

**Prof. Zerubavel**

History 16:510:551:01

Fall 2017

Th. 1:10-4:10pm

Class location: Bildner Center, 12 College Avenue, 2<sup>nd</sup> floorOffice Hour: 4:10-5:00pm

or by appointment

Office: Bildner Center, 1<sup>st</sup> fl.Email: yael.zerubavel@rutgers.edu**Global Comparative Colloquium on “Cultural Memory”**

**Topics:** The colloquium introduces an interdisciplinary and comparative approach to the study of memory drawing on historical, sociological, anthropological, and literary perspectives. The course is designed to provide a broad framework to explore major theoretical and methodological issues and key concepts related to memory studies. Readings and class discussions address the relations between history and collective memory; memory, invented tradition, and forgetting; monuments, memorial sites, and the politics of commemoration; diaspora and heritage tourism; testimonies, objects, and silence; denial, countermemory, and memory activism; media and memory; trauma, awakening, and narrative plot structures.

**Individual research projects:** The development of a research project is an important component of the course. Students are encouraged to contact me and set time to meet to discuss their ideas and are welcome to propose their topic of research, disciplinary perspective, and methodology according to their field of interest. Time table for the research project and the final research paper is indicated below.

**Students** are encouraged to bring to classes current news, share readings, and information about events that are relevant to the study of cultural memory. The syllabus leaves room for a session to be determined by seminar participants' interests.

**Core Learning Goals:**

- **S1:** Communicate complex ideas effectively
- **U:** Evaluate and critically assess sources and use the conventions of attribution and citation correctly
- **V:** Analyze and synthesize information and ideas from multiple sources to generate new insights
- **S2:** Respond effectively to editorial feedback from peers and instructor through successive drafts and revision

**Additional Learning Goals:**

- Learn key concepts and analytical approaches in memory studies
- Learn how to plan and pursue an independent research project through its various phases
- Produce an original, well-written paper based on the analysis of research and drawing on readings

**Course Requirements:**

(1) Students are expected to come prepared to class with responses to assigned readings and ready for class discussion about key concepts and main points raised in these readings.

(2) Students are expected to progress with their research projects according to plan and submit the assignments on time according to schedule below.

(3) A final paper drawing on an independent research project and the readings and discussions in class, about 20 pages (double space, including notes and bibliography) is due at the end of the term.

### **Research Project Schedule**

- Research topic approval by ..... Sept 19
- Research proposal due by ..... Sept 28
- Progress report in class ..... Oct. 26
- Oral presentation in class..... Nov. 30
- Final paper due ..... Dec. 14

### **Academic Integrity**

Students are required to follow current Academic Integrity Policy as indicated in the website:

<http://academicintegrity.rutgers.edu/integrity.shtml>. **Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.** For further information on how to avoid plagiarism in your work, see [http://www.libraries.rutgers.edu/rul/lib\\_instruct/instruct\\_document.shtml](http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml) and take a 20 min. interactive-tutorial on Plagiarism and Academic Integrity at <http://sccweb.scc-net.rutgers.edu/douglass/sal/plagiarism/Intro.html>

### **Grading**

Reading assignments and class discussions ..... 30%  
 Research proposal and a preliminary bibliography....10%  
 Oral Presentation.....10%  
 The final paper..... 50%

### **Readings**

**Two readers to purchase at Barnes & Noble Bookstore, Somerset St & College Ave, or online:**

- Jeffrey K. Olick et als. eds., *The Collective Memory Reader*. New York: Oxford University Press, 2011, ISBN 9780195337426.  
*Noted in syllabus as **CMR***
- Astrid Erll and Ansgar Nünmning, eds. *Companion to Cultural Memory Studies*. Berlin & New York: Walter de Gruyter, 2010, ISBN 9783110229981  
*Noted in syllabus as **Compannion***

**All other readings are placed on sakai.rutgers.edu.**

## Class Schedule

### Sept 7 – Introduction

- Review of course plan, readings, and goals.
- Review of major questions, themes and methodologies in the study of memory.
- A preliminary discussion of students' research interests.
- Setting time for individual meetings

*Wed. Sept 13, 7:30pm – Douglas Student Center, Traves Hall*  
*Prof. Jeffrey Shandler's lecture, "Holocaust Memory in the Digital Age"*

### Sept 14 – Theoretical Approaches and Key Concepts

#### Readings

- Maurice Halbwachs, "The Collective Memory," *CMR*, 139-49  
 Jan Assman, "Communicative and Cultural Memory," *Companion*, 109-18  
 Alon Confino, "Memory and the History of Mentalities," *Companion*, 77-84  
 # Eviatar Zerubavel, "Social Memories," in *Social Mindscapes: An Invitation to Cognitive Sociology*.  
 Cambridge: Harvard University Press, 1997, 81-99  
 # Eviatar Zerubavel, *Time Maps: Collective Memory and the Social Shape of the Past*. Chicago:  
 University of Chicago Press, 2003, 11-54

- **Research topic to be approved by Sept 19.**
- **Research proposal and preliminary bibliography due in class, Sept 28**

[Class Sept 21 canceled; students may set individual meetings and work on their research proposals]

### Sept 28 -- Memory, Invented Tradition, and Forgetting

- Aleida Assmann, "Canon and Archive," *Companion*, 97-107  
 #Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Memory*.  
 Chicago: University of Chicago Press, 1995, 3-12, 60-76, 114-37, 216-28  
 David Gross, "Lost Time: On Remembering and Forgetting," *CMR*, 420-25  
 Eric Hobsbawm, "Inventing Traditions," *CMR*, 271-74  
 Terence Ranger, "The Invention of Tradition Revisited: The Case of Colonial Africa," *CMR*, 275-78  
 Orlando Patterson, "From Slavery and Social Death: A Comparative Study," *CMR*, 279-82

### Oct. 5 – Monuments, Memorial Sites, and the Politics of Commemoration

- James E. Young, "The Texture of Memory: Holocaust Memorials in History," *Companion*, 357-65  
 # Jenny Edkins, "War Memorials and Remembrance: The London Cenotaph and the Vietnam Wall,"  
*Trauma and the Memory of Politics*. Cambridge: Cambridge University Press, 2003, 57-91.  
 # Genevieve Zubrzycki, "Oswiecim/Auschwitz: Archeology of a Contested Site and Symbol," in *The*

*Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*. Chicago: University of Chicago Press, 2006, 98-140

# Yael Zerubavel, “Numerical Commemoration and the Challenges of Collective Remembrance in Israel,” *History and Memory* 26, 1 (Spring/Summer 2014): 5-38

### **Oct 12 – Diaspora and Heritage Tourism**

# Barbara Kirshenblatt-Gimblett, “Destination Museum,” in *Destination Culture: Tourism, Museums, Heritage*. University of California Press, 1998, 131-76

# Svetlana Boym, *The Future of Nostalgia*. New York: Basic Books, 2001, 3-18, 49-55

# Bayo Holsey, “Introduction,” *Routes of Remembrance: Refashioning the Slave Trade in Ghana*. Chicago: University of Chicago Press, 2008, 1-23

# Paul Basu, *Highland Homecomings: Genealogy and Heritage Tourism in the Scottish Diaspora*. New York: Routledge, 2007, 1-20, 187-200

### **Oct 19 -- Testimonies, Objects, and Silence**

# Shoshana Felman, “The return of the Voice: Claude Lanzmann’s Shoah,” *ibid*, 204-32.

# Marianne Hirsch, *The Generation of Postmemory: Writing and Visual Culture after the Holocaust*. NY: Columbia University Press, 2012, 1-6

# Carol A. Kidron, “Toward an Ethnography of Silence: The Lived Presence of the Past in the Everyday Life of Holocaust Trauma Survivors and Their Descendants in Israel,” *Current Anthropology*, 50, 1 (February 2009): 5-27

Jeffrey Shandler, *Holocaust Memory in a Digital Age*. Stanford University Press, 2017, 9-41, 167-74

[Make sure to get Art Spielberg’s *Maus* for Nov. 16]

### **Oct 26 – Denial, Counteremory, and Memory Activism**

# Fatma Muge Gocek, *Denial of Violence: Ottoman Past, Turkish Present, and Collective Violence against the Armenians, 1789-2009*. Oxford: Oxford University Press, 2015 [selected pages].

# Yifat Gutman, *Memory Activism: Reimagining the Past for the Future of Israel-Palestine*. Nashville: Vanderbilt University Press, 2017, 27-62.

### **Nov 2 – Progress reports in class**

#### **Nov 9 -- Media and Trauma**

Jeffrey Alexander, “Cultural Theory of Trauma,” *CMR*, 307-10

Barbie Zelizer, “Journalism’s Memory Work,” *Companion*, 379-87

# Allison Landsberg, *Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture*. New York: Columbia University Press, 2004, 3-34

Screening: “Waltz with Bashir” (Ari Folman, 2008)

**Nov 16 – Trauma, Awakening, and Narrative Plot Structures**

# Thomas DeGloma, “Awakenings: Autobiography, Memory, and the Social Logic of Personal Discovery,” *Sociological Forum* 25 (2010): 519-540

\*\*\* Graphic novel -- Art Spielberg, *Maus*.

**Nov 21 – Topic to be decided**

[The class may expand on earlier themes or explore other topics such as art & memory, literature & memory, food, Music & memory, offer a field trip to a memorial site according to students' interests.

**Nov 30 – Oral presentations in class**

**Dec 7 – Oral presentations (cont) & discussion of final papers and students' future work.  
Wrap up -- future directions in memory studies**

**Final papers are due Th. Dec. 14 at noon at the Bildner Center.**