COL 5027HF – Memory, Trauma, and History

Instructor: Thomas Lahusen
Seminar: Tuesdays, 1-3
Room: Centre for Comparative Literature Seminar Room
Isabel Bader Theatre, 93 Charles Street West, 3d Floor

* E-mail: thomas.lahusen@utoronto.ca
* Office: Munk Centre 319N / 416-946-8966
• Office hours: TBA

This seminar will explore methods of analyzing narratives of survival which emerged out of experiences of repression in different historical and cultural contexts, such as the Holocaust, the Soviet Gulag, the Chinese system of "reeducation through labor" (laogai) and "thought reform" (sixiang gaizao), as well as trauma as a result of slavery, and domestic violence. Various theoretical and methodological approaches will be engaged to examine how diaries, memoirs, literary works, and film confront past and present.

Reading Assignments (ordered at the UofT bookstore)

- Dorothy Allison, *Bastard out of Carolina* (Plume, 1993)
- Cathy Caruth (ed.), *Trauma: Explorations in Memory* (Johns Hopkins UP, 1995)
- Dominick LaCapra, *Representing the Holocaust: History, Theory, Trauma* (Cornell, 1996)
- Thomas Lahusen, *How Life Writes the Book: Real Socialism and Socialist Realism in Stalin's Russia* (Cornell UP, 2002) [electronic copy available]
- Bernhard Schlink, *The Reader* (Vintage, 1999)
- & articles and book chapters (see course schedule)

Most readings for this course are on short-term loan at Robarts Library. A number of articles and book chapters will be made available during the semester (see course schedule).
COURSE ORGANIZATION, REQUIREMENTS, GRADE CALCULATION

The readings for all sessions are required. Presentations: one or several students are responsible for facilitating the discussion along with the instructor. The presenters prepare discussion questions on the readings, to be sent by e-mail to the entire class at least 2 days before the discussion. In the week of the presentation the presenters should be the experts on the assigned readings and should be among the most active participants.

The grade will be calculated as follows:

1. Regular attendance and active participation in discussions (20% of grade).
2. One presentation / moderation (30% of grade)
4. A final 25-30-page research paper (50% of grade). The topic for the final paper is to be chosen in consultation with the instructor. It should relate to the topic of the course and to its main theoretical readings. All sources must be documented. Non-referreed webpages are not acceptable. A bibliography (1 page list) and outline of the paper (1 page) must be submitted no later than week 9 of the course. Due date of paper: December 10 in both printed and electronic format. Please slide the paper copy under my office door (319N Munk School). If late, make sure to have it stamped by the receptionist in the South House of the Munk School. DO NOT submit the paper to Complit or the receptionist in the History Department.

Format of papers: Chicago Manual of Style (Humanities style).

COURSE SCHEDULE

Week 1 : Sept. 10  
INTRODUCTION. Organizational meeting.  
Format of class and class requirements.

Week 2 : Sept. 17  
HISTORY AND MEMORY

Reading:
- Pierre Nora, "Between Memory and History: Les Lieux de Memoire."  
Representations, 26, Special Issue: Memory and Counter-Memory. (Spring, 1989): 7-24;
- Kerwin Lee Klein, "On the Emergence of Memory in Historical Discourse."  
Representations 69 (Winter 2000): 127-150;
- Susan Crane, "Writing the Individual Back into Collective Memory," The American Historical Review, 102: 5 (December 1997): 1372-1385;
- Alon Confino, "Collective Memory and Cultural History: Problems of Method."  
The American Historical Review, 102: 5 (December 1997): 1386-1403;
- Elie Wiesel, "Trivializing Memory," From the Kingdom of Memory: Reminiscences (New York: 1995), 165-172;

The articles by Nora, Confino, Crane, and Broszat/Friedländer can be accessed electronically and/or are available on Blackboard (Content).

**Week 3 : Sept. 24**  
**WITNESSING: THE GULAG**  
**Reading:**  
- Varlam Shalamov, *Kolyma Tales*  
- Cathy Caruth, "Introduction" (pp. 3-12); Shoshana Felman: “Education and Crisis, or the Vicissitudes of Teaching”; Dori Laub: “Truth and Testimony: The Process and the Struggle” (pp. 61-75), in *Trauma: Explorations in Memory*, ed. Cathy Caruth.

**Week 4 : Oct. 1**  
**MEMORY: RECAPTURING VS CONSTRUCTING THE PAST**  
**Reading:**  
- Thomas Lahunen, *How Life Writes the Book*.  

**Week 5 : Oct. 8**  
**WITNESSING: THE HOLOCAUST**  
**Reading:**  
- Bernhard Schlink, *The Reader*.  

**Week 6 : Oct. 15**  
**TRAUMA ON SCREEN I**  
**Reading:**  
- Dominick LaCapra, *Representing the Holocaust: History, Theory, Trauma*.  

**Screening:** Elem Klimov, *Come and See* (1985). Screening to be arranged prior to class meeting.
Week 7 : Oct. 22 REPRESENTABILITY

Reading:
- Art Spiegelman "Getting in Touch with My Inner Racist."  
- Andreas Huyssen, "Of Mice and Mimesis: Reading Spiegelman with Adorno,"  

Week 8 : Oct. 29 LAOGAI: DISCIPLINE AND PUNISH

Reading:
- Laura Engelstein, "Combined Underdevelopment: Discipline and the Law in Imperial and Soviet Russia" and other articles on the applicability of Foucault in different contexts.  

Week 9 : Nov. 5 REMEMBERING SLAVERY

Reading:
Toni Morrison, *Beloved*

Nov. 11 – 12 FALL BREAK

Week 10 : Nov. 19 TRAUMA AND DOMESTIC ABUSE

Reading:
- Dorothy Allison, *Bastard out of Carolina*
- Laura S. Brown, "Not Outside the Range: One Feminist Perspective on Psychic Trauma" in:  
  *Trauma: Explorations in Memory*, ed. Cathy Caruth (pp. 100-112).
- Dorothy Allison, "A Question of Class"; "Shotgun Strategies." In:  
- Deborah M. Horvitz, "Freud and Feminism in Gayl Jones's Corregidora and Dorothy Allison's Bastard out of Carolina." In:  
Week 11: Nov. 26
PRESENTATION OF STUDENTS' PROJECTS.

Week 12: Dec. 3
PRESENTATION OF STUDENTS' PROJECTS.
GENERAL DISCUSSION.

Final papers due: Dec. 10
Alzheimer's disease is a progressive neurodegenerative disease that manifests as memory loss, cognitive dysfunction, and dementia. Animal models of Alzheimer's disease have been instrumental in understanding the underlying pathological mechanism and in evaluation of potential therapies. The triple transgenic (3×Tg) mouse model of AD is unique because it recapitulates both pathologic hallmarks of Alzheimer's disease - amyloid plaques and neurofibrillary tangles. Abstract. Alzheimer's disease is a progressive neurodegenerative disease that manifests as memory loss, cognitive dysfunction, and dementia. Animal models of Alzheimer's disease have been instrumental in understanding the underlying pathological mechanism and in evaluation of potential therapies. Roth Michael S. (EN). Intellectual historian Michael S. Roth has spent more than two decades exploring the way we make meaning out of the past. This collection features his most influential essays, in which he uses psychoanalysis to build a richer understanding of history, and then takes a more expansive conception of history to decode the cultural construction of memory. His collection consists of five sections. The first examines the development in nineteenth-century France of professional criteria for diagnosing memory disorders - criteria that signal fundamental changes in the understanding of Memory is described by psychology as the ability of an organism to store, retain, and subsequently retrieve information. When an individual experiences a traumatic event, whether physical or psychological, their memory can be affected in many ways. For example, trauma might affect their memory for that event, memory of previous or subsequent events, or thoughts in general. Memory is the structural and foundational link among those who write about the Holocaust from direct experience as well as from the haunting legacy that takes the shape of imaginative return. With the Read Online. Consequently, there are no historical accidents in Jewish history. Moreover, Jewish tradition has a highly evolved historical consciousness that responds to the eternal validity of Read Online. Memory, Trauma, and History book. Read 2 reviews from the world's largest community for readers. In these essays, Michael S. Roth uses psychoanalysis to ... He next explores links between historical consciousness and issues relating to the psyche, including trauma and repression and hypnosis and therapy. Roth turns to the work of postmodern theorists in connection with the philosophy of history and then examines photography's capacity to capture traces of the past. He considers how we strive to be faithful to the past even when we don't care about getting it right or using it productively. Roth concludes with essays defending pragmatic and reflexive liberal education.