

AH 266/CL 298
Topics in the Global Visual Environment
ARCHITECTURE AND MEMORY
ANCIENT MONUMENTS, MODERN MEMORIALS

School of Art & Art History
University of Illinois at Chicago ~ Spring 2018



Meets Tuesdays and Thursdays 3:30-4:45 pm. Stevenson Hall 320

Instructor: Ömür Harmansah (omur@uic.edu), Associate Professor of Art History

Ömür's Office Hours: Wednesdays 10 am-12 pm or by appointment

Ömür's Office is in Henry Hall 211B.

“The creation of buildings for commemoration is one of the oldest purposes of architecture.”

Adrian Forty, *Words and Buildings* (2004). 206.

Course Description

Why did the Philadelphia police bomb a house in West Philadelphia in 1985 and let the whole neighborhood burn for hours? Why did a Hindu nationalist mob destroy a 16th century mosque in Ayodhya during a riot in 1992? Why is “Ground Zero” such a powerful and evocative place? Why did ancient Babylonian kings dig around to locate the foundations of ancient temples? Why do ruins always draw our interest and

curiosity? What stories are told on the walls of ancient, medieval and modern structures?

Before the invention of the printing press, buildings and monuments have been considered as the “book of humanity” on which the stories of humanity had been inscribed. Buildings have been mediators of the past, with their powerful presence and often turbulent histories. Stories cling to their stones, which become visible residues of the human lives that shape them. Memories, imaginations and experiences, collectively shared or individual, give meaning to architectural spaces. This course explores the intersections of memory and architecture through various archaeological case studies from the ancient world. We will work on the hypothesis that memory is not simply a matter of the individual mind: it is always materially manifested and it is always part of our everyday lives.

Books ordered at the UIC Bookstore

We will read portions of these books, and all are recommended readings. They are available at the UIC Bookstore for purchase, which is optional. PDFs of all readings will be provided on Blackboard.

- Nelson, Robert S. and Margaret Olin (editors); 2003. *Monuments and memory: made and unmade*. The University of Chicago Press: Chicago and London.
- Dickson, Johannah Saleh; 2002. *MOVE: Sites of trauma*. Pamphlet Architecture 23. Princeton: Princeton Architectural Press.

Course Requirements and Practicalities

In this course, we will use a combination of formats including both lectures and discussions. Tuesday meetings will feature Ömür’s lectures, while Thursday meetings will be dedicated to discussions.

Students are expected to do the weekly readings thoroughly, to participate in the discussion sessions, and to ask relevant questions following the lectures. Readings are listed for each week and students are expected to have completed the readings at the latest by Thursday. All readings for the class will be posted as pdfs on Blackboard.

A **Blackboard page** is designed for this course. You will be able to download weekly course readings or Ömür’s powerpoint presentations, post your assignments, follow and contribute to discussions.

Posting Discussion Questions Every week, we will have two volunteers to lead the Thursday discussion with Ömür. The night before each Thursday discussion, these two volunteers will post discussion questions on the Blackboard and be prepared to get us started with the debate in class.

The Logbook: an intimate record

You will be asked to keep a logbook throughout the semester to keep a rich documentation of your ideas, thoughts, and projects in this class. You may use your logbook as a *fieldbook* and the exercise is intended to provide you the skills to keep a thorough and detailed record of your observations. Hard-bound notebooks are recommended, but feel free to try other formats. A logbook is an accumulated product of the whole semester's work of note-taking, sketching, drawing, cutting-pasting etc using any kind of media. It will be your own design, your own work of art. It will be reviewed by Ömür twice during the semester. Please remember the logbook cannot simply be composed of the notes that you keep in class. Students who prefer to keep a digital notebook or those who'd like to create a blog, or an online diary instead of a logbook are welcome to do so.

Assignments

Throughout the semester you will have two assignments. The first one is an open-media assignment on monuments, memorials or places of memory in Chicago. You will work on a "place of memory", or a "monument" in Chicago and the memories attached to it. You will be asked to visit a monument or memorial and will present it in a format of your choice. The assignment should ideally include at least 1500-2000 words written text accompanied by visual materials (photographs, drawings, maps etc). This assignment is due on February 20th Tuesday in class. On the day of submission, we will discuss your project with brief presentations. A detailed description of this assignment and some suggestions for choosing your place of memory will be distributed next week.

The final assignment will be an 8-12 page library research paper on a topic that is to be determined through discussions between Ömür and you. The deadlines for these papers are also on your weekly schedule. One paragraph paper proposal and preliminary bibliography are due on April 17th in class. The final paper is due May 8th Tuesday by 5 pm (during finals week). Ömür will be happy to read your drafts and give you feedback if you submit them in time. There is no final exam.

Midterm Exam

There will be one midterm exam on March 8th, 2018 Thursday. This will be an essentially essay exam, covering the main discussion topics covered in class lectures and discussions, and the course readings of the first half of the semester. On March 6th, Ömur will do a midterm review and share notes.

Grading

Attendance and Participation	20%	
Assignment I: Monuments and Memorials of Chicago	20%	February 20 th
Midterm Exam	20%	March 8 th
Final Research Paper	30%	May 8 th

Logbook

10%+ Bonus Points up to 10%

(Logbook submissions: First feedback: March 2nd and final submission: April 27th)

You must turn in all the assignments for the course in order to get a final grade. If you are missing one or more of the assignments by end of the semester, you may be given an "incomplete" if you demonstrate with paperwork an acceptable excuse such as health reasons, family emergencies or other unexpected circumstances. Attendance and active participation are very essential in this class.

Attendance policy

If you will miss a class meeting for health reasons, travel obligations, or emergencies, please inform Ömür ahead of time and indicate your reason/excuse and present to her/him written documentation. You should be willing to do an extra assignment if you miss classes to make up for your absence. If you miss 4 or more meetings throughout the semester (excused or unexcused) (about 25%), you may fail the class.

Religious Holidays

The UIC Senate Policy on religious holidays is as follows: "The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the students shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure."

Academic Integrity

Students are expected to follow the University of Illinois's ethical code of conduct and academic integrity. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. It is your responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. "I did not know" is not an excuse. Ask instructors for clarification if you are unsure of their expectations.

Here are the links to the University's Academic Integrity and Plagiarism information pages:

<http://www.library.illinois.edu/learn/research/academicintegrity.html>

<http://www.provost.illinois.edu/academicintegrity/students.html>

Weekly Schedule

Please complete the listed readings below by the date they are listed under.

Week 1. January 16-18. Introduction

Tuesday: Introduction to class, discussion of syllabus and the course practicalities

Thursday: Lecture: The architecture of remembering and forgetting. Overview of the semester.

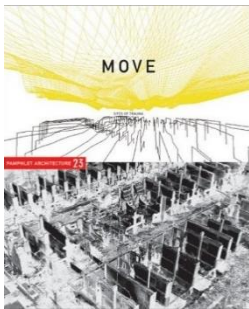
Post a paragraph on Blackboard's "Who are we?" page about yourself and a powerful memory that has defined you.

Hugo, Victor; 1978 (1831). "This will kill that" in Notre Dame de Paris. Trans. John Sturrock. Penguin 1978, 188-202. (Handout)



Week 2. January 23-25. MOVE: Embattled sites of history and trauma

Tuesday: Lecture: Architecture, trauma and social memory: The City of Philadelphia vs. MOVE.



Thursday Discussion: MOVE: sites of trauma, urban design, and memory without healing

Dickson, Johannah Saleh; 2002. *MOVE: Sites of trauma*. Pamphlet Architecture 23. Princeton: Princeton Architectural Press.

Wagner-Pacifici, Robin; 1994. "The City of Philadelphia and the Move Conflict" *Discourse and Destruction: the City of Philadelphia vs MOVE*. University of Chicago Press, pages 11-24.

Week 3. January 30-February 1. Monuments and Memorials: Forms of Power, Connections with the Past

Tuesday: Museum Visit: Meet at the Museum of Contemporary Art (220 E Chicago Ave Chicago, IL 60611). We will be visiting Michael Rakowitz's exhibit [*Backstroke of the West*](#). The museum is free on Tuesdays for Illinois residents. If you are not a resident, let me know and our department will cover the museum entrance fee. You can find information about the show here: <https://mcachicago.org/Exhibitions/2017/Michael-Rakowitz>



Makiya, Kenan; 2004. *The Monument: Art and Vulgarly in Saddam Hussein's Iraq*. London: Tauris, 1-32.

Thursday Lecture: Monuments as Places of Memory: From Mount Rushmore to Saddam Hussein's Hands of Qadisiya



Nora, Pierre; 1989. "Between Memory and History: Les Lieux de Mémoire" *Representations* 26: 7-24.

Forty, Adrian; 2004. "Memory" in *Words and Buildings: A Vocabulary of Modern Architecture*. London: Thames & Hudson, 206-219.

Week 4. February 6-8. Ground Zero: A Monument After 9/11 ?

Tuesday: Lecture: Ground Zero from Hiroshima to World Trade Center- sites of violence and the trouble with remembering

Scandura, Jani; 2008. "Prelude: the Significance of Insignificance" in *Down in the Dumps: Place, Modernity, American Depression*. Duke University Press, 1-4.

Akcan, Esra; 2003. "Cosmopolitan memorials. Projections on the Projections on the Ground-Zero." In *9/11: New York – Istanbul*. Feride Çiçekoğlu (ed.) Istanbul: Homer Books, 125-150.

Thursday Discussion: Ground Zero and 9/11: Politics of Memory?

Gutman, Yifat; 2009. "Where do we go from here: The pasts, presents and futures of Ground Zero," *Memory Studies* 2: 55-70.

Watts, Linda; 2009. "Reflecting Absence or Presence? Public Space and Historical Memory at Ground Zero." *Space and culture* 12: 412-418.

Doss, Erica; 2011. "Remembering 9/11: Memorials and Cultural Memory," *OAH Magazine of History* 25(3): 27-30.



Week 5. February 13-15. What is collective (social) memory?

Tuesday: Lecture: What is collective memory? The concept of socially shared memory and how it relates to places?

Connerton, Paul; 1989. "Social memory" in *How Societies Remember*. Cambridge: Cambridge University Press, 6-40.

Thursday Discussion: Trauma, suffering and the archaeology of Nazi Concentration Camps.



Myers, Adrian; 2008. "Between Memory and Materiality: An Archaeological Approach to Studying the Nazi Concentration Camps" *Journal of Conflict Archaeology* 4: 231-245.

Pollock, Susan; 2016. "The Subject of Suffering" *American Anthropologist* 118/4: 726-741.

Week 6. February 20-22 Memorials and Memorial Mania: The Confederate Monuments Debate

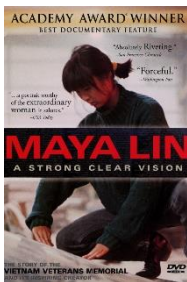
[Short Paper Assignment on Memorials and Monuments of Chicago due- Discussion on Papers]

Tuesday: Discussion: Memorials and Memorial Mania: The current controversy over the Confederate Monuments

Doss, Erika; 2010. *Memorial Mania: Public Feeling in America*. Chicago: University of Chicago Press, 1-15.

Dell Upton, "[Confederate Monuments and Civic Values in the Wake of Charlottesville](#)"

Steven Lubar "[Leave the Durham memorial on the ground](#)"



Thursday: [Ömür is away] Movie and discussion on the Vietnam Veterans Memorial

Maya Lin: a strong clear vision. Documentary. written & directed by Freida Lee Mock. 2003.

Week 7. February 27-March 1. Babylon and the Tower of Babel: Nationalism, Saddam Hussain and Mesopotamian Archaeology

Tuesday: Lecture: The Tower of Babel: Mesopotamian monuments and the memories of Babylon.

Finkel, Irving and Michael Seymour; 2008. "Babylon: Introduction" in *Babylon*. Oxford University Press, 10-29.

Thursday Discussion: Mesopotamia as national heritage: Nebuchadnezzar's love of Mesopotamia, Saddam Hussain's love of Babylon.

Abdi, Kamyar; 2008. "From Pan-Arabism to Saddam Hussein's cult of personality: Ancient Mesopotamia and Iraqi national ideology" *Journal of Social Archaeology* 8: 3-36.

Winter, Irene J.; 2000. "Babylonian archaeologists of the(ir) Mesopotamian past," in *Proceedings of the First International Congress on the Archaeology of the Ancient Near East*. P. Matthiae et al (eds.). Roma, 1785-1789.

Week 8. March 6-8. Midterm Exam week

Monday: Review for midterm - **Turn in your Logbooks for mid-term feedback**

Thursday: Midterm Exam in class.

Week 9. March 13-15. Memory, nationalism, and heritage in ancient Greece:

Tuesday: Lecture: Memory, landscape and heritage in ancient Greece

Hamilakis, Yannis and Labanyi, Jo; 2008. "Time, materiality, and the work of memory." *History and Memory* 20 (2): 5-17.

Thursday Discussion: The story of the Acropolis and the selective heritage of the classical past.



Hamilakis, Yannis 2007. "The Other Parthenon: Antiquity and National Memory at the Concentration Camp" in *The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece*. Oxford University Press, 205-242.

Alcock, Susan E.; 2002. "Archaeologies of Memory" in *Archaeologies of the Greek Past: landscape, monuments and memories*. Cambridge: Cambridge University Press, 1-35.

Week 10. March 20-22. Iconoclasm: destruction as performance of memory. Buddhas of Bamiyan in Afghanistan

Tuesday: Lecture: Iconoclasm: image wars across history, from Byzantine icons to ISIS.

Latour, Bruno; 2002. "What is iconoclasm? Or is There a World Beyond the Image Wars?" in *Iconoclasm: Image Wars in Science, Religion and Art*. Bruno Latour and Peter Weibel (eds.). The MIT Press, 14-37.

Thursday Discussion: The destruction of Bamiyan Buddhas in Afghanistan- questions of iconoclasm?

Elsner, Jaś; 2003. "Iconoclasm and the preservation of memory," in *Monuments and memory, made and unmade*, 209-232.

Flood, Finbarr Barry; 2002. "Between Cult and Culture: Bamiyan, Islamic Iconoclasm, and the Museum" *The Art Bulletin* 84/4: 641-659.



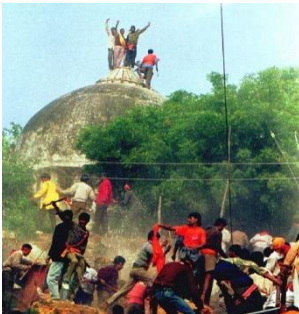
March 26-30 Spring Break

Week 11. April 3-5 Ayodhya: the contested place of memory, history, identity, violence

Tuesday: Lecture: The significance of a shared sacred place: the case of Ayodhya.

Ratnagar, Shereen 2004. "Archaeology at the heart of a political confrontation: the case of Ayodhya," *Current Anthropology* 45/2: 239-259.

Thursday Discussion: The destruction of the Babri Mosque in Ayodhya.



Bernbeck, Reinhard and Susan Pollock; 1996. "Ayodha, archaeology and identity," *Current Anthropology* 37: 138-142.

Shaw, Julia; 2000. "Ayodhya's sacred landscape: ritual memory, politics and archaeological fact," in *Antiquity* 74: 693-700.

Guha-Thakurta. 2003. "Archaeology and the monument: an embattled site of history and memory in contemporary India," in *Monuments and Memory*, 59-81.

Week 12. April 10-12. Spolia and Fragment: use, re-use and abuse of the architectural fragment from Byzantium to Berlin wall

Tuesday: Lecture: What is spolia? The idea of the displaced architectural fragment. New contexts, new meanings.

Papalexandrou, Amy; 2003. "Memory tattered and torn: spolia in the heartland of Byzantine Hellenism," in *Archaeologies of memory* 56-80.

Thursday Discussion: the fall of the Berlin Wall.

Van der Hoorn, Mèlanie; 2003. "Exorcising remains: Architectural Fragments as Intermediaries between History and Individual Experience," *Journal of Material Culture* 8/2: 189-213.

Till, Karen E.; 2005. "Hauntings, Memory, Place" in *The New Berlin: Memory, Politics, Place*. University of Minnesota Press, 5-24.



Week 13. April 17-19. The building is live: thinking about ruins, building memory and modernity.

Tuesday: Lecture: The building is live: the secret life of ruins.

[Research paper proposals due in class]

Harbison, Robert; 1992. "Ruins" in *The built, the unbuilt and the unbuildable*, 99-130.

Thursday Discussion: Living in Ruins and modernity.

Mustafavi, Mohsen and David Leatherbarrow; 1993. *On Weathering: The Life of Buildings in Time*. MIT Press.

Dawdy, Shannon Lee; 2016. "Introduction: Katrina, Nostalgia, Profanity" in *Patina: A Profane Archaeology*. University of Chicago Press, 1-17.



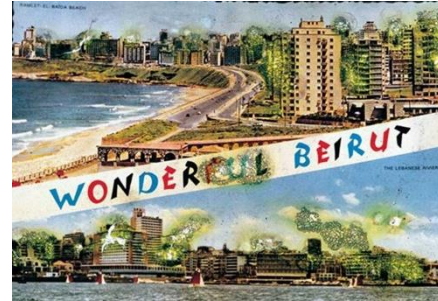
Week 14. April 24-26 Cities of memory, urban space, nostalgia and heritage: the case of post-civil war Beirut

Tuesday: Lecture: Cities, Desire and Nostalgia.

Khalaf, Samir; 2006. "On collective memory, central space and national Identity" *Heart of Beirut: reclaiming the Bourj*. London: Saqi Books.

Thursday Discussion: Reconstruction of Post civil-war Beirut: Postcards and memory

el-Dahdah, Fares; 1998. "On Solidere's Motto, 'Beirut: Ancient City of the Future'" and Kabbani, Oussama; 1998. "Public Space as Infrastructure: The Case of the Postwar Reconstruction of Beirut," in *Projecting Beirut*. Peter Rowe and Hashim Sarkis (eds). Munich: Prestel. pp. 68-82; 240-259.



Makdisi, Saree; "Beirut, a City without History?" in *Memory and violence in the Middle East and North Africa*. Ussama Makdisi and Paul A. Silverstein (eds.). Bloomington: Indiana University Press, 201-214.

Week 15. May 1-3. Architecture of Memory: wrap-up discussions

Logbooks are due May 4th to be returned to you by May 8th.

Tuesday: Lecture and discussion: Architecture of Memory- overview of concepts and case studies of the term. What have we learned?

Thursday: Course evaluations and wrap-up discussion

Final papers due: Tuesday May 8th by 5 pm in Ömür's Mailbox (Jefferson Hall 106 Art History Office) and on Blackboard.