

HST 375: Histories of Memories

Fall 2019

Prof. Susan A. Crane

Office//Hours: Chavez 319 A/B//Tuesdays 10-10:45, Thursdays 3:30-4:00 and by appt.

Contact: scrane@email.arizona.edu

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

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.

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 histories of memories during the nineteenth and twentieth centuries through the institutions and technologies that facilitate recall, such as museums, photography and film, print media and visual culture.

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.

Learning Outcomes

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

Assigned Reading

Book available via D2L/Library Tools and UA Main Library website: Rolf Potts, *Souvenir* (2018) – we will read the entire book.

Students will be able to borrow a copy of *Imagining the Twentieth Century* from the instructor. Shorter assigned readings, listed on the syllabus, will be available on D2L or through the Univ. of Arizona Main Library website.

Assigned Writing

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

****All writing assignments must be submitted electronically to D2L Dropbox by 10:00 AM on the due date (i.e. before the class in which they are due begins). All writing assignments must also be submitted as hard copy during the class in which they are due.**

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****

Class discussion includes activities and quizzes based on the reading.

GRADES AND ATTENDANCE

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

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

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.

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.

Grades:

- **Class participation, photo presentation and 1-page papers (25%)**
 - **Includes **required attendance at film screening on Thursday, Oct. 10****
- **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).

All assignments must be completed and submitted in order to earn a passing grade in this course.

Extra credit opportunities will be announced as they become available and are due before the last class of the semester.

ACADEMIC INTEGRITY 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. 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.

If you have concerns about plagiarism and want to learn how to avoid it, consult the Main Library website (ALSO LINKED IN D2L LIBRARY TOOLS):

<http://www.library.arizona.edu/help/tutorials/plagiarism/plagiarism-resources.html>.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

GRADING PHILOSOPHY

A “grade” is a single letter given to indicate the level of performance attained in academic work. It is the professor’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.

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.

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

- Aug. 27 Introduction to Histories of Memories
Aug. 29 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 your discussion of Halbwachs' examples**
- Sept. 3 Collective Memory Case Study: Enola Gay Controversy
Read: Richard Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibit" (1995)
- Sept. 5 Lecture: Remembering the Holocaust I
- Sept. 10 Generations of Memory 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"
- Sept. 12 Lecture: Remembering the Holocaust II
- Sept. 17 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
- Sept. 19 Lecture: Remembering the Holocaust III
- Sept. 24 Remembering the Holocaust at International Memorials
Read: Harold Marcuse, "Holocaust Memorials" *American Historical Review* (Feb. 2010)
- Sept. 26 Lecture: Objects of Nostalgia
Due in Class: Paper #1
- Oct. 1 The Invention and Marketing of Souvenirs
Read: Ralf Potts, *Souvenir*
- Oct. 3 Lecture: Re-enactments
- Oct. 8 Read: Tony Horowitz, "Introduction" and "Cats of the Confederacy" in his *Confederates in the Attic*
- Oct. 10 **No class**
****Screening of "Bisbee '17" at CCP auditorium, 6:00****
- Oct. 15 "Bisbee '17" Discussion. Guest speaker: Prof. Katherine Benton-Cohen, Georgetown
Read: Katherine Benton-Cohen, "Advising Bisbee '17" *American Historical Review*, June 2019
Due on D2L: questions for Prof. Benton-Cohen
- Oct. 17 Read: Vicki Goldberg, "Icons" in *The Power of Photography*

- Oct. 22 Read: Imagining the 20th Century pp. 1-51 [book may be borrowed from Prof. Crane]
 Oct. 24 Read: Imagining the 20th Century pp. 52-end
- Oct. 29 Family Photos as the Basis of Histories and Memories
Due before class: scan and post on D2L two family photos that pre-date your birth, with captions
Due in class: present your images
Paper #2 assignment posted on D2L
- Oct. 31 **Family photo archive, presentations con't.**
- Nov. 5 Read: Marita Sturken, "The Image as Memorial"
 Nov. 7 Collective Memory Case Study: Japanese-American Internment Camps
 View in class: Rea Tajiri, "History and Memory" (1991)
Due in class: Paper #2
- Nov. 12 Erased Slavery at the Plantation Museum
 Read: Eichstedt and Small, "Symbolic Annihilation" in their *Representations of Slavery* (2002)
- Nov. 14 Atrocity Images as Unbearable Historical Evidence, part I: "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
- Nov. 19 Lecture: Remembering 9/11
 Nov. 21 Atrocity Images as Unbearable Historical Evidence, part II: 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
- Nov. 26 View in class: Patricio Guzmán's "Nostalgia for the Light" (2011)
 Nov. 28 No class: eat turkey instead
- Dec. 3 Remembering and Forgetting after Pinochet
 Read: Diana Taylor, "You Are Here": H.I.J.O.S. and the DNA of Performance" in her *Archive and the Repertoire: Performing Cultural Memory in the Americas* (2003)
Final Project instructions posted on D2L
- Dec. 5 Lecture: Rubble or Ruin: Who Determines What is Worth Preserving?
 Browse [Ruins of Detroit](#) and do a little research of your own: find one website about photography of "abandoned places" or urban or industrial ruins -- try looking for a location you are interested in (your hometown; Tucson; Chernobyl, etc.). Be careful! Many of these websites are neither secure nor trustworthy. BONUS: share a bogus/fake ruin website; bonus points will be assessed on how well the fake authenticity of the site is presented via photography
- Dec. 10 Recap: Erasure, Memorials and Ruins

Dec. 13: Final Project due by 5pm in Prof. Crane's mailbox, Dept. of History office, Chavez 409

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>