This interdisciplinary class explores different conceptions of memory and the relationships among memory, place, and power. The course begins with an introduction to key classical, Enlightenment, and contemporary texts on memory and place-making. It then uses this foundation to examine the symbolic transformation of public space, in particular the construction, alteration, and destruction of monuments and memorials. This approach emphasizes the social quality of memory, rather than psychological or physiological processes. From this perspective, it becomes possible to understand how political interests and social practices can shape something as ostensibly personal and individual as memory.

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Weekly reading responses</td>
<td>30%</td>
<td>Weekly in class</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>Weekly in class</td>
</tr>
<tr>
<td>Research Paper Proposal</td>
<td>10%</td>
<td>November 10</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
<td>December 16</td>
</tr>
</tbody>
</table>

Note: In the event of extraordinary circumstances beyond the University’s control (e.g., a flu pandemic, sharknado, etc.), the content and/or evaluation scheme in this course is subject to change.

Information on university and department policies concerning student assessment can be found at: www.mcgill.ca/geography/studentassessment.

Readings

The majority of readings for the class are in the Course Packet, available at the McGill University Bookstore as a printed copy or as an e-book (www.bookstore.mcgill.ca/textbooks). In addition, there is one required book available at the Bookstore:


*POLI 432: Selected Topics: Comparative Politics.*
Weekly Reading Responses
For every week in which we have readings, you will prepare a short written response that addresses the following four points for each assigned reading. Your response to each individual reading should be a maximum of 300 words (about half a page, single-spaced).

1) Summarize the most important argument of the reading in one or two sentences. What major point or points is the author trying to make?

2) What is the most important insight that you gained from this reading? That is, what do you now understand or know that you didn’t before doing this reading? What was most valuable to you about this reading?

3) Give at least one major critique of the reading and/or compare the reading in some substantive way to another reading we have done (either for this week or in a previous week).

4) What key question or questions (maximum three) does this reading raise for you? Think of questions that would be good for class discussion rather than yes/no or strictly factual questions.

These reviews are due in class each week, beginning Week 2. They will be graded either “check,” “check-minus,” or “check-plus.” To earn a check, you must address all four points for each reading, and the answers must reflect a solid understanding of the readings (i.e., don’t try to do this after skimming the first and last paragraphs of an article). On rare occasions, especially thoughtful sets of answers may receive a check plus.

Thoughtful does not mean long – stick to the requested length and observe the rules of grammar. To receive an A for this part of the course, your reviews must average at least a check (i.e., one check-plus will offset one check-minus); your final mark will fall by a half grade for each check-minus that is not offset by a check-plus (e.g., one check-minus results in an A-, etc.). These reviews are meant to encourage you to think about the readings before you come to class. You may turn in one review late during the semester without penalty (although it must be handed in before the subsequent week’s class). Further late or missing reviews will each count as two check-minuses.

Participation
You should participate actively and regularly in class discussions. Part of this participation will be up to you (offering informed comments and questions during our discussions), and part will be determined by the luck of the draw. When we begin to discuss each individual reading, one student will be chosen at random to start the discussion by giving a short (about 1-2 minute) introduction to the specific work in question, based on your written review. You should be able to remind the class of the author’s main arguments and raise a few initial critiques and/or questions for the class to think about. Remember that informed attendance is vital at a once per week seminar that depends upon thoughtful class discussion; missing class will affect your participation grade.

Research Paper Proposal
Research paper proposals are due in class as indicated above. Your proposal should be 1-2 pages long, single-spaced and in 12-point font. It should describe both the proposed topic and argument (i.e., thesis) of the paper, and briefly summarize the kinds of evidence that you will use to support your argument. In addition, please attach a preliminary bibliography with at least 10 scholarly sources to your proposal. Proposals that successfully meet all of these criteria will earn an A grade. Please bring five copies of your proposal to class on the date indicated. During class, we will break up into smaller groups to read and discuss each other’s proposals.
Research Paper
These papers must be 15-20 pages long (excluding the bibliography), double-spaced and in 12-point font, on a topic approved by the instructors. We will distribute a detailed handout on how to design and write a research paper. These research papers are due by December 16 although we encourage you to submit them earlier if possible. Late papers will receive a maximum grade of B+. Under no circumstances will papers be accepted after December 18.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>&gt;3.85</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>3.51-3.85</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>3.16-3.50</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>2.86-3.15</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>2.51-2.85</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>2.16-2.50</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>1.86-2.15</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.0-1.85</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt;1.0</td>
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</table>

This course uses the standard 4.0 system for grading. An A on an assignment is worth 4 points, an A- is worth 3.7 points, etc. To calculate your final grade, we will first multiply the grade points you have earned on each assignment by the relative weight of that assignment (e.g., since the weekly responses are worth 30% of your grade, we would multiply your response grade by .3), and then add all of the scores together to get your final grade-point average. That average will determine your final letter grade for the course (refer the grade range column). For example, if your overall grade-point average is a 3.4, you would earn a B+ in the course.

Language Policy
In accordance with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Academic Integrity
McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

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**Schedule of Classes**

**Week 1 (September 8): Introduction**

**Week 2 (September 15): Memory in Classical Thought**


**Week 3 (September 22): Social Memory**


**Week 4 (September 29): Monuments and Memory**


**Week 5 (October 6): Power and Place**


Thanksgiving (October 13): No Class

Week 6 (October 20): War Memorials as Political Memory


Week 7 (October 27): Post-Communist Memory and the Soviet Legacy

Guest Professor: Prof. Natalie Koch, Syracuse University
Class will begin with a GeoSpectives lecture by Prof. Koch at 12:00 noon in Burnside Hall 426.

GeoSpectives Lecture: Post-Communist Memory and the Soviet Legacy in Central Asia


Week 8 (November 3): The Holocaust and the Problem of Memory


Week 9 (November 10): Research Proposals
Week 10 (November 17): Maya Lin and the Vietnam Veterans Memorial

_In-class film:_ Maya Lin: A Strong, Clear Vision


Week 11 (November 24): Temporary and Virtual Memorials


Week 12 (December 1): Memory and Forgetting


Week 13 (December 4): Individual Consultation on Research Papers