

Major Paper #2: A History of the Present

*But consequence is our paint and finger paint
and what we do doesn't disappear
from what is done.*

Ed Robeson, "Teapot Boiling,
How to Begin the Day"

What does it mean to live in the present, knowing that it will be *and* is already a part of history? What might we want to remember and be remembered through? How can we write against a "hierarchy of memory" that would otherwise exclude what we want to remember?

Your Task

This assignment is meant to put into practice what we have been learning from these past few weeks. We have learned that what is forgotten does not disappear but rather returns to haunt (Tuck & Ree), that valuing some memories often leads to devaluing other memories (Cacho), that official histories are forgetful, often violently so (JR), and that even in the midst of forgetting and submergence some things persist (Tajiri).

This assignment is an opportunity for you to *write to and into history* by creating your own mini-documentary. There is no specific theme you need to address, but it needs to have something to do with **memory**. A fun and exciting way is to think of yourself as creating an archive for some future archivist who wants to know about how people in our current time and space coordinate live. In a way, you have been preparing for this through Short Assignment #3 and Short Assignment #4. Here are the requirements.

1. The length of documentary should be somewhere between 8 to 12 minutes. At least three-fourths of your documentary need to be real recorded footage (6 to 8 minutes).
2. The documentary needs to contain **two** types of shot and **two** kinds of sound.

3. The documentary needs to incorporate the interview from Short Assignment #4. You do not need to include the entire interview and can use it as voice over (like in Tajiri).
4. Write a 1-page Artist's Memo introducing to your audience how your documentary takes up the theme of memory.

Rubric

A successful documentary

- explains through the Memo how the documentary takes up the theme of memory.
- uses the requisite number of types of sound and shot to effective rhetorical effect.
- uses the interview to effective rhetorical effect.

4.0-3.9—fulfills all three requirements.

3.8-3.5—fulfills two requirements while leaving one undeveloped.

3.4-3.0—fulfills two requirements.

2.9-2.5—fulfills one requirement while leaving one undeveloped.