies in the United States publically acknowledged and remembered the history of slavery?

The course will bring students in contact with the rich presence of the past in our lives and provide them with critical tools to evaluate the dynamics of remembering and forgetting in political and cultural institutions.

## **OBJECTIVES & LEARNING OUTCOMES**

This course provides an introduction to theories of social memory as well as an in-depth look at the role of memory in nation-building and policy-making in several case studies. Given the nature of the things we will cover in this course, quite a few of the readings are not taken from traditional political science literature - the course is truly "interdisciplinary". However, we will take the term '*politics* of memory' very

seriously: our main goal is to understand the political processes that go into memory formation and the political choices and outcomes that can be conditioned by public memory.

In particular, by the end of this class students will be able to:

- Classify some of the major conceptions of social memory and differentiate between them
- Identify and appraise significant political processes shaping the public efforts to commemorate major historical events in three different countries
- Employ the newly learned categories and ideas in the analysis of new cases

## **COURSE MATERIAL**

- All readings will be available as digital copies on Cougar Courses

## **COURSE REQUIREMENTS**

- Class participation 10 %

You are expected to complete the assigned readings for each session, attend all course meetings, and *participate* actively in class discussions. You should come to EVERY class session with 2-3 specific questions about the readings. Each week, one student is in charge of opening up the discussion/Q&A section of class. For some classes, you may be required to do some (minor) research additional to the assigned reading. If that is the case, I will give detailed instructions in advance.

- Response paper 20 %

Each response paper will be guided by specific questions that I will distribute. In general, in a reflection paper you should present and synthesize the arguments you find most important in the text and then critically evaluate them. The paper should include the following two sections:

- 1) *Succinct presentation of the main arguments in the article* [this should be roughly one half of the paper]: What are the main points of the argument? Who are the authors arguing against?
- 2) *Critical evaluation* [this should be the other half of the paper]: Does the text deliver on its promise set out in the introduction? Do you find the concepts and critiques introduced by the authors helpful, if so: how? How will these concepts help you to understand the politics of memory? Can you relate the text to other articles we read? And: what



are the shortcomings of the concepts employed? Which questions did the text raise for you?

I will assess your paper according to your ability to: *communicate ideas clearly; distill the major arguments of the text; present the overall structure of the argument; raise and articulate questions that the argument evokes for you.*

There will be **two response papers**. The papers should be 3 pages long and will be due (in hard copy) **the day the article in question will be discussed in class (September 17 and October 13)**. This means you will read and write about the article *before* we discuss it in class. Consequently, the deadline is very strict, as students who hand in their papers late would have the unfair advantage of incorporating the class discussion. No late submissions will be accepted.

- Quiz 20 %

This quiz will be held at the end of the theoretical section of this course on **September 22** and will review some of the major concepts.

- Responses in Online Classes 10 % each

You will write a short response on the debate on the Holocaust Memorial in Berlin (**October 20**) and on the debate surrounding reparations in the US (**November 12**). You will be asked to synthesize positions and to argue which one you find most convincing and why.

- Final Essay 30 %

Each student will write a final essay (4-5 pages), due on **December 7**, about one of the US memorials/museums we examine in the last section of the course (Ground Zero or the Vietnam Memorial). You will be required to draw upon course readings and at least 3 additional scholarly readings. In your paper, you will be asked apply the concepts and ideas that we have covered throughout the semester.

This course meets the University Writing Requirement which can be found here:  
<http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>

## CLASS POLICIES

- Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material

that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. **Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.**

- Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909; email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu) Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.
- ESL students see the following link for helpful writing tips: <http://www.csusm.edu/writingcenter/studentresources/esl.html>
- Standard spelling, syntax, grammar, citation, and formatting are important in **all** your writing assignments and reflected in your grade. **All** work is expected to be written in college-level English and must be carefully proof-read. You will lose points for grammar, syntax and/or spelling errors. Thus, do not rely solely on your computer's spell check function. If you have trouble writing, consult the writing center.
- **All** graded writing assignments should be typed and double-spaced, using 12" font and use APSA citation method.  
See:  
<http://www.apsanet.org/media/pdfs/publications/apsastylemanual2006.pdf>
- Grading:  
93% = A      90% = A-      87% = B+      83% = B      80% = B-      77% = C+  
73% = C      70% = C-      67% = D+      60% = D      <59% = F
  - *A (Excellent)*: Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

- *B (Good)*: Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.
- *C (Satisfactory)*: Performance of the student has been at an adequate level, meeting the basic objectives of the course.
- *D (Passing)*: Performance of the student has been less than adequate, meeting only the minimum course requirements.
- *F (Failing)*: Performance of the student has been such that minimum course requirements have not been met.

\*\*\*\*\*

## **SCHEDULE**

### *Introduction*

September 1      Introduction

### *Memory*

September 3      Jorge Luis Borges, "Funes, the Memorious"  
                          H.L. Roediger and K.B. McDermontt, "Distortions of Memory"

### *Collective Memory*

September 8      K. Sternheimer, "Collective Memories"  
                          J. Winter and E. Sivan, "Setting the Framework: Collective Remembrance"

September 10      Excerpts from M. Halbwachs, J. Assmann, And J. Olick (From the *Collective Memory Reader*)

### *Memory and Politics*

September 15      E. Renan – "What is a Nation?"  
                          E. Hobsbawm - Excerpts from *Invention of Tradition*

September 17      D. Bell, "Introduction: Memory, Trauma, and World Politics"

September 22      **QUIZ**

*Memory, Collective Identity, and Policy: Case Studies*

- September 24      I. Kertesz, "Who own Auschwitz?"
- J. Wuestenberg and D. Art, "Using the Past in the Nazi Successor States from 1945 to the Present"
- September 29      J. Olick, "What does it Mean to Normalize the Past?"
- October 1           R. Wittlinger, "No Future for Germany's Past? Collective Memory and German Foreign Policy"
- J. Herf, "Why Germany was against the Lybia intervention"
- October 6           J. Resnik, "'Sites of memory' of the Holocaust: Shaping National Memory in the Education System in Israel"
- October 8           T. Segev, "Israel and the Memory of the Holocaust"
- A. Musolf, "The Role of Holocaust Memory in the Israeli-Palestinian conflict"
- October 13          J. Horton, "Slavery in American History: An Uncomfortable National Dialogue"
- October 15          I. Berlin, "American Slavery in History and Memory and the Search for Social Justice"
- October 20          **Online class:** The Reparations Debate
- D. Conley, "Calculating Slavery Reparations"
- NPR debate
- October 22          The Confederate Flag
- October 27          E. Ikui, "Reprogramming Memories"
- W. Fluck, "Vietnam in Film"
- October 29          P. Hagopian, "Never Again: The Vietnam Syndrome in American Foreign Policy"

*Creating 'Sites of Memory': Museums, Monuments, and Memorials*

|             |                                                                                                      |
|-------------|------------------------------------------------------------------------------------------------------|
| November 3  | S. Crane, "Memory, Distortion, and the Museum"                                                       |
| November 5  | E. Doss, "Monument Mania to Memorial Mania"                                                          |
| November 10 | C. Gay, "The politics of cultural remembrance: the Holocaust monument in Berlin"                     |
|             | J. Young, "Germany's Holocaust Memorial Problem-and Mine"                                            |
| November 12 | <b>Online class</b>                                                                                  |
|             | R. Brody, "The Inadequacy of Berlin's 'Memorial to the Murdered Jews of Europe'"                     |
|             | K. Harjes, "Stumbling Stones"                                                                        |
| November 17 | P. Goldberger, "Groundwork: How the Future of Ground Zero is Being Resolved"                         |
|             | L. Levitt, "Speaking Memory, Building History"                                                       |
|             | J. Ellison, "A Conversation with Michael Arad (Architect of the 9/11 Memorial)"                      |
| November 19 | A. Delano and B. Nienass, "Making Absence Present: The September 11 Memorial"                        |
| November 24 | <i>Thanksgiving special:</i>                                                                         |
|             | J. W. Loewen, "The Truth about the First Thanksgiving"                                               |
|             | V.L. Stenhouse, "Rethinking Thanksgiving"                                                            |
| November 26 | <b>T'giving: No class</b>                                                                            |
| November 30 | <b>Film:</b> <i>Maya Lin: A Strong Clear Vision</i>                                                  |
| December 2  | R. Wagner-Pacifici and B. Schwartz, "The Vietnam Veterans Memorial: Commemorating a Difficult Past." |
| December 7  | CSUSM Campus: The Cesar Chavez Monument                                                              |
| December 9  | Discussion                                                                                           |