

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number History 98T  
 Course Title Hoarders, Buried Alive in the Archive: History, Memory, and Archiving in Modern Times

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis X
- Social Analysis X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course deals with the analysis and critique of the historical discipline and the relation between archives, history, and memory. As a result, students will gain skills in analyzing society and the structures that play a role in its organization, such as archives and documentary evidence, and the construction of historical narratives and collective memory.

3. List faculty member(s) who will serve as instructor (give academic rank):

Jason Lustig (teaching fellow), Prof. David N. Myers (faculty mentor)

4. Indicate when do you anticipate teaching this course:

2014-2015    Winter    X    Spring  
    Enrollment    Enrollment

GE Course Units        5

Please present concise arguments for the GE principles applicable to this course.

✓ General Knowledge

Students will learn about the discipline and theories of history, the relationship between history and memory, as well as postmodernism. The course has a strong emphasis on archive theory, which has ties with postcolonial thought and philosophy. In addition, students will critically examine how historical narratives are shaped and constructed—by historians, librarians and archivists, national and communal institutions—to serve particular ends. As this course will not focus solely on a specific group (e.g. France, the Jews, the United States) but rather on the idea of the archive within a transnational framework, the readings will present students with opportunities to learn about archives and history in many different contexts.

✓ Integrative Learning

Students will be asked to integrate and critique various theories of the archive as they are applied and developed in different contexts, and then to apply them in their research papers.

❑ Ethical Implications	
❑ Cultural Diversity	
❑ Critical Thinking	The course will challenge students to think critically about how historical knowledge is constructed and the infrastructure and institutions which underpin our knowledge of the past.
✓ Rhetorical Effectiveness	The students will be required to write an in-depth research paper which will give them the opportunity to develop original intellectual and historical arguments. They will have opportunities to develop their theses through an iterative writing process (submitting drafts, thesis statements, bibliographies, and outlines) which will help them develop the skills of rhetorical effectiveness. In addition, debates in class will require them to parse and understand the rhetoric of past writers and thinkers about archives, as well as give form to their own thinking about the nature of archives, history, and memory.
✓ Problem-solving	Students will develop skills in searching for, identifying, and critiquing the sources of knowledge for the study of historical problems through the investigation of the history of archives, which are some of the most important institutions that provide this knowledge base for the study of history.
✓ Library & Information Literacy	As a course about archives, students will not only study the history of libraries and archives, and their relation with the discipline of history; the course will also have a practical element, in which the students go to the university archives and special collections to work with material, and some of them will use the special collections as the foundation for their research papers. They will also need to prepare an annotated bibliography in which they will develop library skills to find relevant papers and books related to their research topic.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>0</u>	(hours)
2. Discussion Section: (i.e. seminar meetings)	<u>3</u>	(hours)
3. labs	<u>0</u>	(hours)
4. Experiential (service learning, internships, other):	<u>0</u>	(hours)
5. Field Trips:	<u>0</u>	(hours)

**(A) TOTAL Student Contact Per Week** **3** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1.5</u>	(hours)
2. Reading	<u>5</u>	(hours)
3. Group Projects:	<u>0</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>0</u>	(hours)
5. Information Literacy Exercises:	<u>0</u>	(hours)
6. Written Assignments:	<u>2.5</u>	(hours)
7. Research Activity:	<u>4</u>	(hours)

**(B) TOTAL Out-of-class time per week** **13** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **16** **(HOURS)**

Teaching Fellow: Jason Lustig  
Proposed for 2014–2015

### Hoarders, Buried Alive in the Archive: History, Memory, and Archiving in Modern Times

In today's world, we live in an information age surrounded by the possibilities of seemingly unlimited storage and a ubiquitous culture of archiving that privileges the packrat and borders on the obsessive-compulsive. One does not delete an email: it is archived. We document our lives digitally under the pretense of "sharing" with friends and family, but the photos and status updates are stored permanently in the "cloud" even after one's passing, morphing into perpetual memorials. Almost every website has an "archive," which more often than not simply refers to anything older than the front page.

Archives, it seems, surround us daily. In this seminar, the archive will be a focal point around which we will investigate a series of questions about the practice of history, the relationship between archives, history, and modern memory, as well as the history of archives within the context of the emergence of the state, bureaucracy, the public sphere, and the beginnings of the information age: What binds the processes through which history and memory are constructed, and how do institutions that foster historical scholarship, such as archives, play an active role in the formation of historical narratives and communal memory? What is the nature of the contemporary culture of collecting and hoarding, and what part does collecting take, both by professionals as well as by everyday people, in shaping perspectives on the past? How do historians use archives, and how should that inform our understanding of the nature of history and our conception of the past? And perhaps most importantly, an issue that should trouble us all: how do we know what we know? When one seeks to study the past, to reconstruct times and places never personally and directly experienced, what is the basis for that knowledge?

Archives have been alternately termed the foundation of human civilization, the historian's laboratory, the sediment left by the stream of history, as well as a sealed room under lock and key, where archivists protect history *for* historians and *from* historians: hiding unseemly details of the past from prying eyes and shaping historical narrative through the form and shape in which historical materials are presented. And once past the Kafkaesque keeper of the keys to history, one may find him or herself, literally, buried alive in the historical evidence. In this seminar, we will investigate the nature of archives and their purpose in civil society, public life, and the historical discipline, and what (if any) relationship exists between the twenty-first century everyday digital archiving experience and the future of history.

#### Course Requirements:

- 1) Active preparation for and participation in weekly seminar sessions. Active participation means posing questions and contributing to in-class dialogue in a manner that demonstrates that you have actively read the assigned material and sought to understand it within the context of the course.
  - a. You will be expected, once during the quarter, to give a five-minute presentation in seminar relating to the assigned readings with the goal of introducing the readings. Presenters will also submit two to four

discussion questions to the teaching fellow in advance of question, which will help to guide the discussion. Presentations will be assigned in the first seminar meeting.

- 2) A weekly 2 page (two full pages) reading response which synthesizes and critiques the assigned readings, posing a question or topic for further discussion relating to the overall theme of the seminar. You will be expected to write a response for 8 out of the 10 weeks of the course.
- 3) One short paper (4 to 5 pages) that analyzes and reflects upon primary sources that we will look at during a visit to the UCLA Library Special Collections.
- 4) A substantial (12 to 15 pages) research paper on a topic of your choosing related to the seminar topic. Topics must be approved. The paper will demonstrate your ability to formulate a research topic, to locate and make use of primary and secondary sources, draw conclusions from historical material, and to compose a strong and significant piece of writing with a strong thesis, argument, and evidence to prove your point. Successful completion of this requirement includes:
  - a. Selection of a historical question and appropriate primary sources
  - b. Creation of an annotated bibliography and research plan
  - c. Submission of a research abstract (1 page summary of the research question and proposed thesis)
  - d. Submission of a paper draft for peer review
  - e. Presenting your research findings to the seminar
  - f. Submission of a final draft, including footnotes and bibliography

There will be three options for your research paper. They are:

- a. Select a historical event or figure. Examine a group of historical books and papers that have been written on this subject, analyzing not only the varied and often competing narratives that are presented but also how the primary sources that authors use direct and affect the way that they talk about it. Look at which archival collections the authors use, and carefully examine the finding aids (detailed directories) for these collections; you can often find these online. What is the relationship between archival collections that historians use (or that they don't use!) and what is written using them?
- b. Select a collection from the UCLA Library Special Collections. Examine the material in the collection and write a research paper that makes an argument using it. Discuss the ways in which the collection tells a narrative in and of itself, and the relationship between the materials in the collection at UCLA and other historical literature that has been published on the topic.
- c. You may also develop your own original research topic that makes use of or studies archival sources. The topic must be submitted and approved by week three.

Course grade will consist of:

- 1) Preparation and active participation: 25%
- 2) Eight weekly reading response papers: 15%
- 3) Short paper: 15%
- 4) Research paper: 45%

Course Schedule:

**Week One**

**Introduction to the Course of Study**

Big Questions:

- What are archives?
- Why are archives important? Why are they important to study?
- How do archives intervene in society? How do archives wield power?

Readings:

- What is an archive?*
- V. H. Galbraith, *An Introduction to the Use of the Public Records* (1934), “Introductory,” “The Approach to Research,” pp. 1–14, 66–88
- Samuel Kassow, “Emanuel Ringelblum and the Oneg Shabes Archive,” in *European Jews and Jewish Europeans between the Two World Wars*, ed. Raya Cohen, pp. 51–80
- James O’Toole, “The Symbolic Significance of Archives,” in *American Archivist* 56.2 (1993), pp. 234–255
  
- Archives and Power*
- Timothy Garton Ash, *The File*
- Joan Schwartz and Terry Cook, “Archives, Records, and Power: The Making of Modern Memory,” in *Archival Science* 2 (2002), pp. 1–19

**Week Two**

**Archives, History, and Memory**

Special Note:

\*\* This week, we will meet at the Young Research Library and will include a visit at the UCLA Archives & Special Collections, where we will look at a set of archival materials that will be the basis for the short paper (due next session, week three) \*\*

Big Questions:

- What is the relationship between history and memory?
- What creates collective memory? Do archives have a role to play?
- What does history consist of? Is history to be found in the archive?
- How do societies come to depend upon archives?

Readings:

- Pierre Nora, “Between History and Memory: Les Lieux de Mémoire,” in *Representations* 26 (1989), pp. 7–24
- Maurice Halbwachs, *Collective Memory* (selections)
- Noa Gedi and Yigal Elam, “Collective Memory – What is it?” in *History and Memory* 8.1 (1996), pp. 30–50

- Jacques Derrida, *Archive Fever*
- Wulf Kansteiner, "Television Archives and the Making of Collective Memory," in *Archives, Documentation, and Institutions of Social Memory: Essays from the Sawyer Seminar* (2006), pp. 368–377

### **Week Three**

#### **The Archival Mystique: Archives and Modern Historical Practice**

##### Big Questions:

- How do historians practice history?
- 19<sup>th</sup> century historians talked about "scientific" history; is history really a science?
- Does history have a method? Was this method discovered, or invented?
- Can one write history without archives?

##### Readings:

- Beiser, *The German Historicist Tradition*, pp. 1–26
- Bonnie Smith, "Gender and the Practices of Scientific History: The Seminar and Archival Research in the Nineteenth Century," in *The American Historical Review* 100.4 (1995), pp. 1150–1176
- Kasper Eskildsen, "Leopold Ranke's Archival Turn: Location and Evidence in Modern Historiography," in *Modern Intellectual History* 5.3 (2008), pp. 425–453
- Daniela Saxer, "Archival objects in motion: historians' appropriation of sources in nineteenth-century Austria and Switzerland," in *Archival Science* 10 (2010), pp. 315–331
- Primary sources: translated excerpts from Ranke's introduction to *Geschichten der romanischen und germanischen Völker von 1494 bis 1535* (1824), *Über die Verschwörung gegen Venedig im Jahre 1618* (1831), Droysen's *Historik*

##### Assignments Due:

- \*\* Due in class: Short paper, analyzing the material examined at the UCLA Special Collections in week two \*\*
- \*\* Due in class: Research proposal (returned week four) \*\*

### **Week Four**

#### **Historical Practice, In Practice**

##### Big Questions:

- How do historians practice history?
- What is the allure of the archive?
- What is the relationship between the roles of archives and archivists as purveyors and protectors of historical materials, and as gatekeepers?
- What connection between the limits of the archive (what it contains and what it does not contain) and what historians write about?

##### Readings:

- Arlette Farge, *The Allure of the Archive*

- Yosef Hayim Yerushalmi, *Series Z*
- Franz Kafka, "Before the Law"
- Craig Robertson, "Mechanisms of Exclusion: Historicizing the Archive and the Passport," in *Archive Stories*, ed. Antoinette Burton, pp. 68–86

## **Week Five**

### **Seeking Truth in the Archive**

#### Big Questions:

How do we know what we know?

What is the relationship between truth and fiction in history?

How do archives relate to the issue of the attempt to approach historical truth?

- M. T. Clanchy, *From Memory to Written Record: England, 1066–1307*, pp. 1–45 ("Introduction," Ch. 1, "Memories and Myths of the Norman Conquest"), 295–328 (Ch. 9, "Trusting Writing")
- Hayden White, *Metahistory*, pp. 1–42 ("Introduction")
- Lionel Gossman, *Between History and Literature* (Chs. 7 & 9, "History and Literature: Reproduction with Signification," "Rationality and History"),
- Francis X. Blouin Jr. and William G. Rosenberg, *Processing the past: contesting authority in history and the archives*, pp. 3–96
- Joan Schwartz, "'Records of Simple Truth and Precision': Photography, Archives, and the Illusion of Control," in *Archives, Documentation, and Institutions of Social Memory: Essays from the Sawyer Seminar* (2006), pp. 61–83

#### Assignments Due:

\*\* Due in class: Annotated bibliography and research plan \*\*

## **Week Six**

### **Archives and the Public Sphere**

#### Big Questions:

How did archives transform in tandem with the creation of the modern state?

What does the case of archives in the French Revolution tell us about the relationship between archives and the public?

What is the relationship between the opening of archives and the development of civil society?

#### Readings:

- Jürgen Habermas, *The Structural Transformation of the Public Sphere*, pp. 1–140
- Owen Chadwick, *Catholicism and History: The Opening of the Vatican Archives*, pp. 1–13, 72–109
- Ernst Posner, "Aspects of Archival Development since the French Revolution," in *American Archivist* 3.3 (1940), pp. 159–172
- Judith Panitch, "Liberty, Equality, Posterity? Some Archival Lessons from the Case of the French Revolution," in *American Archivist* 59.1 (1996), pp. 30–47

- Patrick Joyce, “The politics of the liberal archive,” in *History of the Human Sciences*

## **Week Seven**

### **Archives and Nationalism**

#### Big Questions:

- How do archives help construct national identity?
- What is the relationship between archives and the state?

#### Readings:

- Jennifer Milligan, *Making a modern archive: The Archives Nationales of France, 1850–1887*, pp. 1–17, 249–312
- Galit Hasan-Roken, “Folk Narrative Anthologies in Modern Israel,” in *Prooftexts* 17.3 (1997), pp. 71–82
- Peter Fritzsche, “The Archive and the Case of the German Nation,” in *Archive Stories*, ed. Antoinette Burton, pp. 184–208
- Trudy Peterson, “The Nasty Truth About Nationalism and National Archives”
- Benedict Anderson, *Imagined Communities*, pp. 1–48, 85–114

#### Assignments Due:

\*\* Due in class: Research paper abstract \*\*

## **Week Eight**

### **Can One Own History? Archive Restitution and Ownership**

#### Big Questions:

- Charles Kecskeméti, “Displaced European Archives: Is It Time for a Post-War Settlement?” in *American Archivist* 55.1 (1992), pp. 132–140
- Michelle Caswell, “‘Thank You Very Much, Now Give Them Back’: Cultural Property and the Fight over the Iraqi Baath Party Records,” in *American Archivist* 74.1 (2011), pp. 211–240
- Astrid Eckert, *The Struggle for the Files: The Western Allies and the Return of German Archives after the Second World War*, pp. 1–12, 99–218
- Jeannette Bastian, *Owning Memory: How a Caribbean Community Lost its Archives and Found its History*, pp. 1–34, 53–74
- Ernst Posner, “Effects of changes of sovereignty on archives,” in *Archives and the Public Interest*, pp. 168–181

#### Assignments Due:

\*\* Due in class: Paper draft \*\*



**Week Nine:**  
**History and Hoarding in the Information Age**

Big Questions:

Is there something different about our contemporary culture of archiving from what has come before?

Readings:

- Adina Hoffman, *Sacred Trash: The Lost and Found World of the Cairo Geniza*
- Daniel Lord Smail, "Neurohistory in Action: Hoarding and the Human Past," in *Isis* (forthcoming)
- Annette Weiner, "Inalienable Wealth," in *American Ethnologist* 12.2 (1985), pp. 210–227
- James Beninger, *The Control Revolution: Technological and Economic Origins of the Information Society*, pp. 1–30, 390–438
- Renée Sentilles, "The Archives of Cyberspace," in *Archive Stories*, pp. 136-156
- David Craig, "The Ghost Files" (Columbia Magazine, Winter 2013–14) - <http://magazine.columbia.edu/features/winter-2013-14/ghost-files>

**Week Ten: Presentation of Research**

Special Note:

\*\* In this final meeting, students will present and debate their research papers; prior to this class, the students' paper abstracts (submitted week seven) will be circulated so that all students are familiar with the research topics to be discussed. \*\*



## New Course Proposal

### History 98T

### Hoarders Buried Alive in Archives: History, Memory, and Archiving in Modern Times

**Course Number** History 98T

**Title** Hoarders Buried Alive in Archives: History, Memory, and Archiving in Modern Times

**Short Title** HOARDERS

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

**Course Description** Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of role of archives in shaping historical narratives and communal memory. Introduction to historical practice, critique of archives as objective observers of past, relation between history and memory, ubiquity of archives, and collecting in contemporary life. Letter grading.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows.

**Syllabus** File [History 98T syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Professor David Myers is the faculty mentor for this seminar.

**Grading Structure** Preparation and active participation: 25%  
Eight weekly reading response papers: 15%  
Short paper: 15%  
Research paper: 45%

**Effective Date** Winter 2015

**Discontinue Date** Summer 1 2015

<b><u>Instructor</u></b>	Name	Title
	Jason Lustig	Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** History

<b><u>Contact</u></b>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu

**Routing Help**

## ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

**Status:** Added to SRS on 7/31/2014 1:11:11 PM

**Changes:** Title, Requisites, Description

**Comments:** Edited course description into official version; corrected title, requisite box.

**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

**Status:** Added to SRS on 6/30/2014 2:07:13 PM

**Changes:** Short Title, Instructor

**Comments:** No Comments

**Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 6/12/2014 11:36:26 AM

**Changes:** No Changes Made

**Comments:** Routing to Doug Thomson in the Registrar's Office.

**Role:** FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370

**Status:** Approved on 6/11/2014 1:40:12 PM

**Changes:** No Changes Made

**Comments:** No Comments

**Role:** FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 6/2/2014 4:06:55 PM

**Changes:** No Changes Made

**Comments:** Routing to Dell Upton for FEC approval.

**Role:** CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

**Status:** Approved on 5/15/2014 3:30:27 PM

**Changes:** No Changes Made

**Comments:** on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Programs Faculty Advisory Committee

**Role:** Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

**Status:** Submitted on 5/15/2014 3:29:07 PM

**Comments:** Initiated a New Course Proposal

[Back to Course List](#)

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