

Office Hours: Tuesday noon-3:00 p.m., Faner 3539

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**Anth. 565 – Seminar on Social and Millenarian Movements:
Memory, History, and Solidarity**

Spring 2009 - 9:00-12:00 Tuesday

Dr. Jane Adams

Many social movements rely on a sense of shared history to weld powerful solidarities and legitimate their actions. These shared histories may include claims of more-or-less exclusive racial and/or genealogical heritage, religious, cultural, and linguistic commonalities, and rootedness in territory. They almost always include narratives of grievance and of glory. At the same time, these histories become sites of contestation: Different narratives include and exclude different groups, highlight different conflicts, and provide rationales – “charters” – for different political programs. Further, peoples’ individual and local histories almost never exactly coincide with the public histories that create a movement’s charter, and the public narratives can be applied to local divisions and conflicts.

A considerable literature has emerged around the topics of collective memories and commemoration. Other literature deals specifically with social movements and may, or may not, look at the way that history is mobilized as a central element in the movement. Some movements, in fact, appear to reject history and seek to create a new world out of the ashes of the old.

We will begin this course with a brief survey of the literature on history and memory. We’ll then turn to a case study of a specific event in Medjugorje, Bosnia, during the disintegration of Yugoslavia, for which several scholarly and many popular accounts exist. As we will see, each of these accounts refers to historical events, but treat them differently depending on the standpoint of the author.

We’ll then turn to some of the philosophical/historiographical thinking about history and memory, becoming acquainted with Halbwachs, Ricoeur, Connerton, and Trouillot, and the thinkers who informed their work. This will be followed by more case studies.

The last several weeks have been left open to provide time for discussion of students’ research papers. Any additional time will be devoted to reading works relevant in students’ research.

This course has four major aims:

- Develop familiarity with different theoretical approaches used by social scientists to understand memory and history in relations to social movements.
- Become acquainted with selected examples of such movements, with the aim of more adequately understanding the social conflagrations occurring in the contemporary world.
- Undertake a piece of original research.
- Develop professional skills through presenting this research in a variety of professional formats and discussing and critiquing co-participants’ work.

This course is structured as a working seminar. Participants will be responsible for readings assigned on a weekly basis. Each participant will undertake a substantial piece of original research, write a 20-30 page paper based on that research, critique other participants' work, and present a brief version of this research in a public symposium. The precise content of the course will, therefore, be determined by the participants, within the framework established here.

Books that will be read:

Paul Connerton, *How Societies Remember*. Cambridge U. Press.

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*. Beacon Press.

Assignments:

1. Stay abreast of readings and participate in discussions. The first half of the course is structured around assigned readings. Some everyone in the class will read; others will be assigned to individuals who will write a one-page summary for distribution to the class. You will be responsible for leading the general discussion on these papers. This means that everyone must be familiar with all the readings and be able to place their article in the context of the general issues being discussed.
2. Turn in abstract of research paper, **Week 3**.
3. Prepare bibliography, due in class **Week 5**. The bibliography should be as comprehensive as possible. With a few inevitable additions, this should be your working bibliography for your paper. It should include both theoretical and topical citations.
4. First draft of paper due after spring break, **Week 10**. Distribute to all members of class. One person will be assigned responsibility for writing and presenting formal comments on it.
5. Short (15-20 minute version, 8 to 10 manuscript pages) of paper to be presented at panel presentation and turned in during last week of classes – date TBA.
6. Polished manuscript submitted to the *Adams Journal of Social Movements*. Due **Finals Week, date TBA**.

Your grade will be determined by your fulfillment of all these aspects, although the final products (panel talk, short paper, and full manuscript submission) will be given the most weight.

READINGS

The list of readings below is provisional, subject to change based on interests of participants in the seminar. Specific topics may be extended or truncated if interest warrants.

WEEK 2. PERSPECTIVES ON SOCIAL MEMORY

Jan 19-23

Tota, Lisa Anna, Review Essay: Public Memory and Cultural Trauma. *Javanost-The Public* (13,3, 2006):81-94.

Till, Karen E. Memory Studies. *History Workshop Journal* (62:1, 2006): 325-341

Olick, Jeffrey K. The Ciphered Transits of Collective Memory: Neo-Freudian Impressions. *Social Research* 75(1), 2008. pp. 1-22.

Assmann, Aleida. Transformations between History and Memory. *Social Research* 75(1), 2008. pp. 49-72.

Poole, Ross. Memory, Responsibility, and Identity. *Social Research* 75(1), 2008. pp. 263-286.

WEEK 3. CASE STUDY: MEDJUGORJE [AKA MEDJUGORJIE]

JAN 26-30

Bax, Mart. Planned Policy or Primitive Balkanism? A Local Contribution to the Ethnography of the War in Bosnia-Herzegovina. *Ethnos* 2000. 65(3):317-340. [EBSCO]

Jurkovich, James M. and Wilbert M. Gesler, Medjugorje: Finding Peace at the Heart of Conflict. *Geographical Review* 87(4, 1997):447-467. [JSTOR]

Levy, Jonathan. Globalization and Medjugorje. Article on the site *Medjugorje: Deception or Miracle?* http://www.fantompowa.net/Flame/levy_medjugorje.htm

Survey of web sites dealing with Medjugorjje/Medjugorje (look under both spellings).

Assignment: Read all articles and quick survey of web. For your assigned article/web search, report on why the conflicts occurred. Who were the key groups/actors? Why did they come into conflict with one another? What were the consequences? In what ways were memory and history important to the conflict(s)?

Abstract of research paper – brief discussion

WEEK 4. PHILOSOPHICAL APPROACHES TO MEMORY AND HISTORY

FEB. 2-6

Halbwachs *On Collective Memory*

Ricoeur *Memory, History, Forgetting*

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Specific readings tba

**WEEK 5. HOW SOCIETIES REMEMBER
FEB. 9-13**

Connerton, *How Societies Remember*

(check out Amazon.com comments on the book: <http://www.amazon.com/Societies-Remember-Themes-Social-Sciences/dp/0521270936>)

Bibliography due. Brief discussion of projects

**WEEK 6. RELIGIOUS MOVEMENTS & MEMORY
FEB. 16-20**

Wallace, A. F.C., Revitalization Movements. *American Anthropologist* LVIII (1956):264-281. [JSTOR]

Ralph Linton and A. Irving Hallowell, Nativistic Movements. *American Anthropologist* XLV (1943):230-240. [JSTOR]

Aberle, David, A Note on Relative Deprivation Theory as Applied to Millenarian and other Cult Movements. in Sylvia Thrupp, ed., *Millennial Dreams in Action: Studies in Revolutionary Religious Movements*. New York: Schocken Books, 1970. pp. 209-14.

Victor Turner. Religious Paradigms and Political Action: Thomas Becket at the Council of Northhampton. In *Dramas Fields and Metaphors*. Pp. 60-97.

**WEEK 7. MEMORY AS A BASE FOR ETHNIC SOLIDARITIES – Yugoslavia
FEB. 23-27**

[may be a better article by Kaufman here] Kaufman, Stuart J., “Peace-Building and Conflict Resolution” Paper for Conference, “Living Together After Ethnic Killing: Debating the Kaufmann Hypothesis,” Rutgers University, New Brunswick, NJ, Oct. 14, 2000.

Oberschall, Anthony, The Manipulation of Ethnicity: From Ethnic Cooperation to Violence and War in Yugoslavia. *Ethnic and Racial Studies* 23(6, November 2000):982-1001.

Bieber, Florian, “Nationalist Mobilization and Stories of Serb Suffering: The Kosovo myth from 600th anniversary to the present. *Rethinking History* 6(1):95-110 (2002)

Denich, Bette, “Dismembering Yugoslavia: Nationalist Ideologies and the Symbolic Revival of Genocide” *American Ethnologist* 21(2):367-390.

Marko-Stockl, Edith, “The Making of Ethnic Insecurity: A Case Study of the Krajina Serbs,” *Human Security Perspectives* 1(2):24-33 (2004).

**WEEK 8. MEMORY AS A BASE FOR ETHNIC SOLIDARITIES – Bolivia
MARCH 2-6**

Postero, Nancy, Indigenous Responses to Neoliberalism: A look at the Bolivian Uprising of 2003. *PoLAR: Political and Legal Anthropology Review* 28(1), 2005, pp. 73-92.

Goodale, Mark. Reclaiming Modernity: Indigenous Cosmopolitanism and the Coming of the Second Revolution in Bolivia. *American Ethnologist* 33(4), 2006. pp. 634-649.

Paulson, Susan. Body, Nation, and Consubstantiation in Bolivian Ritual Meals. *American Ethnologist* 33(4), 2006. pp. 660-664.

Goldstein, Daniel M. Names, Places, and Power: Collective Identity in the Miss Oruro Pageant, Cochabamba, Bolivia. *PoLAR: Political and Legal Anthropology Review* 23(1), 2000. pp. 1-24.

WEEK 9. MARCH 7-15. SPRING BREAK

WEEK 10. HISTORY AS A SITE OF CONFLICT

MARCH 16-20

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*. Beacon Press.

Eidson, John R., Between heritage and counter-memory: Varieties of historical representation in a West German community. *American Ethnologist* Volume 32. Issue 4. November 2005 (Pages 556 - 575) [NOTE: If this article is not available on line it will not be used.]

Wertsch, James V. Collective Memory and Narrative Templates. *Social Research* 75(1), 2008. pp. 133-156

Revisit articles on Yugoslavia, Bolivia.

First draft of paper due.

Assignment of reviewers.

See critique instructions following schedule of classes

WEEK 11. DISCUSSION OF PAPERS

MARCH 23-27

See instructions at end

WEEK 12. DISCUSSION OF PAPERS

MARCH 30-APRIL 3

WEEK 13. TBA

APRIL 6-10

WEEK 14. TBA

APRIL 13-17

WEEK 15. TBA

APRIL 20-24

WEEK 16. RETROSPECTIVE

APRIL 30-MAY 1

WEEK 17. FINALS WEEK – PANEL PRESENTING PAPERS

MAY 4-8

Instructions for Critiquing Draft Research Papers

You are to act as an editor of the assigned research paper. Your critique, therefore, is aimed to help the author strengthen and clarify her/his work. To do this, you will first briefly summarize what the paper is about (its thesis and methodology), and then carefully analyze how adequately s/he carries out the project. To do this, answer the following questions:

I. Brief synopsis of the paper to show that you grasp what the author intends:

1. What is the main point the author makes in the paper?
2. What kind of data does s/he use to develop the argument or analysis?

II. Analysis of the form:

1. Is the paper organized clearly? Does one idea follow from another? It will help if you outline the paper. You will then be able to see whether the structure makes sense to you.
2. Does each paragraph make sense? That is, does it have a topic sentence and do all the ideas in each paragraph relate to that topic sentence?
3. Is the style good? This is a draft, so the paper does not need to be perfect in terms of punctuation, etc., but if there are a great many misspellings, punctuation errors, and weak sentences (e.g., run-on sentences, sentence fragments, excessive use of passive voice), these should be noted. The final piece should be as close to perfect technically as possible.

III. Analysis of the content:

1. What parts of the paper are the strongest? (i.e., using data well to support an analytic point; clarity in expressing an idea)
2. Where is the paper weak? For example, are some parts of it unclear to you? Are there ideas that are not supported by logical argument or by data?

IV. Analysis of sources

1. Does the author use sources well to support the discussion?
2. Are all relevant passages cited? That is, were there phrases you thought might be close paraphrases that did not have a reference? Were all quotes cited with page numbers given?
3. Did the author use a wide enough range of relevant sources?

NOTE: Your written comments will probably be considerably more extended and, possibly, frank, than those you give in class.

Give one copy of your comments to the author, one to Dr. Adams.

Instructions for discussion of papers

The aim of the critiques and discussion of your papers is to strengthen them. You will briefly (no more than 10 minutes) introduce your paper, using the outline below. To that end, please be prepared to address the following:

1. What is the paper's topic?
2. What analytic approach(es) did you use?
3. Why?
4. Are there larger theoretical issues you're working with, or are you using this approach as a heuristic framework for the purposes of this paper only?
5. What kinds of empirical data are you using?
6. How does this data relate to your analytic approach? Describe how you determined what data you needed and/or included in your paper?
7. Where are you stumped? Are there gaps in your data? Are you unsure how to operationalize or support your theoretical claims? How can we help you break through these log-jams?