

# HST 375: Histories of Memories

## Spring 2013

Prof. Susan A. Crane

Office/Hours: Soc Sci 237A, TTh 10:30-11:30 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 you want to do well in this class? Here's how.

- Complete the reading before the class for which it is assigned.
- Take good notes on the reading and on class discussions.
- Bring the assigned text and your notes with you to class, every class. Class discussion will include activities and quizzes based on the reading.

\*You must complete ALL writing assignments in order to earn a passing grade for the course.\*

## 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 (a doctor's note is NOT required by the university). 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%)
- **4-5 page paper** (25%)
- **Group presentation** (25%)
- **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. 10 Introduction to Histories of Memories
- Jan. 15 “My memory, sir, is like a garbage heap.”  
Read: Borges, “Funes the Memorious” [D2L]
- Jan. 17 Lecture: What is “Collective Memory” and How is it Related to History?
- Jan. 22 Read: Halbwachs, “Collective Memory and Historical Memory” [D2L]  
**Due in class: 1 page paper** identifying an example of your own CM
- Jan. 24 The Kodak Moment. Read: Winter, “Flashbulb Memories” [D2L]
- Jan. 29 Iconic Images: Why are some images used more than others to remember the past?  
Read: Goldberg, “Icons” in *The Power of Photography* [D2L]
- Jan. 31 Read: Imagining the 20<sup>th</sup> Century pp. 1-51 [book may be borrowed from Prof. Crane]
- Feb. 5 Read: Imagining the 20<sup>th</sup> Century pp. 52-127 [book may be borrowed from Prof. Crane]
- Feb. 7 Family Photos as the Basis of Histories and Memories.  
Bring to class copies of two family photos that pre-date your birth.
- Feb. 12 Lecture: Who Gets to Choose What is Worth Remembering?  
**Due in class: 3-5 page paper** which uses a photo as a basis for a discussion of histories and memories [assignment details on D2L]
- Feb. 14 The Differences between a Ruin that’s worth preserving, and a Ruin that’s not. Read: Simmel, “The Ruin” [D2L]
- Feb. 19 Read: Mike Wallace, “Reflections on the History of Historic Preservation” in *Presenting the Past* [D2L]
- Feb. 21 Lecture: The Holocaust in History and Memory, part 1
- Feb. 26 Lecture: The Holocaust in History and Memory, part 2
- Feb. 28 Remembering the Holocaust in American Museums

- Read: selection from Edward Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum* (1995) [D2L]
- Mar. 5 Oral Histories of the Holocaust. Read: selection from Lawrence Langer, *Holocaust Testimonies: The Ruins of Memory* (1991) [D2L] and view selected testimonies in Fortunoff Video Archive  
**Due in class: 1 page paper (assignment instructions on D2L)**
- Mar. 7 Remembering the Holocaust in Memorials. Read: Harold Marcuse, "Holocaust Memorials" *American Historical Review* (Feb. 2010)
- Mar. 9-17 **\*\*Spring Break\*\***
- Mar. 19 Histories and Memories: Case Studies from World War II  
 In class: choose group project assignments
- Mar. 21 [NO CLASS] Group project research based on provided bibliographies for case studies: Enola Gay controversy; the Wehrmacht Exhibit; Japanese photography museums; Japanese textbook controversy; Korean comfort women; OR group choice
- Mar. 26-28 [NO CLASS] Group meetings with Prof. Crane and research time
- Apr. 2-4 **Group project presentations**
- Apr. 9 View in class: Rea Tajiri, "History and Memory" (1991)  
 Apr. 11 Atrocity Images as Unbearable Historical Evidence  
 Read: selections from John Berger, *About Looking* and Susan Sontag, *Regarding the Pain of Others*.  
**Due in class: 1 page paper (assignment instructions on D2L)**  
 On D2L: instructions for final project proposal
- Apr. 16 Atrocity Images as Unbearable Historical Evidence: Slavery and Lynching in Museums and Memorials  
 Read: selections from Appel and Smith, *Lynching Photographs*; J. O. Horton, *Slavery and Public History: The Tough Stuff of American Memory* (2006); Wood, Marcus, *Blind Memory: Visual Representation of Slavery in England and America* (2000). Ken Gonzalez-Day, *Lynching in the West* and *Erased Lynchings*
- Apr. 18 Due in class: prospectus for final project. In class: group peer reviews.
- Apr. 23 View in class: Patricio Guzmán's "Nostalgia for the Light" (2011)  
 Apr. 25 TBA
- Apr. 30 Remembering 9/11 in Photos.  
 Read: Tom Junod, "The Falling Man" and "The Falling Man: Ten Years Later" *Esquire* (Sept 8, 2009 and Sept 9, 2011); see also <http://www.911memorial.org/memory-and-memorialization>
- May 2 Final project due

