

HST 375: Histories of Memories

Spring 2015

Prof. Susan A. Crane

Office/Hours: Soc Sci 237A; ALT Wednesdays 11-12, Th 9:45-10:45 and by appt.
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History and memory are not opposed terms: history and memory shape each other. Memories exist in individual brains, but they would not persist without social and collective memory frameworks. This course will examine western histories of memories in the nineteenth and twentieth centuries through the institutions and technologies that facilitate recall, such as museums, photography and film, print media and visual culture.

History is the formal study of the past through the traces left by our predecessors, in written, oral, material and visual culture. Historians produce narratives about the past in multimedia formats which are then studied by others interested in learning about the past. Historical narrative is always informed by memories: memory of the past alive in individuals' minds, and memories of learning about the past as transmitted through written and visual history. In this course, we will focus on the moments of tension where history and memory appear to be at odds, where competing interests in the meanings of the past have created social conflict.

Learning Outcomes

- Identify relationships between History and Memory as historical concepts
- Be able to assess contemporary memory institutions for their effectiveness in promoting historical memory
- Responsibly critique popular media representations of history and memory

Assigned Readings

There are no required books that need to be purchased. Shorter assigned readings, listed on the syllabus, will be made available on D2L. Students will be able to borrow a copy of *Imagining the Twentieth Century* from the instructor.

Do the reading. Take good notes. Bring the text and your notes with you to class, every class.
Class discussion will include activities and quizzes based on the reading.

Assessment

Attendance Policy: Class participation and regular attendance are essential components of this course. Students are expected to read every assignment prior to the class meeting for which it is assigned, attend every class, and participate actively in discussion on a regular basis. *The accumulation of more than three unexcused absences may result in a reduction in your final*

grade. The accumulation of more than four unexcused absences may result in an administrative withdrawal from the course.

If you know you will have to miss a class for legitimate reasons, you are expected to let the instructor know in advance in order to be excused. No late work will be accepted without prior permission.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Grading:

- Class participation and 1-page papers (25%)
- Two 5-7 page papers (50%, weighted equally)
- Final Project (25%)

All papers must be double-spaced, 12-pt. font and will be accepted in class ONLY on the due date (unless the student has received prior permission).

Plagiarism and Cheating Policy

Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. ***The history department mandates that academic dishonesty be punished by a failing grade for the course.*** Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information, see UA policies concerning academic integrity,

If you have any concerns about what plagiarism is and how to avoid it, consult the Main Library's "[how to avoid plagiarism](#)" page.

*Notification Regarding Disability

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

*Policies against Threatening Behavior by Students

Threatening behavior—including any statement, communication, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property—will not be

tolerated. Sanctions may include suspension, expulsion, arrest, and criminal prosecution. For more information on UA policies concerning threatening behavior, please see:

<http://policy.web.arizona.edu/threatening-behavior-students>

*Notification Regarding Amendments to Syllabus:

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Class Schedule

- Jan. 15 Introduction to Histories of Memories
- Jan. 20 Collective Memory and Generations
Read: Halbwachs, "Collective Memory and Historical Memory"
Due in class: 1-page paper identifying an example of your own participation in collective memory, based on Halbwachs' definition
- Jan. 22 Collective Memory Case Study: Enola Gay Controversy
Read: Mike Wallace, "The Battle of the Enola Gay" in his *Mickey Mouse History*
- Jan. 27 Lecture: Remembering the Holocaust I
Jan. 29 Memory, Generations and the Holocaust
Read: Marianne Hirsch, "Surviving Images" in Barbie Zelizer, ed., *Visual Culture and the Holocaust* (2001)
Optional: read Art Spiegelman, *Maus*
Due in class: 1-page paper discussing the significance of "postmemory"
- Feb. 3 Lecture: Remembering The Holocaust II
Feb. 5 Remembering the Holocaust in American Museums
Read: selection from Edward Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum*
*Paper #1 topics posted on D2L
- Feb. 10 Lecture: Remembering the Holocaust III
Feb. 12 Remembering the Holocaust in Memorials
Read: Harold Marcuse, "Holocaust Memorials"
- Feb. 17 Lecture: What is a Ruin? Or, Who Determines What is Worth Preserving?
Due in Class: Paper #1
- Feb. 19 Read: Mike Wallace, "Reflections on the History of Historic Preservation" in *Presenting the Past*
- Feb. 24 Images and Collective Memory I
Read: Alison Landsberg, excerpts from *Prosthetic Memory*
Optional: view Ridley Scott, "Blade Runner" (1982)
- Feb. 26 *no class*

- Mar. 3 Images and Collective Memory II Read: Alison Winter, "Flashbulb Memories"
 Mar. 5 Iconic Images: Why are some images used more than others to remember the past?
 Read: Vicki Goldberg, "Icons" in *The Power of Photography*
Due in class: 1-page paper on the significance of iconic photographs for collective memory
- Mar. 10 Read: Imagining the 20th Century pp. 1-51 [book may be borrowed from Prof. Crane]
 Mar. 12 Read: Imagining the 20th Century pp. 52-127 [book may be borrowed from Prof. Crane]
Paper #2 assignment posted on D2L
- *Spring Break*
- Mar. 24 Family Photos as the Basis of Histories and Memories
Due before class: scan and post two family photos that pre-date your birth; due in class: present your images (5-10 minutes)
- Mar. 26 Images and Collective Memory III
 Read: Marita Sturken, "The Image as Memorial"
- Mar. 31 Collective Memory Case Study: Japanese-American Internment Camps
 View in class: Rea Tajiri, "History and Memory" (1991)
Due in class: Paper #2
- Apr. 2 Atrocity Images as Unbearable Historical Evidence, part I
 Read: John Berger, "Photographs of Agony" (1971) and selection from Susan Sontag, *Regarding the Pain of Others* (2003)
- Apr. 7 Atrocity Images as Unbearable Historical Evidence, part II: "Erased Lynching"
 Read: Ken Gonzales-Day, ch. 3, *Lynching in the West* and view his ["Erased Lynching"](#) online exhibit (view images and take the "Walking Tour")
Due in class: 1-page paper reflecting on the significance of "erasure" for the memories of lynching
- Apr. 9 Erased Slavery at the Plantation Museum
 Read: Eichstedt and Small, "Symbolic Annihilation" in their *Representations of Slavery* (2002)
- Apr. 14 Lecture: Remembering 9/11
 Apr. 16 Atrocity Images as Unbearable Historical Evidence, part III: 9/11
 Read: Tom Junod, "The Falling Man" and "The Falling Man: Ten Years Later" *Esquire* (Sept 8, 2009 and Sept 9, 2011); view [9/11 Memorial](#) website
- Apr. 21 "Tank Man" and the Memory of Tiananmen Square, 1989
 Guest: Prof. Fabio Lanza
 Read: TBA
- Apr. 23 Collective Memory Case Study: The Berlin Wall
Final Project assignment on D2L
- Apr. 28 View in class: Patricio Guzmán's "Nostalgia for the Light" (2011)

- Apr. 30 Remembering and Forgetting: “My memory, sir, is like a garbage heap.”
Read: Jorge Luis Borges, “Funes the Memorious” [D2L]
- May 2 Images and Collective Memories, Recap
- May 8 **Due by 5pm in Crane mailbox, Social Sciences 215: Final Project**