

ANTH 397MM

Fall 2008

Machmer 413

Instructor: Elizabeth L. Krause, Associate Professor

University of Massachusetts Amherst

Department of Anthropology

e-mail: ekrause@anthro.umass.edu

Office: Machmer 205; (tel) 413/577-1205

Office hours: Tuesdays, 10:30-11:30 a.m., Thursdays, 2:30-3:30 p.m., and by appointment

Senior Capstone: Memory, Narrative, Community

Description

The interaction between history and memory generates ongoing intellectual controversy and public debate. These debates are particularly relevant to the politics of displacement and marginalization. This course examines memory, narrative, and history in relation to contemporary cultural and political forces. It explores how individuals and social groups construct versions of the past through active engagement with history. What are the limits and possibilities of remembering and of forgetting? What are the processes by which official versions of the past come into circulation and have material effects as opposed to unofficial, or subjugated, versions? Students will engage in meaningful, collaborative projects that make use of memory to investigate experiences of displacement and marginalization but also to counteract such processes. The course will develop skills of interviewing, transcribing, analyzing, and writing up findings. Creative final capstone projects may involve digital storytelling or other community-oriented documentary genres.

Capstone Course Principles and Objectives

As a capstone course, "Memory, Narrative, Community" meets the Department of Anthropology's requirements for a culminating senior experience. The course proposal fulfills criteria in the following areas: 1) holism; 2) engagement and activism; 3) practical skills; and 4) change. Furthermore, the course provokes explicit critique of the forces that shape contemporary society. Assignments and the final project provide hands-on experiences to examine and challenge these forces as they manifest locally. As such, the course embraces core principles that aim to help students grasp complex meanings and practices that play out across generational, racial/ethnic, gender- and class-based differences.

1) Holism

The course requires students to choose from biocultural, historical, materialist, linguistic, and sociocultural approaches to investigate the politics of displacement and marginalization. Students will be encouraged

to draw on multiple perspectives as they pursue their projects and discover the power of social memory to make sense of contemporary cultural dynamics.

2) Engagement and activism

The course will serve as a platform for student engagement seeks to engage students in the relevance of memory to cultural politics and to discover ways to challenge processes of displacement. Concrete examples of the role of the past in the present, in relation to displacement and marginalization, will stimulate ideas about a local project that will empower students to transform intellectual pursuits into political engagement and to become co-constructors of new narratives designed to stimulate positive social change.

3) Practical skills

The primary course objective is to devise a project that serves not only as a vehicle for student learning but also as scholarship that engages community and promotes social justice. The results may be deposited in the oral history bank in the UMASS library. In addition to learning about the value of oral history and social memory, students will attain a number of skills including: a) recognizing past-present connections that people make and motivations that people have for drawing on the past to illuminate the present; b) methodologies including participant observation, interviewing, recording interviews, transcribing interviews, accessing local databases, archives, and libraries, as well as developing critical thinking skills; and c) practice compiling reports, documents, and testimonies, as well as conducting analyses and writing for multiple audiences, all skills which may be useful for advocacy work or local organizations.

4) Explicit objective of changing something

In the first two weeks of class students, together with the instructor, will identify a major issue of displacement or marginalization on campus or in the Pioneer Valley area that demands attention. The students will then be required to design interrelated yet individual projects that will document the displacement and, ideally, resistance to that displacement. An end-product will serve as a means for raising awareness in the community and stimulating change or at least a plan of action for change. The end products could range from documenting oral testimony in the form of a digital story, presenting findings to a governing entity, or some other form of public presentation. Possible topics related to displacement or marginalization might include social justice issues connected to education "reform," economic restructuring that results in unemployment of workers in a given sector or the arrival of immigrant laborers, or other populations who are being or have been marginalized due to issues connected to race, gender/sexuality, class, etc.

Expectations and Requirements

Students are expected to attend class on a regular basis. Each student gets two unexcused absences without penalty. Students are expected to read the assignments, bring readings to class, and be prepared to participate. Required work includes the following:

- *2 response papers.* These short papers (500-650 words) must be turned in during the class session when the readings are under discussion. Response papers should cover three of the five topics, hence paced throughout the semester, and reflect the student's interests. NO LATE RESPONSE PAPERS ACCEPTED. (10 percent)
- *1 recorder turn.* This role involves submitting detailed typewritten notes from one class session. These notes should include a summary of student as well as professor comments and discussion. Please submit electronically the evening prior to the next class session. (5 percent)
- *Assignment #1: Social memory exercise.* This exercise involves practice interviewing, recording and transcribing. Approximate length: 5 pages of transcription. (20 percent)
- *Assignment #2: Concepts essay.* The first half of the course culminates with a short (4-5 page) midterm essay in which students will be asked to address key concepts from the readings and connect key concepts to interview material. Students may choose from several possible essay questions.
- *Assignment #3: Memory project.* This is the capstone project of the course. As such, it should engage with methods and theories related to the major themes. All projects must be approved. Students may choose to work together on a community project. Approximate length: 10-12 pages per student. Multimedia projects will also be considered (e.g. videos, blogs, websites, digital storytelling) as will creative ideas to use social memory to initiate change.

Grading

Response papers (3)	ongoing	10%
Participation	ongoing	5%
#1, Social memory exercise	Oct. 2 (REVISED!)	20%
#2, Concepts essay	Nov. 18 (REVISED!)	25%
#3, Memory project	TBA	40%

Intellectual structure

The course introduces students to the scholarship on social memory through theoretical writings, case studies, and practice. Readings are divided thematically into four topics: 1) anthropology, history, and power; 2) social memory/popular memory/history from below; 3) memory and the senses; 4) narrative and experience.

Day 1 (T 9/2): Organizational meeting

Introduce course and syllabus.

Overview of memory, narrative, anthropology and history.

Objectives of the class.

Brain-storming session about memory projects.

Introduction: Roots of social memory scholarship (2 weeks)

(Th 9/4) Jeffrey K. Olick and Joyce Robbins. 1998. Social Memory Studies: From Collective Memory to Historical Sociology. *Annual Review of Sociology* 24: 105-140.

(Th 9/9, 9/11, 9/16) Maurice Halbwachs. 1992[1925]. *On Collective Memory*. Transl./ed., Lewis A. Coser. Chicago: University of Chicago Press. (Chapter 1, "Dreams and Memory Images," Chapter 2, "Language and Memory," Chapter 3, "The Reconstruction of the Past," Chapter 4, "The Localization of Memories," Chapter 5, "The Collective Memory of the Family," and Chapter 7, "Social Classes and Their Traditions." (approx. 75 pages)

(T 9/18) "Open-space": defining themes for memory projects

Topic 1: Anthropology, history and power (2 weeks)

(T 9/23) Michel Foucault. 1980. Two Lectures. *In Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Michel Foucault. Colin Gordon, ed. Pp. 78-108. New York: Pantheon Books.

Elizabeth L. Krause. 2007. The Turn toward Memory: From History's "Little People" to Anthropology's "Others." Paper presented at the session Anthropology's Histories: An Archaeology of Knowledge, Presidential Session, 32nd Annual Social Science History Association, Chicago, November 16, 2007. (16 pp. manuscript).

(Th 9/25) Renato Rosaldo. 1989a. Imperialist Nostalgia. *Representations* 26 (Spring): 107-122.

Donald A. Ritchie. 2003. Doing Oral History. Chapter 3. Conducting Interviews. Pp.84-109. New York: Oxford University Press.

(T 9/30) Jean Comaroff and John Comaroff. 1992. Ethnography and the Historical Imagination. (Chapter 1) Pp. 3-48. Boulder: Westview Press.

Eric Hobsbawm. 1983. Introduction: Inventing Traditions. *In The Invention of Tradition*. Eric Hobsbawm and Terence Ranger, eds. Pp. 1-14. Cambridge: Cambridge University Press.

Due 10/2: Assignment #1, Social memory exercise

Topic 2: Social memory/popular memory/history from below (3 weeks)

Note: Students should begin making contacts for social memory exercise.

(Th 10/2) Introduction to digital storytelling. Computer classroom scheduled. Meet in W.E.B. DuBois Library 767.

(T 10/7) Popular Memory Group. 1982. Popular Memory: Theory, Politics, Method. *In Making Histories: Studies in History Writing and Politics*, eds., Richard Johnson et al. Pp. 205–252. Minneapolis: University of Minnesota Press.

(T 10/9) Stuart Hall. 1981. Notes on Deconstructing the Popular. *In People's History and Socialist Theory*. Raphael Samuel, ed. Pp. 227-240. London: Routledge and Kegan Paul.

(Th 10/16) Ana María Alonso. 1988. The Effects of Truth": Re-Presentations of the Past and the Imagining of Community. *Journal of Historical Sociology* 1(1):33-57.

NOTE: HOLIDAY, COLUMBUS DAY; NO CLASS TUESDAY, OCT. 14: MONDAY SCHEDULE FOLLOWED

(Th 10/21) Luisa Passerini. 1986. Oral Memory of Fascism. *In Rethinking Italian Fascism: capitalism, populism and culture*. David Forgacs, ed. Pp. 185-196. London: Lawrence and Wishart.

Elizabeth L. Krause. 2007. Memory and Meaning: Genealogy of a Fertile Protest, *Journal of Modern Italian Studies* 12(4): 406-416.

(T 10/23) John Hartigan Jr. 2000. Remembering White Detroit: Whiteness in the Mix of History and Memory. *City and Society* 12(2): 11-34.

(Th 10/28) Christina Schwenkel. 2006. Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam.

Barbara J. Mills and William H. Walker. 2008. Memory, Materiality, and Depositional Practice. *In Memory Work: Archaeologies of Material*

Practice, Barbara J. Mills and William H. Walker, eds. Santa Fe: SAR Press.

Topic 3: Memory and the Senses (3 weeks)

(T 10/30) Paul Stoller. 1994. Embodying Colonial Memories. *American Anthropologist* 96(3): 634-348.

(T 11/4) Marcel Mauss. 1979[1935]. Body Techniques. In *Sociology and Psychology: Essays*, 97-123. Translated by Ben Brewster. London: Routledge and Kegan Paul.

Guest speaker: James Young, 9/11 Memorial in NYC
Distribute Assignment #2, Concepts essay

(Th 11/6) Digital storytelling training—compilation. Meet in A127 LGRC.

NOTE: HOLIDAY, VETERANS DAY TUESDAY, NOV. 11. NO CLASS TUESDAY 11/11; TUESDAY SCHEDULE FOLLOWED ON WEDNESDAY 11/12.

(W 11/12) Nadia Seremetakis. 1994. The Senses Still, Perception and Memory as Material Culture in Modernity. C. Nadia Seremetakis, ed. Boulder : Westview Press.

(Th 11/13) Ruth Behar. 1997. "Death and Memory: From Santa María del Monte to Miami Beach," in *The Vulnerable Observer: Anthropology that Breaks Your Heart*. Boston: Beacon Books.

(T 11/18) Digital storytelling training: trouble-shooting and progress. Meet in A127 LGRC.

DUE 11/18: Assignment #2, Concepts Essay

(Th 11/20) Discussion of projects and connections among groups
AAA Meetings in San Francisco (Nov. 19-23)

(T 11/25) Alison Leitch. 2004. Slow Food and the politics of pork fat: Italian food and European identity. *Ethnos* 68(4): 437-462.

Jon D. Holtzman. 2006. Food and Memory. *Annual Review of Anthropology* 35: 361-378.

Guest speaker: Krista Harper, Photovoice: Engaging Communities in Public Policy Research through Photography.

NOTE: NO CLASS THURSDAY NOV. 27 DUE TO THANKSGIVING RECESS.

Topic 4: Narrative and Experience (1 week)

(T 12/2) Hill, Jane H. 1995. The Voices of Don Gabriel: Responsibility and Self in a Modern Mexicano Narrative. *In* The Dialogic Emergence of Culture. Dennis Tedlock and Bruce Mannheim, eds. Pp. 97-147. Urbana: University of Illinois Press.

(Th 12/4) Cavanaugh, Jillian. 2004. Remembering and forgetting: Ideologies of language loss in a Northern Italian town. *Journal of Linguistic Anthropology* 14(1): 24-38.

Weeks 14 Presentations of capstone projects

(T 12/9 and Th 12/11)

Other recommended readings:

Charles L. Briggs. 2005. Communicability, Racial Discourse, and Disease. *Annual Review of Anthropology* 34: 269-291.

Bakhtin, Mikhail. 1984. Discourse in Dostoevsky. *In* Problems of Dostoevsky's Poetics. Caryl Emerson, ed. Pp. 181-269. *Theory and History of Literature*, Vol. 8. Minneapolis: University of Minnesota Press.

Barbara Tedlock. 1991. From participant observation to the observation of participation: the emergence of narrative ethnography. *Journal of Anthropological Research* 47 (1): 67-94.

Elinor Ochs and Lisa Capps. 1996. Narrating the Self. *Annual Review of Anthropology* 25: 323-356.

Shirley Brice Heath. 1982. What no bedtime story means: narrative skills at home and school. *Language and Society* 11(1): 49-76.

DUE: Assignment #3, Memory Project. Final draft with written analysis/self-reflection due on final exam date for class

Contents (Alphabetical)
 (*recommended, not required)

- Alonso, Ana María. 1988. The Effects of Truth": Re-Presentations of the Past and the Imagining of Community. *Journal of Historical Sociology* 1(1):33-57.
- Bakhtin, Mikhail. 1984. Discourse in Dostoevsky. *In Problems of Dostoevsky's Poetics*. Caryl Emerson, ed. Pp. 181-269. Theory and History of Literature, Vol. 8. Minneapolis: University of Minnesota Press.
- Behar, Ruth. 1997. "Death and Memory: From Santa María del Monte to Miami Beach," in *The Vulnerable Observer: Anthropology that Breaks Your Heart*. Boston: Beacon Books.
- Briggs, Charles L. 2005. Communicability, Racial Discourse, and Disease. *Annual Review of Anthropology* 34: 269-291.
- *Bruner, Edward M. 1986. Ethnography as Narrative. *In The Anthropology of Experience*, Victor Turner and Edward Bruner, eds. Pp. 139-155.
- Cavanaugh, Jillian. 2004. Remembering and forgetting: Ideologies of language loss in a Northern Italian town. *Journal of Linguistic Anthropology* 14(1): 24-38.
- Comaroff, Jean, and John Comaroff. 1992. Ethnography and the Historical Imagination. (Chapter 1) Pp. 3-48. Boulder: Westview Press.
- Foucault, Michel. 1980. Two Lectures. *In Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Michel Foucault. Colin Gordon, ed. Pp. 78-108. New York: Pantheon Books.
- Halbwachs, Maurice. 1992[1925]. *On Collective Memory*. Transl./ed., Lewis A. Coser. Chicago: University of Chicago Press.
- Hall, Stuart. 1981. Notes on Deconstructing the Popular. *In People's History and Socialist Theory*. Raphael Samuel, ed. Pp. 227-240. London: Routledge and Kegan Paul.
- Hartigan, John Jr. 2000. Remembering White Detroit: Whiteness in the Mix of History and Memory. *City and Society* 12(2): 11-34.
- Heath, Shirley Brice. 1982. What no bedtime story means: narrative skills at home and school. *Language and Society* 11(1): 49-76.
- Hill, Jane H. 1995. The Voices of Don Gabriel: Responsibility and Self in a Modern Mexican Narrative. *In The Dialogic Emergence of Culture*. Dennis Tedlock and Bruce Mannheim, eds. Pp. 97-147. Urbana: University of Illinois Press.
- Hobsbawm, Eric. 1983. Introduction: Inventing Traditions. *In The Invention of Tradition*. Eric Hobsbawm and Terence Ranger, eds. Pp. 1-14. Cambridge: Cambridge University Press.
- Holtzman, Jon D. 2006. Food and Memory. *Annual Review of Anthropology* 35: 361-378.
- Krause, Elizabeth L. 2007a. The Turn toward Memory: From History's "Little People" to Anthropology's "Others." Paper presented at the session Anthropology's Histories: An Archaeology of Knowledge, Presidential Session, 32nd Annual Social Science History Association, Chicago, November 16, 2007. (16 pp. manuscript).

- . 2007b. Memory and Meaning: Genealogy of a Fertile Protest, *Journal of Modern Italian Studies* 12(4): 406-416.
- Leitch, Alison. 2004. Slow Food and the politics of pork fat: Italian food and European identity. *Ethnos* 68(4): 437-462.
- Mauss, Marcel 1979[1935]. Body Techniques. In *Sociology and Psychology: Essays*, 97-123. Translated by Ben Brewster. London: Routledge and Kegan Paul.
- Mills, Barbara J., and William H. Walker. 2008. Memory, Materiality, and Depositional Practice. In *Memory Work: Archaeologies of Material Practice*, Barbara J. Mills and William H. Walker, eds. Santa Fe: SAR Press.
- Ochs, Elinor, and Lisa Capps. 1996. Narrating the Self. *Annual Review of Anthropology* 25: 323-356.
- Olick, Jeffrey K., and Joyce Robbins. 1998. Social Memory Studies: From Collective Memory to Historical Sociology. *Annual Review of Sociology* 24: 105-140.
- Passerini, Luisa. 1986. Oral Memory of Fascism. In *Rethinking Italian Fascism: capitalism, populism and culture*. David Forgacs, ed. Pp. 185-196. London: Lawrence and Wishart.
- Popular Memory Group. 1982. Popular Memory: Theory, Politics, Method. In *Making Histories: Studies in History Writing and Politics*, eds., Richard Johnson et al. Pp. 205-252. Minneapolis: University of Minnesota Press.
- *Ricoeur, Paul. 2004. Memory, History, Forgetting. Chicago: The University of Chicago Press. (Selections)
- Ritchie, Donald A. 2003. Chapter 3. Conducting Interviews. In *Doing Oral History*. Pp.84-109. New York: Oxford University Press.
- Rosaldo. Renato. 1989. Imperialist Nostalgia. *Representations* 26 (Spring): 107-122.
- Schwenkel, Christina. 2006. Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam. *Cultural Anthropology*.
- Seremetakis, Nadia. 1994. The Senses Still, Perception and Memory as Material Culture in Modernity. C. Nadia Seremetakis, ed. Boulder : Westview Press.
- Stoller, Paul. 1994. Embodying Colonial Memories. *American Anthropologist* 96(3): 634-48.
- Tedlock, Barbara. 1991. From participant observation to the observation of participation: the emergence of narrative ethnography. *Journal of Anthropological Research* 47 (1): 67-94.
- *Terrio, Susan J.. 2000. Introduction. In *Crafting the Culture and History of French Chocolate*. Pp. 1-22. Berkeley: University of California Press.

Exercises:

<http://historymatters.gmu.edu/mse/oral/question1.html>