

HST 375A: Histories of Memories in the 19th Century

Fall 2021

Prof. Susan A. Crane

Office: Chavez 319 A/B

Office Hours: Tues 3:30-4:30 in person; Wed 11:00-12:00 ZOOM [see D2L for link]; by appointment

Contact: scrane@email.arizona.edu

Faculty Website: <https://scrane.web.arizona.edu/>

The past is what happened. History is what we write about it.

“Histories of memories” offers an interdisciplinary, scholarly approach to the study of the past. Written histories are always informed by memories, since memory of the past is alive in individuals’ minds, as are memories of learning about the past. Memories exist in individual brains, but they would not persist without social and collective memory frameworks. The histories we learned in school are only one type of those frameworks.

This course will examine histories of memories during the “long” nineteenth century (1789-1918) through Western institutions and technologies that facilitate recall: museums, photography, print media and visual culture, as well as academic disciplines which emerged in western civilizations to study memory phenomena, such as history, psychology, archaeology, paleontology, anthropology and more – many of which were formalized in the 19th century. The emergence of modern notions of time and its rapid pace of change will be considered alongside practices of preservation, conservation and the creation of memorials and monuments. Topics include: the human body as a site of memory (tattoos, funerary practices, wax museums, postmortem photography); Napoleonic and Civil War commemorative sites; theories of extinction; the creation of public history museums; the emergence of mass tourism and the mass market for antiques and souvenirs.

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university’s core value of a diverse and inclusive community, it is our institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure that students feel represented and valued. History and memory begin with you.

Assigned Reading

All assigned reading is available via D2L, D2L Library Tools or UA Main Library website. There are no textbooks or required purchases for this course.

Learning Outcomes

Students will gain expertise in analysis of historical visual culture.

Discussion leadership and independent research will provide translatable skills for future analytical endeavors.

Students will become adept at interrogating and engaging in historiographical debates about the nature of memory in historical context.

Requirements

This course will be conducted as a seminar focused on student-led discussion and research. Each student will serve twice as discussion leader. Regular participation in class discussions is an essential part of success in this class. In our class meetings, we will share our impressions of the assigned reading and seek connections to varied course themes. For us to be able to seriously discuss and grapple with our ideas we need, as a group, to build a foundation of common reference points from our assigned readings and in-class discussion, and a sense of an *esprit de corps* for our shared endeavor.

Given the ongoing pandemic, you may experience obstacles in your efforts to meet the course goals. If you do, please communicate directly with me, your instructor. When absence cannot be avoided, let me know prior to the class meeting you will miss. We will work together to figure out necessary accommodations for any Covid-related difficulties, including late submission of work.

Regular class attendance is an essential element in achieving the goals of this course. However, to do well in this course you must do more than show up. The students who desire a B-grade or above need to participate regularly in ACTIVE discussion that demonstrates that one has done the reading and thoughtfully engaged the material. Quality discussion also will depend on the readings or materials being discussed with one another and responding to each other rather than routing each and every query, thought, or idea through the professor. Please do not mistake quantity for quality. Those whose participation features excessive comments that add little or nothing to the topic at hand, or do not base their discussion on evidence from class materials, will have their participation grade lowered.

Unlike many classes where your attendance/discussion/participation grade remains an unknown entity until the very end of the course, I will provide each student with feedback and a class participation grade on D2L at each paper deadline.

TIPS FOR SUCCESS IN THIS COURSE

****Complete the reading BEFORE class****

****Take good notes on the reading****

****Bring the text and your notes with you to every class meeting****

Papers

Two 6-8 page papers and one final project (equivalent to 8-10 pages) are assigned. Paper topics will be provided two weeks prior to the due date and will be based solely on assigned reading. For the final project, students will propose and carry out independent research on photos and photo albums viewed at Special Collections and/or the Center for Creative Photography.

**All writing assignments are due in class on the required date and will not be accepted later without prior permission of the instructor.

**All written work should be formatted in 12-pt Times Roman font, double spaced with standard margins, your name at the top of the first page, and pages numbered throughout.

All writing assignments must be submitted electronically to the appropriate D2L Dropbox by the required time. **All writing assignments must also be submitted as hard copy.

Grades

All writing assignments must be completed and submitted before the end of the term in order to earn a passing grade [D] in this course.

Paper #1	25%
Paper #2	25%
Photo Album Project	25%
Participation	25%

GRADING PHILOSOPHY

A “grade” is a single letter given to indicate the level of performance attained in scholastic work. It is your instructor’s evaluation of the accuracy, depth and quality of expression found in students’ written assignments for this course. Although it is not a precise measure, each letter has a meaning that conveys important feedback about the quality of academic work. An “A” is reserved for the very best work in the course. It means that the student *far exceeds normal expectations* for work at this level in all aspects of the assignment (accuracy, depth, quality of expression). Grades in the “B” range indicate that while accurate and adequate in depth and quality of expression, the assignment could still be improved significantly in one or more of these aspects. *Grades in the “C” range indicate that the student has met minimum expectations for undergraduate work in the course*, but that his or her work is undistinguished in accuracy, depth and/or quality of expression; considerable room for improvement exists. A “D” grade indicates that student work is below expectations for undergraduate work and that serious deficiencies need to be addressed. An “E” or “F” indicates that the student has not performed the assigned work.

HISTORY DEPARTMENT ACADEMIC INTEGRITY POLICY

Plagiarism and cheating will not be tolerated. All assignments submitted for this course must be original and must be performed individually unless otherwise permitted. 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 on UA policies concerning academic integrity see:

<https://deanofstudents.arizona.edu/policies/code-academic-integrity>

If you have any concerns about what plagiarism is and how to avoid it, consult the Main Library's helpful site: <https://new.library.arizona.edu/research/citing/plagiarism>
ACCESSABILITY AND ACCOMODATIONS

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. *At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.* Please be aware that the accessible table and chairs in the classroom should remain available for students who find that standard classroom seating is not usable.

For further information about university policies and procedures related to the safety and integrity of this course and its classroom, see "The Fine Print" at the end of the syllabus.

...AND FINALLY:

The 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

Aug. 24	Introduction: Learning Histories of Memories
Aug. 26	How Do You Remember What Memory Is? Read: Robert Epstein, " The Empty Brain "
Aug. 31	Defining a Century Read: Jürgen Osterhammel, ch 1 in his <i>The Transformation of the World: A Global History of the Nineteenth Century</i> [eBook]
Sept. 2	Revolutions in Memory Read: Peter Fritzsche, excerpts from <i>Stranded in the Present</i> [eBook]
Sept. 7	Meeting Your Waterloo Read: "Reading the Tangible Past: British Tourism, Collecting, and Memory after Waterloo" Stuart Semmel, <i>Representations</i> No. 69 (Winter, 2000), pp. 9-30 [Journal]
Sept. 9	Headless History Read: Billie Melman, ch. 1 in her <i>The Culture of History: English uses of the past, 1800-1953</i> [eBook]
Sept. 14	Revolutionary Collectors Read: Tom Stammers, "Bric-a-Brac of the Old Regime" <i>French History</i> , 2008, Vol.22 (3), p.295-31 [Journal]

- Sept. 16 Workshop: How to Read a Historical Photograph
- Sept. 21 The Camera as a Memory Tool
Class visit: Meet at Special Collections, Main Library
- Sept. 23 NO CLASS
PAPER #1 DUE on D2L 3:15 and hard copy in Prof. Crane's mailbox, Dept. of History office, Chavez 419N
- Sept. 28 Photography and Preservation
Read: Henry Fox Talbot, *The Pencil of Nature* [eBook]
- Sept. 30 How White Male Scholars Have Read Historical Photographs
Read, then compare/contrast: Alan Trachtenberg, "Through a Glass Darkly" and Michael Lesy, "The Photography of History" [D2L]
- Oct. 5 How a Black Female Scholar Reads Historical Photographs
Read: Saidya Hartman, "An Unnamed Girl, A Speculative History" *The New Yorker* (Feb. 9, 2019) [Journal]
- Oct. 7 Securing the Shadow: Postmortem Photography
Class visit: Meet at The Center for Creative Photography
- Oct. 12 Remembering the Dead
Read: Teresa Barnett, "History's Remains" in her *Sacred Relics: Pieces of the Past in Nineteenth-Century America* (2013) [eBook]
- Oct. 14 Read: Teresa Barnett, "'In Memory of our Beloved Confederacy'" in her *Sacred Relics: Pieces of the Past in Nineteenth-Century America* (2013) [eBook]
- Oct. 19 Mastadons, Mummies and Museums
Read: George Brown Goode "Museum-history and museums of history" (1889) [eBook/internet archive]
- Oct. 21 "Monument Mania"
Reading: TBA
- Oct. 26 Monument Mania in Ruins
Read: Nick Yablon, "'Land of Unfinished Monuments': The Ruins-in-Reverse of Nineteenth-Century America" *American Nineteenth Century History*, Vol. 13, No. 2, June 2012, 153-197 [Journal]
- Oct. 28 NO CLASS
PAPER #2 DUE on D2L 3:15 and hard copy in Prof. Crane's mailbox, Dept. of History office, Chavez 419N
- Nov. 2 Repressed Memories and Scientific Inquiry
Read: Adrienne Mayor, "Suppression of Indigenous Fossil Knowledge" in Proctor and Schiebinger, eds., *Agnology: The Making and Unmaking Of Ignorance* [D2L]

- Nov. 4 Layers of Memories: Earth and its Fossils
Read: Martin J. S. Rudwick, “Minerals, Strata, and Fossils” in Jardine, et al, eds., *Cultures of Natural History* (1996)
- Nov. 9 Memory Loss: “The Last Men”
Read: excerpts from Patrick Brantlinger, *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930* (2003) [eBook]
- Nov. 11 NO CLASS: VETERANS DAY HOLIDAY
- Nov. 16 Collectors and Their Collections
Read: Sue Waterman, “Collecting the 19th Century” *Representations* 90 (Spring 2005) [Journal]
- Nov. 18 Fame and Celebrity as Sites of Memory
Read: Ann Rigney, “Re-enacting *Ivanhoe*” in her *The Afterlives of Walter Scott* (2012) [eBook]
- Nov. 23 No Class ~ ~ *Photo Album Project research day*
Nov. 25 NO CLASS – EAT TURKEY
- Nov. 30 Missions Accomplished?
Read: Phoebe Koop, “The Road” in her *California Vieja* [D2L]
- Dec. 2 Landscapes for Memory
Read: Selections from Simon Schama, *Landscape and Memory*[D2L]
- Dec. 7 Drawing Conclusions about History and Memory
- Dec. 10 **Photo Album project due by 5pm on D2L** and hard copy in Prof. Crane’s mailbox, Dept. of History office, Chavez 419N

And now for the fine print...

History Major Program Learning Outcomes

Write clear, well-organized prose.

Conduct historical research, including the appropriate use of primary sources, to provide properly documented evidence to support an argument.

Recognize and evaluate competing historical interpretations.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:

<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:

<https://deanofstudents.arizona.edu/absences>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

The use of personal electronics such as laptops, iPads, and other such mobile devices can easily be distracting to the other students and the instructor. Their use can degrade the learning environment. If this becomes an issue in our classroom, students will not be permitted to use these devices during the class period.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Please be aware that the accessible table and chairs in our classroom should remain available for students who find that standard classroom seating is not usable.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>