**HIS 330:**
**European History and Memory**
Dr. Rhoades  
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Office Hours: MWF 3-5ish, by appointment, and, I am usually around.

"The historical record is like the night sky: we see a few stars and group them together into mythic constellations. But what is chiefly visible is the darkness."


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The bridge at Millau, designed to blend with the sky and rising 1,125 feet from the valley floor through clouds to the tallest pillar

**The Premise of the Seminar:**

This seminar is unique. As you know it includes a “free” trip to Paris over spring break. Unfortunately, while there are many good lunches at Wabash College, there are no free lunches. This syllabus should be your first indication of this for this course.

The course is structured around one central question: how do we create our past? Since about 1987 and beginning with Pierre Nora, historians have revisited the question of the past in theoretical terms. Answers may seem straightforward to you: we choose to write about some things rather than others; some documents are lost or never kept; no one cares about a particular topic; or all of the past is a kind of memory. While these things are certainly true, historians have
not been able to escape the fact that in selecting or conserving some documents over others, individuals are also making a statement about how they see themselves, their past and their present. Decoding that statement—or at least recognizing it exists—is part of the field of memory in history. To grapple with this question of memory, we will read deeply into theory, then look at a few texts that try to apply it. To augment the readings, we will travel to Paris to examine sites of memory.

Work Load:

I will provide you with handouts that are not in the bookstore or on JStor. The following books are required for the course:

*The Vichy Syndrome: History and Memory in France Since 1944*
by Henry Rousso, Arthur Goldhammer (Harvard University Press, 1994)
ISBN: 067493539X

*When Champagne Became French: Wine and the Making of a National Identity*
by Kolleen M. Guy (Johns Hopkins University, 2003)
ISBN: 0801871646

*Mona Lisa's Escort: Andre Malraux and the Reinvention of French Culture*
by Herman Lebovics (Cornell University, 1999)
ISBN: 080143565X

*Martyred Village: Commemorating the 1944 Massacre at Oradour-Sur-Glane*
by Sarah Farmer (University of California, 2000)
ISBN: 0520224833

*The Painting of Modern Life*
by Timothy J. Clark (Princeton University Press, 1999)
ISBN: 0691009031

Grades:

You will have several projects during this semester, culminating in a poster presentation on memory and a final historiography paper on the topic of memory. For your final paper, I have requested the library order a number of books and I have posted a link on BlackBoard for your use. More information on each assignment will be forthcoming. Every assignment will receive a normal letter grade, except for the travel component, which is pass or fail.

Leading discussions of readings and participation: 20%
Précis: 5% each/ 20% total
Travel component: 10%
Poster presentation: 15%
Research Topic Statement: 5%
Annotated Bibliography: 5%
Final Paper: 25%
And, for real fun, once again, here are the core goals of the Department of History for students!

A. CONTENT: to acquire a degree of mastery of both essential factual material and conceptual, thematic and comparative knowledge in several geographical areas, diverse cultures, and different time periods in human history, with particular sensitivity to the change over time of a diverse, global society.

B. THE CRAFT OF HISTORY: to acquire the habit of the many analytical skills which historians use in recovering, researching and writing about the past; such as, constructing important questions, making inferences from primary sources, putting sources into larger contexts, and making one's own interpretations of the past.

C. HISTORICAL THINKING: to develop habits of thinking like an historian: e.g., an appreciation for the complexity of both change and continuity over time and in different ages, cultures and areas of the world; an awareness of historical interpretation and historiographical schools of thought; and an understanding of how events and ideas from the past affect the present.

D. SELF-EXPRESSION: to become competent, confident and fluent in the oral, written and group skills necessary to speak and write about and explore historical questions.

E. SELF-DEVELOPMENT: to locate oneself and one's family, community and cultural traditions in history, and to commit to lifelong inquiry and continuing study of the past.

Reading Schedule:

Week 1
January 13
Introduction, expectations, sign the travel forms.

Week 2 Theories of Memory, Meaning, and Remembering

Précis due on Nora Reading

Week 3 Patrimony, Industry and Gastronomy

Week 4 Industry and Gastronomy
2/1 Guy, Chs. 4-6.
2/3 Guy, Chs. 7; Handouts: Pascal Ory, “Gastronomy” and Stephen L. Harp, “Defining
France.” Précis due

Week 5  Is Art Historical Memory?
2/10   Clark, Chs. 3-4, Conclusion.

Week 6  Memorial and Memory

Week 7
2/24   Lebovics, Chs. 5-7.

Week 8
3/1    Lebovics, Chs. 8-9, Conclusion.
3/3    TBA
FRIDAY 3/4 LEAVE FOR PARIS

Week 9

Roughly, as follows:

Invalides
Versailles
Rouen
D-Day Beaches/Musée de Paix
Louvre
Musée D’Orsay
Concorde, Champs Elysée
Notre Dame/St. Eustache
Marais
Pompidou Center
Paris Markets
Arc de Triomphe
Etc.

Week 10
3/15   Henry Russo, The Vichy Syndrome, TBA.
3/17   TBA Russo, TBA
Week 11
3/22 Farmer, *Martyred Village* TBA
3/24 Farmer, TBA *Précis due*

Week 12
3/29 *Research Day.*
3/31 *Research Day.*
4/1 Paper Topics due by 4pm

Week 13
4/5 *Research Day.*
4/7 In-class Presentations: “Selective Memory”

Week 14
4/12 *Research Day.*
4/14 *Research Day.*
4/15 Due by 4pm: Bibliography—List of paper sources, including those discarded.

Week 15
4/19 *Research Day*
4/21 *Research Day.*

Week 16
4/26 *Research Day*
4/28 *Research Day*

Week 17
Final papers are due by 12:00pm, Tuesday May 3.