

NOTE: this course will be revised to reflect a non-condensed course

University of Western Ontario
Department of Gender, Sexuality & Women's Studies &
Centre for Transitional Justice and Post-Conflict Reconstruction

Spring 2021

WS9500L: Memory, Identity & Race © (FINAL)

We are located on the traditional land of Anishinaabeg, Haudenosaunee, Lenape and Attawanaron peoples and we complicate the meaning of this location in our course.

Instructor: Dr. Kate Korycki¹
Email: kate.korycki@uwo.ca
Course Duration: May 3 - June 10, 2021
Zoom Seminar: **Tuesday & Thursday 1:00-3:00pm (maximum)**
Zoom Office hours: **Tuesday 3:00-4:00pm**
Class Website: <https://owl.uwo.ca/portal>
Technical Requirements: Laptop/Computer, Stable Internet Connection, Working Microphone, Working Webcam

Course Description and Learning Objectives:

This course builds on the Indigenous wisdom that storytelling and relationships are central to our collective self-understandings. As such, the course investigates how stories of the past constitute, justify, and make invisible the present-day systems of stratification; and conversely, it explores how collective remembering mobilizes and sustains challenges and resistance to those systems. At the time when monuments of the past - and now discredited - heroes are falling off their pedestals in the United States while race-based rhetoric makes a newly authorized comeback; and at the time when Canada attempts to reconcile its colonial relationship with Indigenous communities while maintaining its sovereign control, the questions about the past, and its political productivity, gain special poignancy and urgency. Our course attends to these questions, as it examines how the past is viewed as a *burden* to be overcome, and how it is dealt with by the provisions of the transitional justice; or how the past serves as a *tool* in crafting of identity and/or searching for justice. Drawing on political and critical theory, collective memory, political sociology and transitional justice literatures, this course examines how the present politics informs the past, and how the past shapes the present.

¹ No materials generated in this class, including Zoom lectures and discussions, may be recorded or copied without permission, or posted to commercial sites. They may be used, with attribution, in students' learning and writing.

Readings:

All readings are available online (or through the library).

Assignments and Expectations:

In this seminar, we read, we write & we talk. Curiosity about the material, analyzing & working through problems, transforming the ways in which we see the world, and grappling with complexity are encouraged & nurtured. Furthermore, we follow a model of active & participatory learning. This means that students read and think about the assigned readings before class; they write about them before class & they come to class ready to share & clarify their ideas. Also, the classes build on one another, so if a student misses a class, it is imperative that s/he/they reads the assigned material and asks a colleague to share notes from the class meeting.

In terms of assignments, half of the points are connected with readings (pre-class writing and in-class talking); half are earned through a research paper submitted in one, two or three steps. Readings-related work is done as the classes progress and ends on June 10; paper 1, 2, 3 may be submitted any time before July 30. Note, no paper may be submitted before the previous version is returned; and I need 1 week to grade & comment on papers (there is no exception to this rule). If you don't wish to receive comments, submit your work once, on or before July 30. If you want support, structure and comments as you write, submit earlier drafts giving me time to comment and you to implement suggestions. Note that those who talk to me as they go along and submit work early & often, do better! Note also that it is the student's choice what is submitted and when, as is the responsibility to manage timelines.

Pre-class writing – 500-words summary of all readings assigned for the class, including main argument and at least one analytical question – is due at midnight before the appropriate class. You are welcome to summarize the readings one by one, or you may weave them into a coherent argument in which the authors speak to each other. Each submission is worth a maximum of 3 points, for the total of 30. No submission will be accepted after class discussion of the readings.

Class discussion - based on readings - is worth 2 points/class for the total of 20.

Research essay – asks an empirical question & answers it in two theoretically-grounded ways (publishable length of 7-8,000 words). Submit it once for max 50 points; or submit it in up to three stages. Stage one includes a context, a question, and an outline of answers (1,000 words maximum but includes massive prep work – maximum 15 points); stage two includes a literature review pertinent to your question and answers, shaped into an argument (it is not a list of summaries! 4,000 words maximum – maximum 20 points); stage three adds robust empirical research & weaves the whole into a well-structured argument (maximum points 15). We will discuss & practice how to do each stage in class!

If you need publications – this is your chance to write one with full support!

MA students, who are not proceeding to do a PhD, may propose alternative writing assignments (op-ed, policy memo, research brief – whatever combination will be the most useful – but the arrangement has to be negotiated within the first three weeks of class).

Course Structure and Policies:

Our twice-weekly seminars happen on zoom.

Our zoom sessions are not recorded or posted to OWL. Furthermore, students are not permitted to record the sessions, except where recording is an approved accommodation, or the student has the prior written permission from the professor.

The invitation to our Zoom class will be posted on OWL. You will have to login from within OWL and there will be a waiting room.

Discussion etiquette: In assigning the points for class participation, I look at a) the quantity, and b) the quality of remarks, as well as c) *listening and respect* for the views of others, and d) a spirit of discovery. Our class conversations are explorations, not a competition.

Zoom discussion etiquette: Please turn your camera on when possible, and your “self-view” off: the first suggestion makes it easier to concentrate and participate in the class and get a sense of a community; the latter dramatically diminishes zoom fatigue! Please mute your mike. If you wish to speak, please raise your hand, or use zoom’s ‘raised hand’ function.

Please turn your phone, messengers & email OFF! It’s distracting to all if one comes to class to chat with friends outside of it, plus, it’s bad pedagogy ☐

Zoom failure back-up plan: the plan for my unstable internet and interrupted class will be posted on OWL before the first class.

Grades: you decide what you do and when and you receive points for all the work that you do. No work is mandatory. Since no work is mandatory and there are no deadlines except the ongoing weekly class, and July 30, there are no extensions. NOTE the 1-week-long timeline needed by me for grading/commenting.

Communication with the professor: given our isolation, I strongly encourage and invite talking to each other and me - as opposed to writing - even if the talking is done via computers. Thus, all students can bring their questions to class, or come to office hours – in fact, come early and often. Email is the most discouraged form of communicating and I take 48 hours to respond. Also, there are many emails to which I don’t respond individually – either your question is brilliant, in which case I’ll answer it via a class announcement; or the answer is in the syllabus, which you are strongly encouraged to read.

Weekly Topics & Readings (page ranges of readings will be specified before class)

1. May 4 - Introduction to class & each other
 - King, Thomas. 2003. The CBC Massey Lectures: “‘You’ll never believe what happened’ is always a great way to start.” *The Truth about Stories: A Native Narrative*:
 - Listen to the first lecture (1hour): <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>
 - OR, read the University of Minnesota Press 2003: pp. 1-31
2. May 6 – Identity as social, collective & political processes
 - Baldwin, James. “Stranger in a Village.” In *Notes of the Native Son*
 - Baldwin, James. “In Search of a Majority.” In *Nobody Knows my Name*
 - Gilman, Sander L. “Introduction.” *Difference and Pathology: Stereotypes of Sexuality, Race and Madness*. Cornell University Press. (Sections: Natural History of Stereotype, Representations and A Case for the Protean Nature of Stereotypes)
 - Nancy Fraser. 1997. “From Redistribution to Recognition? Dilemmas of Justice in a “Postsocialist” Age.” In *Justice Interruptus: Critical Reflections on the “Postsocialist” Condition*. New York, NY: Routledge
3. May 11 - Identity as an analytic
 - Brubaker, Rogers and Frederick Cooper. 2004. “Beyond “Identity”” In *Ethnicity without Groups*, edited by Rogers Brubaker. Cambridge, Mass; London, England: Harvard University Press, pp. 28-36
 - Brubaker, Rogers. 2015. “Chapter 1 – Difference and Inequality.” In *Grounds for Difference*. Harvard University Press
 - David Graeber. 2012. “Dead Zones of the Imagination: On Violence, bureaucracy, and interpretative labour.” *Journal of Ethnographic Theory* 2 (2), pages 112-119.
 - Pierre Bourdieu. 2001. “Chapter 1: Magnified Image.” *Masculine Domination*. Stanford University Press, pages 33-36.
 - Larry Wolff. 1994. “Introduction.” *Invention of Eastern Europe: the map of civilization on the mind of the enlightenment*. Stanford University Press, pages 1-16.
 - Ernesto Laclau and Chantal Mouffe. 1987. “Post-Marxism Without Apologies, *New Left Review* I/166, pages 79-84.
4. May 13 - Collective memory (a what) + lecture at York University (please read the hyperlinked text and listen to the lecture). Our class will start at 1pm and will move to the lecture at 2pm
 - Korycki, Kate. 2020. *Chapter 1, a Theory*. Poles, Jews and Communists in 21st Century. Book manuscript, pp. 6-23

- York University Graduate History Student Association (GHSA) Historian’s Craft conference is hosting Professor **Joan Scott**: "Thinking with and about the Theses on Theory and History." Zoom: <https://yorku.zoom.us/j/95431442376>
 - Pre-lecture reading: <http://theoryrevolt.com/>
5. May 18 - Collective memory (a why)
- Judt, Tony. 2014. "The Past is Another Country: Myth and Memory in Postwar Europe." In István Deák, Jan T. Gross and Tony Judt (eds.) *The Politics of Retribution in Europe: World War II and its Aftermath*. Princeton: Princeton University Press, pp. 291-323
 - Ghodsee, Kristen. 2017. "Venerating Nazis to Vilify Commies." In *Red Hangover: Legacies of Twentieth-century Communism*. Duke University Press, pp. 129-148
 - Zerubavel, Yael. 1994. "The Historic, the Legendary, and the Incredible: Invented Tradition and collective memory in Israel." In *Commemorations: The Politics of National Identity*, edited by John R. Gillis. Princeton: Princeton University Press, pp. 105-126
6. May 20 - Collective memory (a how)
- Simon, Roger I. and Sharon Rosenberg. 2005. "Beyond the Logic of Emblemization: Remembering and learning from the Montreal Massacre". In *The Touch of the Past: Remembrance, Learning, and Ethics*, edited by Roger I. Simon. New York: Palgrave Macmillan, pp. 65-86
 - Failler, Angela. "Canada 150: exhibiting national memory at the Canadian Museum of Human Rights. *Citizenship Studies*, 2018 Vol. 22, No. 4, pp. 358-380
 - Goldstein Dana, 2020. "Two States. Eight Textbooks. Two American Stories." *The New York Times*, Jan 12. <https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html>
 - Solnit, Rebecca. 2019. "Across America, racist and sexist monuments give way to a new future." *The Guardian*, Jan 2. <https://www.theguardian.com/commentisfree/2019/jan/02/racist-sexist-confederate-monuments-new-future>
 - Korycki, Kate. 2021. De-commemoration as healing and conflict. Chapter manuscript.
7. May 25 - Memory & Amnesia I (war & conflict). Guest speaker: artist & professor at U Windsor, Catherine Head, *Redwork: The Emperor of Atlantis*: <https://www.emperorofatlantis.com/>
- Graybill, Lyn. 2004. "Pardon, Punishment and Amnesia: Three African Post-Conflict Methods." *Third World Quarterly*, Vol. 25, No. 6,
 - Young, Marilyn. 2002. "An Incident at No Gun Ri." In *Crimes of war: guilt and denial in the twentieth century*, edited by Omer Bartov, Atina Grossmann, and Mary Nolan. New York: New Press,
 - Wagner-Pacifci, Robin and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." *American Journal of Sociology*, Vol. 97, No. 2, pp. 376-407 (inclusive)

- Conrad, Sebastian. 2014. "The Dialectics of Remembrance: Memories of Empire in Cold War Japan." *Comparative Studies in Society and History* 56 (1) (01).
 - Suk Gersen, Jeannie. 2021. "Seeking the True Story of the Comfort Women." *The New Yorker*, Feb 25. <https://www.newyorker.com/culture/annals-of-inquiry/seeking-the-true-story-of-the-comfort-women-j-mark-ramseyer>
8. May 27 – Memory & Amnesia II (colony & empire)
- Mills, Charles. 2007. "White Ignorance." In *Race and the Epistemologies of Ignorance*, edited by Shannon Sullivan and Nancy Tuana. State University of New York Press, pp. 13-38
 - Martín Alcoff, Linda. 2007. "Epistemologies of Ignorance: three types." In *Race and the Epistemologies of Ignorance*, edited by Shannon Sullivan and Nancy Tuana. State University of New York Press, pp. 39-57
 - Coulthard, Glen Sean. 2014. "Introduction: Subject of Empire." In *Red Skins White Masks: Rejecting the Colonial Politics of Recognition*, University of Minnesota Press, pp. 1-24
 - Jasanoff, Maya. 2020. "Misremembering the British Empire: how did the British become so blinkered about their nation's imperial history." *The New Yorker*, Oct 26. <https://www.newyorker.com/magazine/2020/11/02/misremembering-the-british-empire>
9. June 1 - Transitional justice & retribution (the limits of law)
- Torpey, John. 2003. "Politics and the Past." *Politics and The Past: On Repairing Historical Injustices*, edited by John Torpey. Rowman & Littlefield Publishers. pp. 1-33
 - McAdams, James A. 2001. "Criminal Justice: Prosecuting GDR Officials." *Judging the Past in the Unified Germany*. Cambridge University Press, pp. 23-54
 - David, Roman. 2006. "From Prague to Baghdad: Lustration Systems and their Political Effects." *Government and Opposition*, Vol. 41, No, 3, pp. 347-372
10. June 3 - Transitional justice & restitution (the limits of law)
- Offe, Claus. 1993. "Disqualification, Retribution, Restitution: Dilemmas of Justice in Post Communist Transitions." *Journal of Political Philosophy* 1.1
 - Coates, Ta-Nehisi. 2014. "The Case of Reparations." *The Atlantic*, June. Available online: <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
 - Elie, Paul. 2019. "What do the Church's victims deserve?" *The New Yorker*. April 15. Available online: <https://www.newyorker.com/magazine/2019/04/15/what-do-the-churchs-victims-deserve>
11. June 8 - Transitional justice, apology & reconciliation (TRC in SA). Guest speaker: Dr. Melissa Levin, professor of African Studies (University of Toronto) and a member of ANC.
- Hayner, Priscilla B. 2011. *Unspeakable Truths: Facing the Challenges of Truth Commissions*. New York: Routledge, 2011: Chapters 3, 4 pp. 19-44

- Philpott, Daniel. “Beyond Politics as Usual”. In Daniel Philpott’s (ed.) *The Politics of Past Evil: Religion, Reconciliation, and the Dilemmas of Transitional Justice*. University of Notre Dame Press, 2006, pp. 11-44
- Mamdani, Mahmood. 2002. “A Preliminary Critique of the Report of the Truth and Reconciliation Commission in South Africa.” *Diacritics*, Vol. 32, No. 3-4 (Autumn-Winter), pp. 33-59

12. June 10 - Transitional justice, reconciliation & memory in the colony (TRC in Canada)

- McElhinny, Bonnie. 2016. “Reparations and racism, discourse and diversity: Neoliberal Multiculturalism and the Canadian age of apologies. *Languages and Communication*, 51, pp: 53 (!) - 61 + 65 (Apology for Residential Schools)
- Jung, Courtney. 2011. “Canada and the Legacy of the Indian Residential Schools: transitional justice for indigenous people in a non-transitions society.” In *Identities in Transition: Challenges for transitional justice in divided societies*, edited by Page Arthur. Cambridge University Press, pp. 217-250
- Coulthard, Glen Sean. 2014. “Seeing Red: Reconciliation and Resentment.” In *Red Skins White Masks: Rejecting the Colonial Politics of Recognition*, University of Minnesota Press, pp. 105-129
- Hawa, Kaleem. 2019. “Mister Politician Man: On Justin Trudeau’s musing and murdered Indigenous women and girls.” *The Baffler*, Dec 16. https://thebaffler.com/latest/mister-politician-man-hawa?utm_so