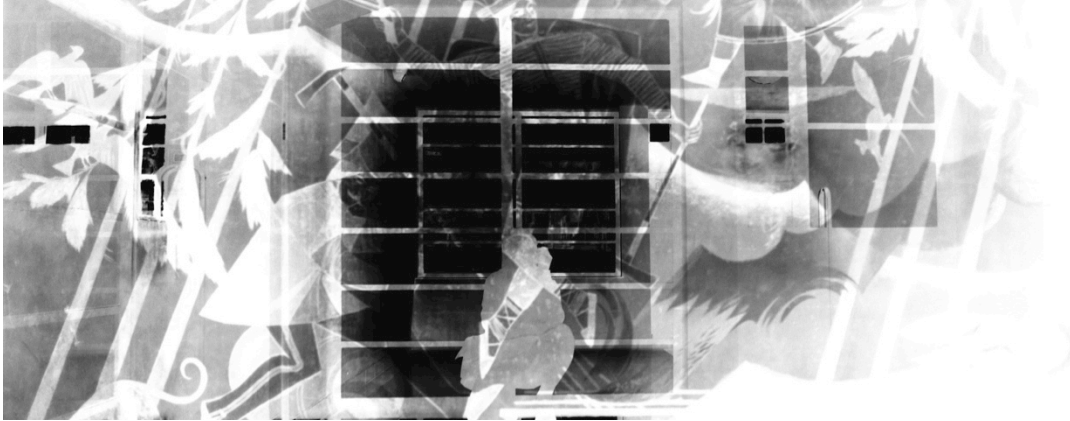


## **Issues in History and Culture: Landscapes, Bodies, and Cultural Memory Practice**



*Photographer's reflection against a modernist (1936) mural depicting Polish highlanders.  
Digitally edited photograph by Jerzy Elzanowski, 2017.*

**Instructor:** Dr. Jerzy (Jurek) Elżanowski

**Location:** St. Patrick's Building 201D or as announced

**Time:** Thursdays, 14:35-17:25

**Office hours:** by email appointment

**Email:** [jerzy.elzanowski@carleton.ca](mailto:jerzy.elzanowski@carleton.ca)

**Web:** <https://carleton.ca/sics/people/jerzy-jurek-elzanowski/>

### **Course Argument**

This year, *Issues in History and Culture* has as its aim to consider the different ways in which humans mourn, receive, and commemorate their remains within the spaces they share. We will reflect on the 'physiology' of historicized landscapes,<sup>1</sup> mapping the articulation of human remains at and through sites broadly thought of as traumatic. The goal will be to think about how human bodies are interred in land, distributed throughout landscapes, and to consider how bodies and their representations foster both exclusionary and multidirectional cultural memory practices.

Starting from a place of compassion, we will differentiate between unequal conditions of grievability (Butler), and between the distance of sympathy, and the immediacy of empathy in situations of loss (Carter). We will then go on to study the relationships between the politics of loss and what Katherine Verdery calls "dead body politics," looking at how individuals and groups leverage landscapes and draw on cultural memory practices to elevate certain remains over others. Finally, we will consider how human remains have been used to animate very different geographical imaginaries.

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<sup>1</sup> Rebecca D. Ellis, Todd J. McWhorter, and Martine Maron, "Integrating Landscape Ecology and Conservation Physiology," *Landscape Ecology* 27 (2012): 1-12.

From settler racism and notions of wilderness to the post-catastrophic conditions of bombed cities, we will study the local, national, and transnational implications of violence on people, architecture, and the landscapes they both inhabit. Drawing on burgeoning discourses such as “architectural forensics” (Weizman) and “warchitectural theory” (Herscher) we will reflect on the historical representation of death in the built environment. By combining the subject matter and research experience of all participants, we will work together to collaboratively and flexibly explore constellations of literatures and visual sources.

### **Class Participation, Assignments, and Evaluation**

Students will be evaluated on the basis of class participation, discussion facilitation, a creative assignment, a final symposium presentation, and a final paper. **I will distribute detailed written instructions for each assignment in class and post them on cuLearn.** These documents will explain the nature of the creative assignment, how peer review works, and outline expectations for the final paper.

This is a reading-intensive graduate seminar; regular attendance and thoughtful, informed, and generous participation in discussions is crucial to success. Each week, one or two students will be responsible for facilitating that day’s discussion. The student or the pair will be asked to briefly summarize the assigned articles, to prepare questions / an interactive activity for the class, and to suggest a direction for the group discussion. Note: *Discussion leaders are not expected to give formal presentations.*

### **Course Requirements and Grade Distribution**

- Attendance and class participation (including peer review): 15%
- Discussion facilitation: 15% (1 session)
- Creative assignment + written reflection: 20%
- Mini-symposium presentation: 20%
- Final paper: 30%

### **Tentative Assignment Deadlines**

- Proposal for final paper delivered to colleagues for peer review: Friday, October 13, 2017
- Peer reviews returned to colleagues: Friday, October 20, 2017 at the latest.
- In-class discussion of proposals: Thursday, November 2, 2016.
- Creative assignment: Friday, November 17, 2017 (Assessed).
- Mini-symposium presentations, Thursday, November 30 and Thursday, December 7, 2017 *OR* joint Mini-Conference on December 1 and 2, 2017 (Assessed).
- Final paper due at the end of term (Assessed).

Under regular circumstances, I will not consider or grade late submissions. If you expect that you will need an accommodation, please let me (as well as your peer review partners) know at least 1 week in advance. See below for University accommodations.

## Course Correspondence

Please communicate with me using your Carleton email accounts *only*. I will do my best to respond to student emails within 24 hours and ask that students follow the same rule when responding to my queries. I usually do not check email messages on the weekends or in the evenings. Emails received on Friday will likely be answered the following Monday. Please note: *I will be away from my email October 14-29. Please make sure to address significant questions before this time. If you have extremely pressing questions during this period, you are welcome to send me a text message.*

## Scheduling

Please note that certain activities may need to be rescheduled. I will announce any changes to the reading schedule, off-site visits, and the attendance of invited guests, at least two weeks in advance. As such, this is a **draft outline** that may change with reasonable notice.

We have a unique opportunity to hold the Mini-Symposium jointly with CDNS 5401 (*The 'Heritage' or Heritage Conservation*) on December 1 and 2, 2017 rather than in two separate class sessions. Because this is outside of class time, both groups will decide *by consensus* whether or not this is something they want to do. If we hold a joint one-and-a-half day symposium, it will stand in for the last two sessions, which will then be cancelled. We will confirm the final arrangements by the end of September at the latest.

## Readings

The library will make most of the assigned articles available on ARES. For copyright reasons, some books (and book chapters) may be accessible at the library reserves only. I will be signing out some books from my personal library if necessary, and posting some articles on cuLearn. Please make sure to plan your readings in advance, and to coordinate with me if needed. I find that using hard rather than electronic copies of reading material in class is more productive for sharing and learning. Unless this is very difficult to do (e-books), I would ask that you print, mark up, and bring physical copies of assigned articles to class.

**Thomas Laqueur's *The Work of the Dead: A Cultural History of Mortal Remains*** will help organize the rhythm of our thinking throughout the term. We will use the book as a way to calmly and consistently meditate on the idea of the ground and the bodies it carries. The book, by the author's own admission, is written primarily from the perspective of a historian of modern Britain, and offers only one of many different possible perspectives on the cultural history of human burial. Chapters from the book will be juxtaposed with a number of articles that bring Indigenous, Eastern European, and North American views to the table. The intention is to read most but not the entire book, and at varying levels of intensity and precision. Together, we can decide on the most interesting sections to read, and then **construct a reading schedule complementary to the one printed below.**

As graduate students you are expected to read beyond the assigned literature, and to consistently demonstrate a level of curiosity, and a research sensibility. Reading broadly

throughout the semester will prepare you for the final assignment, and will help you do well in class discussions and workshops.

## **Reading Schedule**

**The following reading schedule is a *draft only*** – my initial proposal for how the course will unfold. During the first two course sessions we will work together to modify it to suit our common interests and goals. **I will circulate a final schedule by the third week of class.**

### **Class 1: Introductory Class**

September 7, 2017

### **Class 2: Compassion, Grief, and Coming Into Being**

September 14, 2017

- Judith Butler, "Violence, Mourning, Politics," in *Precarious Life: The Powers of Mourning and Violence* (New York: Verso, 2004), 19-49.
- Jill Carter. "Discarding Sympathy, Disrupting Catharsis: The Mortification of Indigenous Flesh as Survivance-Intervention." *Theatre Journal* 67, no. 3 (2015): 413-432.

### **Class 3: Cultural Memory and the Body**

September 21, 2017

- Jan Assmann, "Memory Culture," in *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination* (Cambridge: Cambridge University Press, 2011), 15-69.
- Aleida Assmann, "Body," in *Cultural Memory and Western Civilization: Functions, Media, Archives* (Cambridge: Cambridge University Press, 2013), 230-280.
- Edward Casey, "Mapping the Earth in Works of Art," in *Rethinking Nature: Essays in Environmental Philosophy*, ed. Bruce Foltz and Robert Frodeman (Bloomington, IN: Indiana University Press, 2004): 260-271.

### **Class 4: Cultural Landscapes: Living, Seeing, Practicing**

September 28, 2017

The following four articles are taken from Kay Anderson, Mona Domosh, Steve Pile, and Nigel Thrift, eds., *Handbook of Cultural Geography* (London: Sage, 2003):

- David Matless, "Introduction: The Properties of Landscape," 227-232.
- Don Mitchell, "Dead Labor and the Political Economy of Landscape – California Living, California Dying," 233-248.
- Denis Cosgrove, "Landscape and the European Sense of Sight – Eyeing Nature," 249-268.
- Tim Cresswell, "Landscape and the Obliteration of Practice," 269-281.

### **Class 5: Multidirectional Memory or Complicity?**

October 5, 2017

- Michael Rothberg, Introduction to *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization* (Stanford, CA: Stanford University Press, 2009), 1-29.
- Pauline Wakeham, "The Cunning of Reconciliation: Reinventing White Civility in the 'Age of Apology,'" in *Shifting the Ground of Canadian Literary Studies*, ed. Smaro Kamboureli and Robert Zacharias (Waterloo, ON: Laurier University Press, 2012).
- Leanne Betasamosake Simpson, "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation," *Decolonization: Indigeneity, Education & Society* 3 (2014), 1-25.

### **Class 6: Bodies and Monuments**

October 12, 2017

- Katherine Verdery, "Introduction: Corpses on the Move" and "One: Dead Bodies Animate the Study of Politics," in *The Political Lives of Dead Bodies* (New York: Columbia University Press, 1999), 1-53.
- Andrew Herscher, "Introduction: Violence Taking Place" as well as "A Relic of the Past Fast Disappearing," in *Violence Taking Place: The Architecture of the Kosovo Conflict* (Stanford, CA: Stanford University Press, 2010), 1-43.

### **Class 7: No Class**

October 19, 2017

I will be away. Please use this time to get a head start on readings and assignments.

### **Reading Week – No Class**

October 23-27, 2017

### **Class 8: Wilderness and Lebensraum**

November 2, 2017

- Simon Schama, "Mortality, Immortality," in *Landscape and Memory* (New York: Vintage Books, 1996), 61-74.
- Paolo Giaccaria and Claudio Minca, "Life in Space, Space in Life: Nazi Topographies, Geographical Imaginations, and Lebensraum," *Holocaust Studies* 22, no. 2-3 (2016): 151-71.

### **Class 9: Natural History and Constructions of North American Wilderness**

November 9, 2016

- Finis Dunaway, "Hunting with the Camera: Nature Photography, Manliness, and Modern Memory, 1890-1930," *Journal of American Studies* 34, no. 2 (2000): 207-30.
- Donna Haraway, "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936," *Social Text* 11 (Winter, 1984-1985): 20-64.

- Samuel J. Redman, "Collecting Bodies for Science," in *Bone Rooms: From Scientific Racism to Human Prehistory in Museums* (Cambridge, MA: Harvard University Press, 2016), 16-68.

### **Class 10: Bodies and Ruins**

November 16, 2016

- David F. Crew, "The Meaning of Ruins" in *Bodies and Ruins: Imagining the Bombing of Germany, 1945-present* (Ann Arbor: University of Michigan Press, 2017), 87-112.
- Eyal Weizman, "Forensic Architecture: Only the Criminal Can Solve the Crime," in *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza* (London: Verso, 2011).
- Jerzy Elżanowski, "Ruin Habitation," in *To Bear Heavily on the Ground: Material Conversion in Postwar Warsaw*, Manuscript in preparation.

### **Class 11: Images of Bodies and the Ethics of Viewing**

November 23, 2016

- Georges Didi-Huberman, "Four Pieces of Film Snatched from Hell," in *Images in Spite of All: Four Photographs from Auschwitz* (Chicago: University of Chicago Press, 2008), 2-17.
- Elżbieta Janicka, "A Hide-out in Demo Version: The Keret House in Warsaw as Re-Enactment of Jewish Hiding," *Holocaust Studies* 20, no. 1–2 (2014): 83–116.
- Judith Butler, "Torture and the Ethics of Photography," *Environment and Planning D: Society and Space* 25 (2007), 951-966.

### **Class 12: Mini-Symposium and Summary Class I**

November 30, 2016

### **Class 13: Mini-Symposium and Summary Class II**

December 7, 2016

Depending on the presentation topics and class interests, we will decide on a list of *already-covered* articles and chapters to reread for the summary sessions.

Instead of two Mini-Symposium sessions, we may decide to hold a joint symposium with CDNS 5401 (*The 'Heritage' of Heritage Conservation*) on December 1 and 2, 2017. If this is the case, classes 12 and 13 will be cancelled.

### **Academic Integrity**

*The following texts are part of Carleton's academic integrity and equity policies.*

**Plagiarism:** Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else's work as their own. It occurs when a student either a) directly copies more than one of two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and c) borrows, without acknowledgement, any ideas in

a clear and recognized form, in such a way, as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student's best interests to keep all of their research papers intact after handing in papers.

**Resubmission of Work:** Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the Academic Integrity Policy  
<http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: <http://www2.carleton.ca/equity/>