

CGS 4017F NARRATING CULTURE
The Centre for Global Studies
Huron University College
Fall 2017



COURSE DESCRIPTION

This course examines traumatic memory as a rhetorical framework for mediating the violence of globalization. Through a selection of key texts in the field, we investigate the role of collective memory in shifting ethical, political, and aesthetic ideals within the historical period bookended by the liberation of Auschwitz-Birkenau and the fall of the World Trade Center. We interrogate memory's emancipatory potential by placing it within the extended history of identity-based resistance movements, which facilitate the recovery of repressed counter-narratives that speak back to and against the grand narratives of modernity. At the same time, we are cognizant of postcolonial critiques that demonstrate the privileged Western perspectives of such accident-based models of trauma and historical rupture. Organized around core tensions, including history and memory; fact and fiction; truth and testimony; and immediacy and belatedness, we examine the strengths and limitations of memory politics through film, literature, art, and photography. Throughout the semester, W.G. Sebald's *Austerlitz* will serve a central touchstone for our discussions about narrative memory and its relationship to global structures of dispossession.

Course Information

<i>Professor:</i> Dr. Katherine Lawless <i>Office:</i> A206 <i>Phone:</i> 519-438-7224 x705 <i>Email:</i> klawles@uwo.ca	<i>Class Times:</i> Tuesday, 6-9pm <i>Classroom:</i> W102 <i>Office Hour:</i> Wednesday 12:30-1:30pm Friday 9:30-10:30am (by appointment only)
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Prerequisite(s): 0.5 course from Centre for Global Studies 3001F/G–3005F/G or permission of the Centre for Global Studies.

Learning Outcomes

Upon completing the course, students should be able to:

- Situate the development of memory studies in its social, political, and historical context
- Compare and contrast competing and/or complementary theories of cultural memory
- Explain the strengths and limitations of using traumatic memory as a framework to mediate historical violence
- Identify the ways in which different narrative methods and aesthetic practices engage with the ethics and politics of memory
- Demonstrate the ability to mobilize theory and form convincing arguments supported by detailed textual analysis
- Demonstrate a capacity to formulate, synthesize, and communicate complex ideas through critical reading and writing practices

Modes of Evaluation

Research Proposal	5%
Critical Précis x4	40%
Literature Review	10%
Peer Review	5%
Research Paper	30%
Oral Examination	10%

Assignment Descriptions

Research Proposal

The purpose of the research proposal is to assist you in developing your research problem, methodology, and conceptual framework, as well as attain valuable feedback before conducting your full research project. The proposal should include your name; a tentative title; your research problem, question and/or tentative hypothesis; your methods of analysis; and your expected

outcomes. You should also include a separate works cited page for all sources cited in your proposal. **Due:** Feb 28 **Length:** One page

Critical Précis

Over the course of the semester you will write four critical précis corresponding to the four primary books on our reading list—*Unclaimed Experience* (Caruth), *Present Pasts* (Huyssen), *Prosthetic Memory* (Landsberg) and *State Repression and the Labors of Memory* (Jelin). These short pieces of writing require you to produce an interpretive analysis of the text in your own words. Each précis is worth a total of 10 percent, 7.5 percent of which is allocated to the précis and 2.5 percent of which is comprised of your demonstrated engagement with the relevant text through formative assessments and in-class discussion. **Due:** Jan 23, Feb 13, Mar 13, Apr 3 **Length:** 2 pages

Literature Review

The purpose of the literature review is to situate your research within an established body of knowledge, provide an overview of primary debates and theories, and critically assess the strengths and weaknesses of relevant works. The review should demonstrate a comprehensive understanding of the field and help to justify your project by elucidating conflicts or gaps to which your research responds. **Due:** Mar 6 **Length:** 500-750 words

Peer Review

For this assignment, you will work in pairs to provide feedback on papers-in-progress. To participate, you **MUST** bring a rough draft of your research paper to class on the designated date. Failure to do so (or an unexcused absence) will result in a grade of zero. **Date:** Mar 27

Research Paper

The research paper is your unique contribution to an ongoing scholarly conversation—it is not a survey “about” a certain topic. In your paper, you should identify your research problem, methodology, conceptual framework, and the problem or gap to which your research responds. You must include at least two sources from the course material and five additional peer-reviewed scholarly sources. **Due:** Apr 15 **Length:** 3500-4000 words

Oral Examination

Oral examinations (*viva voce*) will be scheduled in advance for the final class. Each student will be allotted 20 minutes to respond to a single question that requires a synthesis of course material and its communication in spoken form. This is an opportunity for you to demonstrate your understanding of the key concepts in conversation with the professor. Throughout the examination, you will be given ample opportunity to elaborate and clarify your ideas. **Date:** Apr 10

Methods of Instruction and Course Conduct

This seminar-style course is primarily discussion-based. This means that it is your responsibility to ensure you have done ALL the assigned readings and come to class prepared to collectively work through the main ideas and problems under my guidance and direction. Each week, I will post in advance a central problem or question around which our discussion will coalesce; and you will bring a passage from the text that responds to this problem or question, as well as a question

of your own to pose to the class. Your question might address something you didn't understand, something that is bothering you, or something you would simply like to explore further. In a seminar-style classroom, all ideas are taken seriously and should be engaged with willingly and openly by all members of the class. The idea is to engage purposefully with the problem at hand and work through it sincerely alongside other equally intentional and earnest scholars. Be prepared to become comfortable with awkward silences, an equally important aspect of any serious discussion.

Course Texts

Required:

Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*. Johns Hopkins University Press, 1996. (172pp)

Huyssen, Andreas. *Present Pasts: Urban Palimpsests and the Politics of Memory*. Stanford University Press, 2003. (177pp)

Jelin, Elizabeth. *State Repression and the Labors of Memory*. University of Minnesota Press, 2003. (163pp)

Landsberg, Alison. *Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture*. Columbia University Press, 2004. (240pp)

Sebald, W.G. *Austerlitz*. Trans. Anthea Bell. Random House, 2001. (298pp)

Recommended:

Brodsky, Marcelo. *Buena Memoria*.

Edkins, Jenny. *Trauma and the Memory of Politics*. Cambridge University Press, 2003. (265pp)

Speigelman, Art. *Maus I: A Survivor's Tale: My Father Bleeds History*. Pantheon, 1986. (160pp)

Reading Schedule

Date	Topic	Assigned Reading	Additional Info
Week 1: Jan. 9	Introduction	Course Outline Radstone, "Memory Studies: For and Against" (OWL) Nora, "Between History and	

		Memory: Les Lieux de Memoire” (OWL) Klein, “On the Emergence of Memory in Historical Discourse” (OWL)	
<i>Week 2: Jan. 16</i>	Trauma and the Ethics of Memory	Caruth, Introduction and Chapters 1-3 Freud, <i>Beyond the Pleasure Principle</i> (excerpt, HND) Freud, <i>The Interpretation of Dreams</i> , Chapter 7 (excerpt, HND)	In Class: Research paper topic selection Film: <i>Hiroshima mon amour</i> <i>Recommended:</i> Roth, “Hiroshima mon amour: You must remember this” (HND) Zwigenberg, “Never Again: Hiroshima, Auschwitz and the Politics of Commemoration”
<i>Week 3: Jan. 23</i>	Trauma and the Ethics of Memory	Caruth, Chapters 4 and 5 Lacan, “Tuché and Automaton” (HND)	Due: Critical Précis 1
<i>Week 4: Jan. 30</i>	Memory and Globalization	Huyssen, Introduction and Chapters 1-4	In Class: Developing a research problem <i>Recommended:</i> “On memory and the yet to come: Interview with Andreas Huyssen” (OWL)
<i>Week 5: Feb. 6</i>	Memory and Globalization	Huyssen, Chapters 5-7	In Class: Defining key terms
<i>Week 6: Feb. 13</i>	Memory and Globalization	Huyssen, Chapters 8-10	Due: Critical Précis 2
READING BREAK: February 19-23			

<i>Week 7: Feb. 28</i>	Inherited Memory	Landsberg, Introduction and Chapters 1 & 2	Due: Research Proposal <i>Recommended:</i> Hirsch, “The Generation of Postmemory” (OWL)
<i>Week 8: Mar. 6</i>	Inherited Memory	Landsberg, Chapter 3	Due: Literature Review Film: <i>Beloved</i> <i>Recommended:</i> Morrison, “The Site of Memory” (OWL) Mitchell, “Narrative, Memory, and Slavery”
<i>Week 9: Mar. 13</i>	Inherited Memory	Landsberg, Chapter 4 and Conclusion	Due: Critical Précis 3
<i>Week 10: Mar. 20</i>	Memory in the Theatre	None	Field Trip: <i>A Thousand Splendid Suns</i>
<i>Week 11: Mar. 27</i>	State Violence and the Politics of Memory	Jelin, Introduction and Chapters 1-4	In Class: Peer Review (Rough draft of research paper)
<i>Week 12: Apr. 3</i>	State Violence and the Politics of Memory	Jelin, Chapters 5-7, Conclusion	Due: Critical Précis 4
<i>Week 13: Apr. 10</i>	Conclusions	None	Oral Examinations

COURSE POLICIES

Email

I will make every attempt to reply to emails on the same day if they are received between the hours of 9am and 6pm. I do not check my emails after 6pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. Please contact me using only your university email account and include the course code in your subject line. In the case of an urgent message, please contact me instead by telephone.

Office Hours and Appointments

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited and granted on a first-come, first-serve basis. If you are unable to attend allocated office hours, please contact me to discuss an alternative appointment time. Unfortunately, while I will do my best to accommodate, I cannot guarantee appointments outside of my office hours. For any appointment, please come prepared with specific questions and concerns as appointments are limited to 15 minutes each.

Class Cancellations

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible. Every attempt will be made to post cancellations in advance.

Grading Scale

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors, but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

Late Assignments

5% will be deducted per day up until one week. I will not accept assignments that are more than one week late unless you have been granted academic accommodation.

Assignment Discussion and Grade Appeals

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss your grade you must make an in-person appointment during a pre-designated time that will be announced when the assignment is returned – I will not discuss grades via email. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above). Appointments will not be granted if more than one week has passed since the assignment was returned. If after discussing your grade with me you wish to appeal it, you must make a request in writing that shows how your paper meets the necessary requirements. Be aware that reassessment of the assignment may potentially result in a *grade decrease*.



Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and

Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>