**Paper 2**

**Prompt 1**  
The Politics and Culture of Memory  
Prof. Grama

**2,500 words (10 pages double spaced)**  
**Font 12, Arial or Times New Roman** (please use only one of these two fonts!)  
Due: **Monday, Dec. 11th**

**History, memory, and the pursuit of justice**

How is the pursuit of justice connected to the creation of a collective memory and to processes of reckoning with the past? Why is the recovery of multiple voices and historical sources crucial to this collective reckoning? What does “justice” represent for different social and political actors, and what happens when different, and even contradictory understandings of “justice” are at play? How did the specific people and groups discussed in our course readings pursue their justice, and with what results? How did the books and readings we focused on during this course have themselves helped with this pursuit, or contributed in any way to the process of achieving justice? And how exactly did that happen?

Drawing on the set of readings assigned to **two** case studies (out of the four topics we discussed in this course), please write **a comparative essay** that will engage with the questions outlined above.

Please see below the list of the required course materials, including visual sources.

While there is no specific requirement for the way you will structure your essay and arguments therein, please make sure you **dedicate equal space to each of the case studies,** and to the readings linked to these cases.

IMPORTANT:

* **in addition to submitting your paper via Canvas, I would like you to write your paper in Google doc and share the document with me, using my CMU email:**[**egrama@andrew.cmu.edu**](mailto:egrama@andrew.cmu.edu)**. Please add me as an editor to your Google document. I will obviously not change anything in your paper.**

**The reason for my request is that I would like to see the transformation of your paper from a draft to a final version, and to access earlier drafts.**

**Please note that sharing the link to your Google doc is mandatory and will impact your final grade; that is, if you don’t share the link with me, you will not receive points for this final essay.**

* **Please do not use AI for writing (parts of) your essay. Any use of AI in your essay will be considered plagiarism, and the paper will receive an F.**

These are the required sources you will want to engage with if you choose some of the following case studies (included in the course readings)

**Case study 1: The Shoah**

* Wendy Lower, *The Ravine: A Family, a Photograph, a Holocaust Massacre Revealed* (2021)—the whole book
* Philip Gourevitch, “The Memory Thief” in The New Yorker, June 14, 1999.
* *Ida* (the movie, dir. Pawel Pawlikowski, 2014)

(You could re-watch it via CMU library, please make sure you are logged in with your Andrew id)

https://video.alexanderstreet.com/watch/ida?utm\_campaign=Video&utm\_medium=MARC&utm\_source=aspresolver

**Case study 2: Postcolonial Kenya and the memory of the Mau Mau revolt**

(Please note that there are **four required sources** for this case study because the articles are much shorter than a book!)

* Caroline Elkins, “Looking beyond Mau Mau: Archiving Violence in the Era of Decolonization,” The American Historical Review, 120 (3) June 2015, pp. 852-868.
* David Anderson, “Mau Mau in the High Court and the ‘Lost’ British Empire Archives: Colonial Conspiracy or Bureaucratic Bungle?” The Journal of Imperial and Commonwealth History, (39:5, 2011), pp. 699-716.
* Radiolab podcast (54 minutes):  
  <http://www.radiolab.org/story/mau-mau/>
* A Time There Was: Stories from the Last Days of Kenya Colony  
  documentary by Donald McWilliams

<https://www.nfb.ca/film/time_there_was_stories_from_the_last_days/>

**Case study 3: Guatemala’s civil war and its aftermath**

* Kristin Weld, *Paper Cadavers: The Archives of Dictatorship in Guatemala*, (Durham: Duke UP, 2014). Please read **at least four chapters** if you chose to focus on this case study.
* “What happens at Dos Erres,” This American Life, May 25, 2012  
  http://www.thisamericanlife.org/radio-archives/episode/465/what-happened-at-dos-erres
* Granito: How to Nail a Dictator, directed by Pamela Yates (2011)

(You could re-watch it on Kanopy via CMU library, please make sure you are logged in with your Andrew id)

https://www.kanopy.com/en/cmu/watch/video/143905

**Case study 4: The 1619 project-- Reckoning with the History and Legacy of Slavery**

* *Daughters of the Dust*, directed by Julie Dash (1991)

<https://www.kanopy.com/en/cmu/video/4694912?frontend=kui>

* Clint Smith, *How the Word Is Passed: A Reckoning with the History of Slavery Across America* (2021). Please read **at least four chapters** if you chose to focus on this case study.
* *The 1619 Project*, The New York Times Magazine. Texts by Nikole Hannah-Jones, Matthew Desmond, Jamelle Bouie, and Bryan Stevenson.