

HST 695H: Visual Culture and Collective Memory
Spring 2013

Prof. Susan A. Crane

Office/Hours: Soc Sci 237A/TR 10:30-11:30

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Assignments

Students are expected to participate actively in colloquium discussion every week, based on thorough preparation (completion of ALL of the assigned reading, preparation of notes and questions on the assigned reading, précis regularly submitted). Each student will act as class discussion leader twice during the term.

1. Writing

Students will submit regularly a précis (3-4 double-spaced, typed pages) written about the texts assigned for a class meeting. Précis will be accepted only during that class, and not in lieu of participation. Students may choose which class meetings they will submit their précis. Discussion leaders must submit a précis for the discussion they lead; this essay “counts” towards the two due each month.

- Five précis: two précis are due by Feb. 18; two by Mar. 25; and one by Apr. 22.
- In the précis, DO NOT SUMMARIZE THE READINGS. Instead, highlight key issues and themes that connect or distinguish the assigned readings to/from thematic concerns raised in the colloquia. Demonstrate that you have comprehended *each* author’s main point, method, and unique contributions. Only then have you earned the right to criticize an author’s failures, if you so choose.
- Final project: presentation and ten-page paper engaging readings from the course relating collective memories and visual culture to a country and/or theme selected by the student. Presentations on Apr. 29; final paper due on May 6.

2. Discussion Leadership

Discussion leaders will submit their precis, relating the key points of the assigned reading to major themes and issues of the colloquium, to D2L by 6:00 pm on the Sunday prior to that class meeting. All students are expected to read the discussion paper prior to class and to come to class prepared to engage with its themes, as well as to raise questions of their own.

In class, discussion leaders will present brief biographical information about the assigned authors, as well as the major themes and issues they wish to discuss. DO NOT simply summarize or read aloud the précis you submitted: everyone will have read it.

3. Readings

When the entire text is assigned, the book is available for purchase at the University bookstore and indicated [B]. When selections are assigned, the reading is available on the course website [D2L] or accessible online via U of A library collections and databases [UALib]. An [EBook] is owned by the library as a digital copy with a multiuser license; everyone can access the book electronically simultaneously and save/copy/print up to 60 pages.

Expectations

All students should consult with the instructor at least once during the term (preferably, before March) about their progress and goals in the course.

Excused Absences: since we only meet once a week, a single absence is a major event. In the case of illness or emergency, students are expected to notify the instructor in advance of the class that will be missed.

Class Meetings Schedule

- Jan. 14 Introduction
- Jan. 21 ****No Class Meeting – MLK Holiday****
Read or Review: [Read in this order]: Maurice Halbwachs, “Historical Memory and Collective Memory” in Halbwachs, *The Collective Memory* (1980) [D2L]; Pierre Nora, “Between Memory and History,” *Representations*, 26 (Spring, 1989), pp. 7-24 [UALib]; Kerwin Lee Klein, “On the Emergence of Memory in Historical Discourse,” *Representations*, no. 69 (Winter, 2000), pp. 127-150 [UALib]; Marianne Hirsch, “Surviving Images” in Barbie Zelizer, ed., *Visual Culture and the Holocaust* (2001) [D2L].
****Précis required if you have not previously been assigned these texts; submit the précis to Prof. Crane’s mailbox in SocSci 215, Tues, Jan. 22 by 5 pm.****
- Jan. 28 Collective Memory Frameworks. Read: Winter, Assmann and Lorenz in Tilmans, Vree and Winter, eds., [*Performing the Past : Memory, History, and Identity in Modern Europe*](#) [EBook or B] (Amsterdam University Press, 2010); Aleida Assmann, “Canon and Archive” in **Astrid Erll, ed., *Cultural memory studies: an international and interdisciplinary handbook*** [EBook]; **Paul Connerton, “Seven Types of Forgetting”** *Memory Studies* 1:1 (January 2008), 59-71. [UALib]
- Feb. 4 Collective Memory: Case Studies. Read: Snyder and Judt in Jan-Werner Mueller, ed., *Memory and Power in Post-war Europe* (Cambridge, 2002) [D2L]; Dolf Bonekaemper, Welzer/Lenz and Lindenberger in Muriel Blaevé, et al, *Clashes in European Memory* (2011); Michael Rothberg, chs. 1 and 4 in *Multidirectional Memory* (2009) [D2L].
- Feb. 11 History, Memory and Film. Read: Alison Landsberg, *Prosthetic Memory* [EBook]

or B]; Rosenstone and White, *AHR* forum, *American Historical Review* 93, no.5 (December 1988) [UALib]

- Feb. 18 Memory and Photography. Read: Roland Barthes, *Camera Lucida* [B] and Alan Sekula, “On the Invention of Photographic Meaning” in Victor Burgin, ed., *Thinking Photography* (London, 1982) [D2L]
- Feb. 25 “Photographies and Histories”. Read: selections from John Tagg, *The Burden of Representation* [B]; Longford and Edwards in Annette Kuhn and Kirsten Emiko McAllister, eds., *Locating Memory* (2006) [D2L].
- Mar. 4 Photographs as Things Historians Use. Read: Edwards and Hart, Intro and “Mixed Box” in Edwards, ed., *Photographs Objects Histories* (2004) [EBook]; Jeremy Rowe and Eric Margolis, in **Margolis and Luc Pauwels, eds., The SAGE handbook of visual research methods (2011)** [D2L] ; “Appendix” in Ardis Cameron, ed., *Looking for America : the visual production of nation and people* (2005) [D2L]
Guest: Jeremy Rowe, ASU
- Mar. 10-17 Spring Break
- Mar. 18 19th C. Visual Culture. Read: Billie Melman, chs. 3,4,6 in *The Culture of History: English Uses of the Past, 1800-1953* (2006) [EBook]; Raphael Samuels, *Theaters of Memory* (2006), pp. 315-380 [D2L]
- Mar. 25 The Visual Culture of Ruins. Read: Anne Fuchs, *After the Dresden Bombing* ch. 2 [EBook]; view Richard Kostelanetz’ film, “A Berlin Lost” (1987); read Kostelanetz, “A Lost World Interred in Berlin” *New York Times* November 08, 1987; Michael Meng, “A Cemetery of Ruins” in Justyna Beinek and Piotr Kosicki, eds., *Re-Mapping Polish-German Historical Memory* (2011) [D2L]; Huyssen, Barndt, Steinmetz in Julia Hell and Andreas Schönle, eds., *Ruins of Modernity* (2010) [D2L].
- Apr. 1 The Holocaust in History and Memory. Read: Peter Fritzsche, “Holocaust and the Knowledge of Murder” *Journal of Modern History* 80 (2008) [UALib]; Intro, Confino, Diner, Stone and Moses in Christian Wiese and Paul Betts, eds., *Years of Persecution, Years of Extermination: Saul Friedländer and the Future of Holocaust Studies* [EBook]
- Apr. 8 Atrocity Photography Case Studies: Holocaust and Lynching. Read: **Apel and Smith, Lynching Photographs [B]**; Judith Keilbach, “Photographs, Symbolic Images, and the Holocaust: On the (Im)possibility of Depicting Historical Truth” *History and Theory*, May 2009, Theme Issue 47 [UALib]; Erika Doss, “Shame: Duluth's lynching memorial and issues of national morality” in Doss, **Memorial Mania: Public Feeling in America (2010)** [D2L]
- Apr. 15 **Visual Representations of Slavery. Read: selections from J. O. Horton, Slavery and Public History: The Tough Stuff of American Memory** (2006); Marcus Wood,

Blind Memory: Visual Representation of Slavery in England and America (2000);
Stephan Palmié, "Slavery, Historicism, and the Poverty of Memorialization" in Radstone
and Schwarz, *Memory, Histories, Debates* (2010). All on D2L. Take a look at
Envisioning Emancipation (new Dec. 2012).

Apr. 22 Two Susans Regard the Pain of Others, Sometimes Using Photographs. View: Susan
Meiselas, [Reframing History](#) website; read Elizabeth Edwards in *Susan Meiselas, In
History* (2008); Susan Sontag, *Regarding the Pain of Others*

Apr. 29 Presentations

May 6 Final paper due