

New Course

Proposal Reference : 3626
 Number
 PRN Alias : 11-12#582
 Version No : 4
 Submitted By : Prof Benjamin Forest
 Edited By : Ms Josie D'Amico

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New Data					
Program Affected?	N				
Program Change Form Submitted?					
Subject/Course/Term	GEOG 420 <ul style="list-style-type: none"> • one term 				
Credit Weight or CEU's	3 credits				
Course Activities	<table border="1"> <thead> <tr> <th>Schedule Type</th> <th>Hours per week</th> </tr> </thead> <tbody> <tr> <td>M - Seminar</td> <td>3</td> </tr> </tbody> </table>	Schedule Type	Hours per week	M - Seminar	3
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M - Seminar	3				
Total Hours per Week : 3 Total Number of Weeks : 13					
Course Title	<table border="1"> <tr> <td>Official Course Title :</td> <td>Memory, Place, and Power</td> </tr> <tr> <td>Course Title in Calendar :</td> <td>Memory, Place, and Power</td> </tr> </table>	Official Course Title :	Memory, Place, and Power	Course Title in Calendar :	Memory, Place, and Power
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Course Title in Calendar :	Memory, Place, and Power				
Rationale	<p>Due to the retirement of a faculty member (Müller-Wille), a current faculty member (Forest) will be offering a new course to replace previous (and soon to be retired) offerings in political geography. The new course has a theoretical basis in memory studies, reflects both the impact of the fall of the Soviet Union on European identities, and (more broadly) the global interconnections among national identities in the modern era.</p>				
Responsible Instructor	Benjamin Forest				
Course Description	<p>Key classical, Enlightenment, and contemporary texts on memory and place-making. Examination of the transformation of public space (particularly monuments and memorials) in post-communist states, focusing on official attempts to re-imagine recent histories and on public responses to these efforts. Comparative analysis of "monumental politics" in North America and Western Europe.</p>				
Teaching Dept.	0288 : Geography				
Administering Faculty/Unit	SC : Faculty of Science				
Prerequisites	GEOG 316 or GEOG 331 or approval of instructor. Web Registration Blocked? : N				
Corequisites					

Restrictions	Not open to students who have taken POLI 432.	
Supplementary Calendar Info		
Additional Course Charges	Description	Payment for fieldtrip
	Amount	\$15
Campus	Downtown	
Projected Enrollment	15	
Requires Resources Not Currently Available	N	
Explanation for Required Resources		
Required Text/Resources Sent To Library?	Y	
Library Consulted About Availability of Resources?	Y	
Consultation Reports Attached?	Y <ul style="list-style-type: none"> GEOG 420 consultations.pdf View 	
Effective Term of Implementation	201209	
File Attachments	<ul style="list-style-type: none"> GEOG 420 syllabus (proposal).pdf View 	
To be completed by the Faculty		
For Continuing Studies Use		

Approvals Summary

Show all comments

Version No.	Departmental Curriculum Committee	Departmental Meeting	Departmental Chair	Other Faculty	Curric/Academic Committee	Faculty	SCTP	Version Status
4	Approved Lea Berrang Ford Meeting Date: Nov 15 2011 Approval Date: Dec 7 2011 View Comments	Approved Timothy R Moore Meeting Date: Nov 15 2011 Approval Date: Dec 8 2011 View Comments						Approved by Department Meeting Edited by: Josie D'Amico on: Dec 7 2011
3								Submitted to Departmental

								Curriculum Committee for approval Edited by: Benjamin Forest on: Dec 7 2011
2								Submitted to Departmental Curriculum Committee for approval Edited by: Josie D'Amico on: Dec 7 2011
1								Submitted to Departmental Curriculum Committee for approval Created on: Dec 5 2011

CONSULTATION REPORT FORM
RE COURSE PROPOSALS

DATE: October 26, 2011

TO: Richard Schultz, Chair, Department of Political Science

FROM: Benjamin Forest, Associate Professor, Department of Geography

The attached proposal will soon be submitted to the Undergraduate Affairs Committee in Geography, and we request consultation approval from your unit.

GEOG 420: Memory, Place, and Power, 3 credits.

Would you be good enough to review this proposal and let me know as soon as possible, on this form, whether or not your department has any objections to, or comments regarding, the proposal. Thank you.

X

NO OBJECTIONS

SOME OBJECTIONS

COMMENTS:

Signature:

R Schultz

Date:

Nov. 14, 2011

PLAI 400/GEOG 420/POLI 432: Memory, Place, and Power*

Wednesdays from 11:30am-2:30pm
Burnside 308

Prof. Benjamin Forest
Geography
Office: 308A Burnside Hall
Office Hours: Thursdays 4-5pm
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Prof. Juliet Johnson
Political Science
Office: 213 Dawson Hall
Office Hours: Mondays 2-3pm
and by appointment
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This interdisciplinary class draws on classical and contemporary sources to explore different conceptions of memory and the relationships among memory, place, and power. This approach emphasizes the social quality of memory, rather than psychological or physiological processes. From this perspective, it becomes possible to understand how political interests and social practices can shape something as ostensibly personal and individual as memory.

The course is divided into two sections. The first section introduces key classical, Enlightenment, and contemporary texts on memory and place-making. The second section uses these ideas to examine the transformation of public space (particularly monuments and memorials) in postcommunist states, focusing on official attempts to re-imagine these countries' contested recent histories and on public responses to these efforts. The course concludes with a comparative examination of "monumental politics" in North America and Western Europe.

Course Requirements:

<i>Assignment</i>	<i>Weight</i>	<i>Date Due</i>
Weekly reading responses	35%	Weekly in class
Seminar Participation	10%	Weekly in class
Research Paper Proposal	15%	Week 10
Research Paper	40%	End of exam period

The course requires a \$10-15 fee that covers the cost of the field trip Week 6.

* Both the PLAI and POLI courses are "topics" classes whose subjects change from semester to semester. PLAI 400: *Interdisciplinary Seminar in the Humanities*; POLI 432: *Selected Topics: Comparative Politics*.

Readings:

The majority of readings for the class are in the Course Packet, available at the McGill University Bookstore. Some material is available online. In addition, there are two books, both available at the Bookstore:

Plato. 2009. *Phaedo*. David Gallop, translator. Oxford: Oxford University Press.¹

Levinson, Sanford. 1998. *Written in stone: Public monuments in changing societies*. Durham, NC: Duke University Press.

Weekly Reading Responses:

For every week in which we have readings, you will prepare a short written response that addresses the following four points for *each* assigned reading. Your response to each individual reading should be a maximum of 300 words (about half a page, single-spaced).

- 1) Summarize the most important argument of the reading in one or two sentences. What major point or points is the author trying to make?
- 2) What is the most important insight that you gained from this reading? That is, what do you now understand or know that you didn't before doing this reading? What was most valuable to you about this reading?
- 3) Give at least one major critique of the reading *and/or* compare the reading in some substantive way to another reading we have done (either for this week or in a previous week).
- 4) What key question or questions (maximum three) does this reading raise for you? Think of questions that would be good for class discussion rather than yes/no or strictly factual questions.

These reviews are due *in class* each week, beginning Week 2. They will be graded either “check,” “check-minus,” or “check-plus.” To earn a check, you must address all four points for each reading, and the answers must reflect a solid understanding of the readings (i.e., don't try to do this after skimming the first and last paragraphs of an article). On *rare* occasions, especially thoughtful sets of answers may receive a check plus.

Thoughtful does not mean long – stick to the requested length and observe the rules of grammar. To receive an A for this part of the course, your reviews must average at least a check (i.e., one check-plus will offset a check-minus); your final mark will fall by a half grade for each check-minus that is not offset by a check-plus (e.g., one check-minus results in an A-, etc.). These reviews are meant to encourage you to think about the readings *before* you come to class. You may turn in one review late during the semester without penalty (although it must be handed in before the subsequent week's class). Further late reviews will each count as two check-minuses.

¹ *There are many different versions and translations of Phaedo available, but it makes discussion far easier if everyone reads the same edition. It is not expensive, so please buy the version on sale in the Bookstore.*

Participation:

You should participate actively and regularly in class discussions. When we begin to discuss each individual reading, one student will be chosen at random to start the discussion by giving a short (about 1-2 minute) introduction to the specific work in question, based on your written review. You should be able to remind the class of the author's main arguments and raise a few initial critiques and/or questions for the class to think about.

Research Paper Proposal:

Research paper proposals are due in class on Week 10. Your proposal should be 1-2 pages long, single-spaced and in 12-point font. It should describe both the proposed topic and argument (*i.e.*, thesis) of the paper, and briefly summarize the kinds of evidence that you will use to support your argument. In addition, please attach a preliminary bibliography with at least 10 scholarly sources to your proposal. Proposals that successfully meet all of these criteria will earn an A grade. Please bring five copies of your proposal to class that day. During class, we will break up into smaller groups to read and discuss each others' proposals.

Research Paper:

These papers must be 15-20 pages long (excluding the bibliography), double-spaced and in 12-point font, on a topic approved by the instructors. We will distribute a detailed handout on how to design and write a research paper. These research papers are due by the end of the exam period, although we encourage you to submit them earlier if possible. Late papers will receive a maximum grade of B. Under no circumstances will papers be accepted after the due date.

The following two statements are required by University policy:

Language Policy: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Academic Integrity: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

Schedule of Classes

Week 1: Introduction

Week 2: Memory in Classical Thought

Plato, *Phaedo*, paragraphs 57-119.

Aristotle. 2000. *On Memory and Reminiscence*. J. I. Beare (trans.) *The Internet Classics Archive*. Available at <http://classics.mit.edu//Aristotle/memory.html>

Yates, Frances A. 1966. "Three Latin Sources for the Classical Art of Memory," in *The Art of Memory*, Chicago: University of Chicago Press: 1-26.

Week 3: Social Memory

Durkheim, Emile. 1965. "Origin of the Idea of the Totemic Principle or Mana," in *Elementary Forms of the Religious Life*. Joseph Ward Swain (trans.) New York: Free Press: 235-272.

Halbwachs, Maurice. 1992. *On Collective Memory*. Chicago: University of Chicago Press: 37-53.

Week 4: Memory, Identity, and Power

Lowenthal, David. 1985. "How We Know the Past," in *The Past is a Foreign Country*. Cambridge, UK: Cambridge University Press: 185-210, 251-259.

Nora, Pierre. 1996. "General Introduction: Between Memory and History," in Pierre Nora (ed.), *Realms of Memory: Rethinking the French Past. Volume 1, Conflicts and Divisions*. New York: Columbia University Press: 1-20.

Cruz, Consuelo. 2000. "Identity and Persuasion: How Nations Remember their Pasts and Make their Futures." *World Politics* 52 (3): 275-312.

Week 5: Monuments and Memory

Levinson, Sanford. 1998. *Written in stone: Public monuments in changing societies*. Durham, NC: Duke University Press.

Week 6: Fieldtrip: Monuments in Montreal

Details TBA

Week 7: From Communism to Post-Communism

Ash, Timothy Garton. 2002. "Trials, Purges, and History Lessons: Treating a Difficult Past in Post-Communist Europe," in Jan-Werner Muller, ed., *Memory and Power in Post-War Europe*. Cambridge, UK: Cambridge University Press: 265-282.

Gamboni, Dario. "The Fall of the 'Communist Monuments'," in *The Destruction of Art: Iconoclasm and Vandalism since the French Revolution*. London: Reaktion Books: 51-90.

Lehti, Marko, Matti Jutila, and Markku Jokisipilä. 2008. "Never-Ending Second World War: Public Performances of National Dignity and the Drama of the Bronze Soldier." *Journal of Baltic Studies* 39(4): 393-418.

Raspudić, Nino. 2010. *The Bruce Lee Monument in Mostar*. Available from <http://www.policiesforculture.org/artist.php?id=45&a=a&d=2008-12-15>

Week 8: Moscow

Smith, Kathleen. 2002. "Remaking the Capital's Landscape," in *Mythmaking in the New Russia: Politics and Memory in the Yeltsin Era*. Ithaca: Cornell University Press: 102-130.

Forest, Benjamin and Juliet Johnson. 2002. "Unraveling the Threads of History: Soviet-Era Monuments and Post-Soviet National Identity in Moscow." *Annals of the Association of American Geographers* 92: 524-547.

Gill, Graeme. 2005. "Changing symbols: The renovation of Moscow place names." *Russian Review* 64 (3): 480-503.

Week 9: Reunited Germany

Young, J.E. 1999. "Memory and Counter-Memory: The End of the Monument in Germany." *Harvard Design Magazine* 9: 1-10.

Forest, Benjamin, Juliet Johnson, and Karen Till. 2004. "Post-Totalitarian National Identity: Public Memory in Germany and Russia." *Social and Cultural Geography* 5(3): 357-380.

Stangl, Paul. 2003. "The Soviet War Memorial in Treptow, Berlin." *Geographical Review* 93 (2): 213-236.

Week 10: Research Proposals

Week 11: The Statue Parks

Williams, Paul. 2008. "The Afterlife of Communist Statuary: Hungary's Szoborpark and Lithuania's Grutas Park." *Forum Mod Lang Stud* 44(2): 185-198.

Kovacs, E. 2003. "The Cynical and the Ironic – Remembering Communism in Hungary." *Regio – Minorities, Politics, Society* 1(1): 55–69.

James, B. 1999. "Fencing in the past: Budapest's Statue Park Museum." *Media Culture & Society* 21(3): 291-311.

Lankauskas, G. 2006. "Sensuous (Re)collections: The Sight and Taste of Socialism at Grutas Szoborpark, Lithuania." *Senses & Society* 1(1): 27–52

Week 12: Central Asia

Bell, J. 1999. "Redefining National Identity in Uzbekistan: Symbolic Tensions in Tashkent's Official Public Landscape." *Cultural Geographies* 6 (2): 183-213.

Shonin, Anacker. 2004. "Geographies of Power in Nazarbayev's Astana." *Eurasian Geography and Economics* 45(7): 515-533.

Sir, Jan. 2008. "Cult of Personality in Monumental Art and Architecture: The Case of Post-Soviet Turkmenistan." *Acta Slavica Japonica* 25: 203–220.

Week 13: Monuments and Memory in Comparative Perspective

Wagner-Pacifici, Robin and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." *American Journal of Sociology* 97(2): 376-420.

Hite, Katherine. 2008. "The Valley of the Fallen: Tales from the Crypt." *Forum Mod Lang Stud* 44(2): 110-127.

Szpunar, Piotr M. 2010. "Monuments, mundanity and memory: Altering 'place' and 'space' at the National War Memorial (Canada)" *Memory Studies* 3: 379-394.

Pasqualetti, Martin J. 1997. "Landscape Permanence and Nuclear Warnings." *Geographical Review* 87 (1): 73-91.