

**Evidence-Focused First Year Seminar**

**SOC 190-1**

**How Societies Remember**

**Professor Bin Xu**

**Fall 2018**

Monday and Wednesday 4:00PM - 5:15PM

Ignatius Few Building 131

Office Hours: 1:15PM-2:15PM Monday and Wednesday (by appointment)

Office: Tarbutton 211

*The instructor reserves the right to make changes to this syllabus at any time during the course.*



**Course Description**

This course aims to gain a deeper and broader understanding of “collective memory” or “social memory,” an interdisciplinary field which addresses how societies perceive their past. It introduces students to many topics related to this theme, including war and memory, memorials, museums, oral history, historical reputation, and so on. Readings, documentaries, and various cultural objects, such as literature, movies, fine arts, and music, are utilized to facilitate lectures and discussions.

This course will be conducted as a seminar. Instead of the instructor lecturing all the time, learning will take place through a combination of lecturing, discussion, collaboration, and field visits. Enthusiastic engagement on the part of every student is vital to the success of this course.

**Evidence-Based Learning Outcomes**

This is an evidence-focused first-year seminar. We will pay much attention to the use of evidence, defined here as “that which supports or challenges a claim, theory, or argument.” (Adapted and synthesized from the Oxford English Dictionary and Merriam-Webster Dictionary.) Our engagement with evidence, part of a College-wide initiative, will seek to address the following goals of learning outcomes:

1. **Learning outcome 1:** Distinguish uses of evidence between different disciplines. Collective memory is an interdisciplinary field and opens to different types of evidence and methodologies. But students are expected to learn what types of evidence (for example, observation, experiment, survey, narratives, archives, and so on) involved disciplines, including sociology, psychology, history, and cultural studies, use.

2. **Learning Outcome 2:** Identify, select, and gather evidence.
  - Distinguish between primary and secondary evidence.
  - Identify and access evidence using effective, well-designed search strategies and most appropriate sources.
  - Select evidence appropriate to the scope and criteria of the discipline, topic, and research question.
  - Gather or collect evidence for a particular research topic.
3. **Learning Outcome 3:** Evaluate and analyze evidence:
  - Evaluate evidence according to criteria established in the course.
  - Analyze evidence thoroughly and systematically
4. **Learning Outcome 4:** Build arguments based on evidence and assess the arguments of others
  - Develop a clear research question and an evidence-based argument
  - Use appropriate evidence to build or support the argument or answer the research question
  - Read model articles and discuss how the articles use evidence to build argument

### Required Assignments

The required assignments will include the following items.

1. **Evidence-Based Scholarly Article Reading (15%):**

Students are expected to select a scholarly article from a journal to learn how a research paper collects, uses, and analyzes evidence and how it builds its arguments based on evidence. In addition, students will learn the basic format of a research paper, including literature review, theory, empirical analysis, and conclusion.

- 1) Students sign up for a broad topic related to memory. Topics will be given in class.
- 2) Choose one article in *Memory Studies* (5%).
- 3) Use a reading template to summarize the articles with a particular focus on evidence use. The template will be given in class (10%).
2. **Evidence-Based Assignments (15%):**
  - 1) Write a *response essay* to a movie which is screened in class and discuss how movie can be used as evidence for memory research (5%)
  - 2) Psychology Lab Visit: We will visit a psychology lab at Emory to learn how psychologists work on memory as opposed to the majority of the memory literature we learn in this class. Read relevant materials, take notes of the visit and speech, and write a memo about how psychological research uses evidence (5%)
  - 3) Lecture Memo: Attend a lecture that the instructor arranges in class time. Write a *memo* about how the speaker uses evidence in his/her project (5%).
3. **Evidence-Based Research Paper Project (55%):**
  - 1) Initial topic and research question (5%): Students come up with an interested topic and a research question.
  - 2) Discussion and feedback: In-class discussion of the topic and receive feedback from the instructor and fellow students.
  - 3) Revised research question and bibliography (5%): In accordance with the feedback, students revise the research question. Meanwhile, come up with a bibliography of existing literature and evidence.

- 4) Presentations (10%): Students present their work-in-progress, which includes an annotated outline of claims, arguments and some analysis of evidence. Receive further feedback from the class.
- 5) Individual consultation: Students sign up with the instructor to discuss their specific concerns of paper.
- 6) Final research paper (35%): final paper is due by the end of the term.

### Textbooks

1. Viet Thanh Nguyeh. 2016. *Nothing Ever Dies: Vietnam and the Memory of War*. Harvard University Press. (Emory Bookstore)
2. David W. Blight. 2001. *Race and Reunion: The Civil War in American Memory*. The Belknap Press of Harvard University Press. (Emory Bookstore)
3. Sturken, Marita. 1997. *Tangled memories: the Vietnam War, the AIDS epidemic, and the politics of remembering*. Berkeley: University of California Press.
4. (Recommended but not required) William Booth et al. *The Craft of Research*. University of Chicago Press.

The books can be purchased at Emory campus bookstore or from amazon.com.

**Journal articles** can be downloaded from the library's website.

**Other readings** (scanned book chapters) will be distributed via the online teaching system.

### Attendance and Participation

Attendance is required and worth **10 points**. The instructor will take attendance in the beginning/end of each class. Students who participate in University-sanctioned events, or have illness, or have emergency must inform the instructor in advance with appropriate verification documents. They also must make up any work they missed. Students who miss **one (1) class** without reasons will only **get 5 for attendance** credit. Students who miss **two (2) classes** will only get **2.5**; those who miss more than two will not get any attendance credit. Participation in in-class discussion is required and worth 5 points.

### Grade Distribution

Evidence-Based Scholarly Article Reading 15%

Evidence-Based Assignments: 15% (5% each)

Evidence-Focused Research Paper Project: 55%

Seminar Attendance and Participation: 15%

## RULES AND POLICIES

### Communication

- **Read this syllabus carefully before asking questions.**
- I will also send periodic Canvas announcements and/or emails about any further course information. Please read all the written course communications thoroughly!
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions, study guide), then feel free to ask me.
- Do NOT ask/email me questions that I have already answered in a course document or via posted announcement/emails. I will not respond to these questions.
- I generally try to respond to emails within 24 hours, but I do not guarantee a response within 24 hrs. In most cases, students got my response on the same day.

### Conduct

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another.

- Please do not arrive late to class. If you have to run from a place far from the classroom building and are likely to be late, please let the instructor know beforehand.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Laptops are allowed for note-taking and occasional information-checking. Please refrain from checking Facebook or any other non-class activities during all class meetings. If you are found to be engaging in these activities, you will be asked to leave the classroom for the remainder of the class.
- The use of cell phones is NOT permitted in this class.

### **Missed Classes**

**You** are responsible for missed material. Please get notes from your classmates. After you have read all of the missed material, if you still have questions, please come to my office hours.

### **Video/Audio**

You may not video or audiotape lectures without my express consent.

### **Extra Credit**

There are **no** extra credit assignments available in this course.

### **Make-Up Policy**

Makeup exams/assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, university activities).

### **Academic Integrity**

**Students who are admitted to Emory College of Arts and Sciences agree to abide by the provisions of the Honor Code:** <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

### **Access and Disabilities**

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact the Office of Access, Disability Services, and Resources (ADSR) to learn more about the registration process and steps for requesting accommodations. If you are a student that is currently registered with ADSR and have not received a copy of your accommodation notification letter within the first week of class, please notify ADSR **immediately**. Students who have accommodations in place are encouraged to coordinate sometime with your professor, during **the first two weeks** of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with ADSR and faculty concerning the nature of your disability remain confidential. For additional information regarding ADSR, please visit the website: [equity.emory.edu/access](http://equity.emory.edu/access).



### Reading and Class Schedule

#	Date	Topic	Reading	Activities
1	August 29	Introduction	No	Lecture and Discussion
2	September 5	Vietnam War Memory I	Sturken: <i>Tangled Memories</i> . Chapter Two	Film Screening: <i>Maya Lin: Clear and Strong Vision</i>
3	September 10	Vietnam War Memory II	Sturken: <i>Tangled Memories</i> . Introduction and Chapter Three	In-class discussion of the film on Maya Lin
4	September 12	Vietnam War Memory III	Wagner-Pacifici, Robin, and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." <i>American journal of sociology</i> 97 (2):376-420.	Discussion with a focus on <b>evidence-based scholarly article reading</b>
5	September 17	Vietnam War Memory IV	Nguyen. <i>Nothing Ever Dies</i>	Students sign up for a broad topic related to memory. Topics will be given in class.
6	September 19	Vietnam War Memory V	Nguyen. <i>Nothing Ever Dies</i>	Choose one article in <i>Memory Studies</i> (5%).
7	September 24	Lecture	Deborah Davis (Yale University): "Weddings in Shanghai: Performing Happiness and Re-Verticalizing Kinship"	
8	September 26	Vietnam War Memory VI	Nguyen. <i>Nothing Ever Dies</i>	<b>Assignment due:</b> Use a reading template to summarize the articles with a particular focus on the evidence use. The template will be given in class (10%).
9	October 1	Civil War Memory I	Blight. <i>Race and Reunion</i>	Assignment: Lecture memo (due on Oct 1)
10	October 3	Civil War Memory II	Blight. <i>Race and Reunion</i> An article about Robert E. Lee stature removal and Charlottesville conflict	Discussion about statures of civil war figures
11	October 10	Civil War Memory III	Blight. <i>Race and Reunion</i>	
12	October 15.	Civil War Memory IV	No.	Civil war fictional film
13	October 17.	Civil War Memory V	Blight. <i>Race and Reunion</i>	<b>"Fictional Film as Evidence" essay due</b>
14	October 22.	Civil War Memory VI	Blight. <i>Race and Reunion</i>	
15	October 24.	Research Paper Project	<i>Craft of Research</i> (excerpts)	Discussion of research Topic, question, and Evidence
16	October 29.	Autobiographic Memory I	DeGloma. <i>Seeing the Light</i> . (Excerpts)	Research Paper Project: Initial topic and research question (5%)

17	October 31.	Autobiographic Memory II	DeGloma. <i>Seeing the Light</i> . (Excerpts)	
18	November 5.	Research Paper Project	No	Research Paper Project: Discussion and feedback: In-class discussion of the topic and receive feedback from the instructor and fellow students.
19	November 7.	Librarian's visit		Discussion with the librarian on looking for primary and secondary sources
20	November 12.	Autobiographic Memory III	Oral History TBD	1. Research Paper Project: <b>Assignment Due</b> . Revised research question and bibliography (5%):
21	November 14.	Autobiographic Memory IV: Psychology lab visit	Psychology of autobiographic memory TBD	Psychology lab visit
22	November 19.	Memory of Disaster I	Xu, Bin. 2013. "Mourning Becomes Democratic." <i>Contexts</i> 12 (1):42-46.	1. Research Paper Project: Individual consultation sign-up 2. Psychology lab visit memo due
23	November 26.	Memory of Disaster II	No.	Film screening: <i>China's Unnatural Disaster</i>
24	November 28.	Memory of Disaster III	Xu, Bin. 2017. "Commemorating a difficult disaster: Naturalizing and denaturalizing the 2008 Sichuan earthquake in China." <i>Memory Studies Online</i> first (February).	
25	December 3.	Memory of Disaster IV	Sorace. <i>Shaken Authority</i> (book excerpts)	
26	December 5.	Mini Presentations	No	
27	December 10.	Mini Presentations	No	