

LGST 100 Law and Politics of Memory

Instructor: Professor Jackie Gehring
Mondays and Wednesdays 1p.m.-4:30p.m.
Social Sciences 2 Room 363

Teaching Assistant

Ellie Frazier

Email: kafrazie@ucsc.edu

Course Description

This class will invite students to consider the law and politics of memory with a special focus on Berlin, Germany. In this class we will consider why we choose to memorialize some aspects of our history, but not others, and what impact those choices have on our contemporary politics and society. We will investigate how Germany has chosen to atone publicly for its crimes, and how it uses memorials to create a stronger democracy. Students will be asked to compare these memorials, as well as selections from other countries, to the local memorials they select for research.

A key part of understanding how memorialization may or may not work to impact those who come into contact with those memorials, will be your own ethnography of how people interact with a particular memorial that you will select in your local community. For this reason, in addition to a number of readings about the law and politics of memory, you will also learn and deploy ethnographic research methods in this class. Ethnography asks the researcher to place themselves in a space and to observe as a participant/observer how others use, define, and/or transform a space. Effective ethnography requires the ethnographer to recognize their own projections onto the space, and asks the ethnographer to interrogate how their cultural background informs their observations. Students will observe how people interact with or ignore memorials, what meaning the memorials may or may not have in the collective life and imagination.

Learning Outcomes

1. To deploy a social science framework to explain political and legal contestation over memorialization.
2. To understand the role of memory in nation-building and democratic governance.
3. To develop ethnographic skills.
4. To recognize and express interesting ideas of intellectual value.
5. To develop an engaging voice as a speaker and writer.
6. To organize ideas effectively to communicate in specific contexts.
7. To use language clearly, powerfully, and with appropriate detail.

Required Texts

Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, University of Chicago Press, Second Edition, 2011. (Also Available as an online text).

Other sources are available on Canvas, in-class, or via links on the syllabus

Assessment and Grading

Class Participation (includes quizzes)	15%
Ethnographic Notes	15%
Paper on Memorial in the US	15%
Video Project	15%
Comparative Paper	20%
Final Exam	20%

Participation includes coming to class, being up-to-date and engaged with the material, asking and answering questions, and regularly participating in group discussions, including those on Canvas. Everyone will begin with 0 points in this area. You must attend class and clearly demonstrate your preparedness in order to improve from this starting point. Your participation is crucial to your success in (and enjoyment of) this class.

You will select a local memorial where you will conduct an one-hour ethnography each week. Using the ideas from Emerson reading on ethnographic methods, take 2-3 pages of **ethnographic observation notes**. Consider who uses the space, and how they are interacting with (or not) the memorial. Do people have interactions with the memorial? Does it look as if there's been a recent ceremony at the memorial? How is the memorial approachable or unapproachable? Who does it seem like the target of the memorial is? How does the location the memorial, the time of day you are observing the space, and even the weather impact what you observe? How do the physical features of the memorial shape its usage? In addition, also reflect on how your presence changes the environment - did your observations actually change how people behaved? How do your own preconceptions shape what you observe and the conclusions you draw?

You will write **two papers** in the course. You will write a short (3 page) reflection paper exploring the history, law and politics surrounding your local memorial (or if you prefer another American memorial). The second comparative paper (4-5 pages) will ask you to compare your memorial with a memorial in another country that we have studied. What is memorialized? How integrated into everyday life are the memorials? What are the legal or political debates surrounding the memorials?

I will occasionally assign **short quizzes** to be completed in class or online via Canvas. Research on teaching and learning tells us that recall testing of this sort is one of the most effective ways to learn.

Each student will be asked to complete a **video project**. A video (6-10 minutes) that includes 1-an introduction to your memorial (you may reuse your first video for this part),

2- shows how you used to interact with the memorial you are studying and how that has changed if it has, 3-explains what your conclusions about the memorial were by the end of the class, and 4-how your memorial compares the foreign memorial you wrote about in your comparative paper. A successful video will integrate concepts and themes that you learned in the class, as well as your fieldnotes.

A **final exam** that integrates course sources, your own ethnographic observations, and course discussions. The final format will be multiple essay questions.

A NOTE OF DECORUM & PRIVACY: Use a tight filter in terms of choosing what photos you will collect and post. DO NOT violate the privacy or will of others. If you are in a public space, you have far more leeway in taking photos and/or video, but if you are in something of a private space, you will need to seek permission. If you feel that it would be a violation of privacy to have people's faces included, please edit them out in some capacity. Finally, while this is meant to be an enjoyable assignment, it is an academic one, and it is thus subject to rigor and academic norms of acceptability. Exercise your creativity, but do so in a productive way.

The grade scale for the course is:

100: A+	89-	B+	79-	C+	69-	D+	59-0: F
	87:		77:		67:		
99- A	86-	B	76-	C	66-	D	
93:	83:		73:		63:		
92- A-	82-	B-	72-	C-	62-	D-	
90:	80:		70:		60:		

Guidelines

Below are guidelines for the course. Everyone's enjoyment of the class will be greatly enhanced by these simple steps.

My **office hours** will be held immediately after class in Social Sciences 2 for 30 minutes on Mondays and Wednesdays. I *greatly prefer* talking in-person to emailing, so please take note of when and where my office hours are.

Also, if you email me, please note that it may take multiple days for me to respond.

Late assignments will be penalized two grades for every calendar day (not class day) that they are late, and *will not be accepted* more than 2 calendar days/48 hours after they are officially due.

You will be allowed **1 absence**, from class. **If you miss two class meetings you will fail this course.** If an illness or personal crisis will require more extensive absences that are deserving of accommodation, I require documentation and suggest that you consider withdrawing from the course as summer courses move **very** quickly. **Late arrivals, &/or early departures**, as well as **sleeping or being otherwise occupied** in class counts as half an absence.

You are expected to extend the same degree of **courtesy and respect** to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think critically about what we discuss, and challenge or question what you disagree with in a civil manner.

While will be using laptops &/or tablets in class for readings. I ask you to store all **laptops, tablets, & phones** in your bag under your desk and to NOT use this technology outside of the aforementioned instances. When your laptop is open, or your phone &/or tablet is accessible, it is almost impossible not to check email or briefly surf the Internet. While you might think that you can “multitask,” studies indicate that [this kind of multitasking impairs learning](#). Beyond this, [a study published in 2013](#) found that not only do multitasking students in a classroom do worse on a post class test on the material, so did the peers who could see the computer. In other words, the off-task laptop use distracted not just the laptop user but also the group of students behind the laptop user. Furthermore, a [study](#) that came out in June 2014 suggests that taking notes by hand rather than typing them on a laptop improves comprehension of the material. Finally, it is good to take breaks from our collective addictions to Facebook, texting, compulsively checking email, etc. All of this said, if you have a compelling reason that you must use your laptop or other device, please see me and we can come to an arrangement.

This syllabus uses Helvetica font because it has been shown to be easier to read for individuals with dyslexia. **Whenever possible, course assignments have been designed using principles of universal design** in order to reduce barriers to learning.

If you are a **student with a disability** who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me, preferable within the first week of the quarter. Please look at the course schedule and assignment descriptions thoroughly, and then meet with me to discuss any particular accommodations. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu

All work submitted for this course must be your own. Please consult The Navigator at reg.ucsc.edu/navigator to learn more about **academic integrity and plagiarism**, as well as Sections 102.01-102.016 and 105.15 of the UCSC Student Handbook at <http://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html> **Any plagiarism is unacceptable**; all work should be your own or properly cited. If you

commit plagiarism your grade will be severely affected and you may fail the course. Furthermore, you may receive further punishment from the university.

Grade Contestation. If you judge your grade to be inaccurate, you must wait at least one day after receiving your work before contacting the professor, so that you may re-read your work, and consider the comments and grade you were given. **After 24 hours, but within one week** of the first day papers/exams are returned to students, you may submit a **written** account of the reasons why you believe the grade to be inaccurate. Think critically about the strengths and weaknesses of your work and commit those thoughts to writing. Your professor will further elaborate on (and perhaps reconsider, either downward or upward) your grade in writing.

Resources on Local History/Memorials

Santa Cruz:

Wiki on local landmarks

https://localwiki.org/santacruz/California_Historical_Landmarks

Santa Cruz Museum of Art and History

<https://santacruzmah.org/>

Santa Cruz Public Library History Project

<https://history.santacruzpl.org/omeka/>

UCSC Regional History Project

<https://library.ucsc.edu/regional-history-project>

San Jose:

History in San Jose

<https://www.sanjose.org/things-to-do/history>

San Jose Designated Historic City Landmarks

<http://www.sanjoseca.gov/DocumentCenter/View/35476>

San Jose Vietnam War Memorial

<https://www.sanjose.org/listings/san-jose-vietnam-war-memorial>

The Most Prominent Architectural Landmarks in San Jose

<https://theculturetrip.com/north-america/usa/california/articles/the-most-prominent-architectural-landmarks-in-san-jose/>

Monterey:

Top 5 Historical Sites to See in Monterey <https://www.seemonterey.com/blog/post/top-5-historical-sites-to-see-in-monterey/>

Monterey Landmarks

https://www.tripadvisor.com/Attractions-g32737-Activities-c47-Monterey_Monterey_County_California.html

Office of Historic Preservation

http://ohp.parks.ca.gov/?page_id=21441

San Francisco:

List of San Francisco Designated Landmarks

https://en.wikipedia.org/wiki/List_of_San_Francisco_Designated_Landmarks

The 15 Best Monuments and Landmarks in San Francisco

<https://foursquare.com/top-places/san-francisco/best-places-landmarks>

10 Must-See Architectural Landmarks in San Francisco

<https://www.architecturaldigest.com/gallery/architectural-landmarks-san-francisco>

12 San Francisco military monuments and memorials

<https://sf.curbed.com/maps/memorial-day-san-francisco-military-monuments-cemetery>

Monuments & Statues in San Francisco

https://www.tripadvisor.com/Attractions-g60713-Activities-c47-t26-San_Francisco_California.html

USS San Francisco

<https://usssanfrancisco.org/>

Course Schedule

6/24 Introduction to the class, to ethnography, and to local memorials/resources

Suggested Reading: Putnam, et. al., which is posted to the Canvas page. This article is about the science of learning and has a number of evidence-based techniques to improve your learning in all of your classes. I will be employing several evidence-based pedagogical techniques throughout the quarter.

Part One: Introductions

Part Two: Ethnography

Readings: Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, Second Edition, 2011 Chapter 1.

Pachirat, The Political in Political Ethnography: Dispatches from the Killing Floor in *Political Ethnography*, ed. Ed Schatz p. 143-161

Part Three: Introduction to the Law and Politics of Memory and Your Ethnographic Project & Your first paper

<http://www.cityofsantacruz.com/community/our-city/history-of-santa-cruz>

6/26 Political Ethnography

Part One/Two: Memorials and How We Engage with Them

Readings: Stevens and Franck, *Memorials as Spaces of Engagement: Design, Use and Meaning*. Routledge, 2016, Chapter 6, "Occupying".

Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, Second Edition, 2011 Chapter 2.

Part Two/Three: Removal in the United States. Colonial, and Confederate Memorials

Readings: Forest and Johnson, "Confederate Memorials and the Problem of Forgetting," *Cultural Geographies*, 2019.

Beetham, "From Spray Cans to Minivans," *Public Art Dialogue*, 2016.

Streeter, "Richmond is at a crossroads," in the New York Times, 2019.

<https://www.nytimes.com/2019/06/21/sports/richmond-is-at-a-crossroads-will-arthur-ashe-boulevard-point-the-way.html?smid=nytcore-ios-share>

San Francisco removes statue:

<https://www.nytimes.com/2018/03/07/us/san-francisco-native-american-statue.html>

<https://www.theguardian.com/us-news/2018/sep/24/early-days-statue-removed-san-francisco-native-americans>

7/1 Creating a New American Memorial

Fieldnotes 1 Due

Part One/Two: Ethnographic Methods/Reflections on your first set of fieldnotes

Readings: Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, Second Edition, 2011 Chapter 3 & 4.

Part Two/Three: Designing Memorials/the Lynching Memorial

Readings: Stevens and Franck, Memorials as Spaces of Engagement: Design, Use and Meaning. Routledge, 2016, Chapter 3 “From Straightforward to Challenging”.

Kaplan, Fred, “Ugly History Shouldn’t Be Beautiful”

http://www.slate.com/articles/news_and_politics/war_stories/2017/08/what_the_u_s_can_learn_from_germany_about_remembering_a_dark_period_of_history.html

Apel, Dora “Memorialization and Its Discontents: America’s First Lynching Memorial,” The Mississippi Quarterly, vol 61.1 (217-235).

City Lab, A Monument to America’s 4384 Known Victims of Lynching, 2017

https://www.citylab.com/design/2017/10/a-monument-to-americas-4384-known-victims-of-lynching/542001/?utm_source=SFFB

Explore the website of the National Lynching Memorial via this link:

<https://eji.org/national-lynching-memorial>

7/3

Paper One Due

Part One/Two: Ethnography and Meaning

Readings: Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, Second Edition, 2011 Chapter 5&6.

Stevens and Franck, Memorials as Spaces of Engagement: Design, Use and Meaning. Routledge, 2016, Chapter 2, “From Viewing to Engaging”.

Part Two/Three: Non “Political” Memorials—Music in the United States

Readings: Burgoyne, “From contested to consensual memory the Rock and Roll Hall of Fame” in Contested Pasts: The Politics of Memory.

Meriwether, “More than just ashes when your dreams come true,” 2012.

Class Field Trip to the Dead Archive in McHenry Library.

7/8

Fieldnotes 2 Due

Part One: Post-Communist Memory

Readings: Light and Young, “Public Memory, Commemoration and Transitional Justice: Reconfiguring the Past in Public Space”, in Lavinia Stan and Nadya Nedelsky (eds) (2015) Post-Communist Transitional Justice: Lessons from 25 Years of Experience, Cambridge University Press, Cambridge, pp, 233-251

Davis, Janelle, "Marking Memory: Ambiguity and Amnesia in the Monument to Soviet Tank Crews in Prague", *Public Art Dialogue*, Vol 6.1 (35-57)

Part Two/Three: Berlin Case Study Day One

Readings: Stangl, "The vernacular and the monumental: memory and landscape in post-war Berlin", *Geo Journal* 73, 245-253, 2008

Weszkalnys, *Berlin Alexanderplatz: Transforming Place in a Unified Germany*, Berghahn Books, 2013 (selections).

Cochrane, Allan, "Making up Meanings in a Capital City: Power, Memory and Monuments in Berlin," *European Urban and Regional Studies* 13.1, 2006, (5-24)

7/10

Part One: Creating Your Ethnography Project

Readings: Emerson, Fretz and Shaw, Writing Ethnographic Fieldnotes, Second Edition, 2011 Chapter 7.

Part Two and Three: Remembering the Holocaust in Berlin

Readings: Nolan, Mary, "The Politics of Memory in the Berlin Republic," *Radical History Review*, Issue 81, 2001 (113-132).

Moses, "The Non-German German and the German German: Dilemmas of Identity after the Holocaust" *New German Critique*, No. 101, 2007 (45-94).

Till, Karen The New Berlin: Memory, Politics, Place, Univ of Minnesota Press, 2005, Chapter 5.

7/15 **Fieldnotes 3 due**

Part One and Two: Law and Politics of Memory in Africa

Ellie Frazier Guest Lecture

Readings: Clark; Fujii, "Killing Neighbors" selections; Gettleman and Kron, "Presidential Candidate is Arrested in Rwanda"

Part Three: South African Truth and Reconciliation

Colvin, "Brothers and sisters do not be afraid of me"

7/17

Part One and Two: Restorative Law

Guest Lecture and Discussion on International Criminal Law

Readings: Carlson, "Agents and Agency in International Law"

Part Three: Memory and Democracy

Readings: Mitchell, Katharyne, "Monuments, Memorials, and the Politics of Memory", *Urban Geography*, 24:5, 2003 (442-459)

Zietz, Joshua "Why There Are No Nazi Statues in Germany"

<http://www.politico.com/magazine/story/2017/08/20/why-there-are-no-nazi-statues-in-germany-215510>

7/22 **Ethnographic Video Due**

Assignment: Watch student ethnographic videos and discuss—everyone must watch **all** of the videos ask at least **five questions** (on five **different** videos). Everyone must attempt to **answer all questions asked of them**.

7/24 Comparative Paper Due & Final Exam