

**IS 2212 BIOGRAPHY, POLITICS AND SOCIETY
LECTURE AND SEMINAR PROGRAMME 2005/2006**

Class meets Mondays 9-12 LD 1335A

Module Leader: Dr Molly Andrews

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Office hours: Monday 12-1 and by arrangement

Main Aim(s) of the Module:

This course aims to examine the ways in which individuals develop their implicit and explicit world views, and how they subsequently act or fail to act on their stated beliefs.

Main Topics of Study:

This module will explore the relationship between what C. Wright Mills once described as the ‘the varieties of individuality’ and ‘the modes of epochal change’, exploring the ways in which individuals develop their political understanding of the world and how this knowledge influences behaviour over the life course. The material for the module will range from theoretical and autobiographical readings, to poetry, to film. The module will explore themes such as the following: the political world of children; politics and adolescent development; gender, race and the politics of change; political participation and leadership; popular culture and the (re)production of political ideology and the politics of collective memory. Through a range of case studies, the module will explore both the implicit political worldview which individuals impart through the stories they tell about their lives, as well the wider social and political context which makes some stories more ‘tell-able’ than others.

Assessment

Assessment for the module is comprised of two components of equal weight. The first component is a essay of 2,500 words, due on Monday, October 31st. The second component is a seen exam. You will be given the exam questions on the last day of class, December 12th.

Learning Outcomes for the Module

At the end of this Module, students will:

Knowledge

- 1 be familiar with a range of theories of political socialization
- 2 be able to critically discuss the relationship between individual and collective memory
- 3 be familiar with theoretical debates surrounding the origins of nationalism and patriotism

Thinking skills

- 4 be aware that political understanding is something which develops over the course of a lifetime
- 5 develop a perspective on the origins of their own political belief systems
- 6 critically evaluate political narratives as cultural products

Subject-based practical skills

- 7 develop a capacity for close readings of political narratives, in either theoretical and/or autobiographical texts
- 8 become familiar with key texts on collective memory and political transition
- 9 more knowledgeable about individuals and groups as agents of history

Skills for life and work (general skills)

- 10 gain an enhanced perspective on the politics of everyday life
- 11 be analytic about the relationship between professed political ideals and their relationship to observable action
- 12 be able to critically evaluate stereotypes such as 'youth as a time of radicalism'

Assessment Component One
Due Monday, October 31st
Length 2,000-2,500 words

In the first half of this unit, we will be focusing on the political psychology of children, adolescents, and parents. In this essay of 2,000 – 2,500 words, you are to use the course materials to describe and analyse your own political psychology. What are your political beliefs and where do come from? Have these evolved over the course of your lifetime? What were the most significant influences on your political beliefs? /how do these beliefs correspond to the actions in your daily life? What experiences have been most influential in forming your ideas, and why did you make sense of these experiences in the way(s) in which you did? What might have been another way of interpreting those critical experiences? What role did other individuals and/or groups play in the development of your political psychology? Using your own biography as a case study, examine how your experiences compare with a) the assigned readings, b) outside readings, c) class discussion, and d) lectures. Please note that this is intended to be a fully academic essay, spell-checked and complete with proper references and fully grammatical sentences. You will be assessed on your ability to apply key concepts and debates to your own life.

Bibliography

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- DeBrito, A. C. Gonzalez-Enriquez, and P. Aguilar, eds. (2001) *The politics of memory* Oxford.
- Gillis, J. (1994) *Commemorations: The politics of national identity* Princeton University Press.
- Gready, P., ed. (2003) *Political transition: politics and cultures* Pluto Press.
- Halbwachs, M. (1992) *On collective memory* University of Chicago Press.
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- Middleton, D. and D. Edwards, eds. (1990) *Collective remembering* Sage.
- Miller, B. (1999) *Narratives of guilt and compliance in Unified Germany: Stasi informers and their impact on Society* London: Sage.
- Neal, A. (1998) *National trauma and collective memory* M.E. Sharpe.
- Nuttall, S. and Coetzee, C. eds. (1998) *Negotiating the past: The making of memory in South Africa* Oxford University Press.
- Passerini, L, ed. (1992) *Memory and totalitarianism* Oxford.
- Pennebaker, U. ed. (1997) *Collective memory of political events: Social psychological perspectives* Lawrence Erlbaum.
- Posel, D. and G. Simpson, eds. (2002) *Commissioning the past: Understanding South Africa's Truth and Reconciliation Commission* Witwatersrand University Press.
- Reicher, S. and N. Hopkins (2001) *Self and Nation: Categorization, contestation and mobilization* London: Sage.
- Schudson, M (1992) *Watergate in American memory: How we remember, forget and reconstruct the past* Basic Books.
- Sizoo, E. (1997) *Women's lifeworlds: Women's narratives on shaping their realities*. Routledge.
- Skultans, V. (1998) *The testimony of lives: Narrative and memory in post-Soviet Latvia* Routledge.
- Sontag, S. (2003) *Regarding the pain of others* Picador.
- Spillman, L. (1997) *Nation and commemoration: Creating national identities in the United States and Australia*. Cambridge University Press.
- Steinberg, D. and A. Kear, eds. (1999) *Mourning Diana* Routledge.
- Sturken, M. (1997) *Tangled memories: The Vietnam War, the Aids epidemic, and the politics of remembering* University of California Press.
- Wood, N. (1999) *Vectors of memory: Legacies of trauma in postwar Europe* Berg.

WEEK ONE – September 26

Lecture: Thinking about biography, politics, and society

Reading: Weedon, C. (2004) “History, nation and identity” in *Identity and culture; Narratives of difference and belonging* Open University Press.

In class exercise: Current events as windows on biography and politics.
“Hurricane Katrina – Our Experiences” L. Bradshaw and L. Slonsky;
“Marie’s speech” Marie Fatayi-Williams.

Part I: Political Identity and the Life Cycle

WEEK TWO – October 3

Lecture: The Political World of Children

Reading: Coles, R. (1986) “Political authority and the young” in *The political life of children* Houghton Mifflin.

Optional viewing: Au Revoir, Les Enfants

WEEK THREE – October 10

Lecture: The Political World of Youth

Reading: Lopez, A. (2002) “Youth in the 1990s and youth in the 1960s in Spain: Intergenerational dialogue and struggle” in Edmunds, J. and Turner, B., eds. *Generational consciousness, narrative and politics* Rowman and Littlefield.

WEEK FOUR – October 17

Lecture: The Political World of Adults

Reading: Schirmer, J.(1993) “The seeking of truth and gendering of consciousness: The co Madres of El Salvador and the CONVIGUA widows of Guatemala“ in Radcliffe, S. and S. Westood, eds. *‘Viva’: Women and popular protest in Latin America* Routledge.

Film: Even Memories

WEEK FIVE – Reading week – no lectures or seminars

WEEK SIX – October 31 – first assignments due

Lecture: Political Engagement and Generational Identification

Reading: Andrews, M. (2002) “Generational consciousness, dialogue, and political engagement” in Edmunds, J. and Turner, B., eds. *Generational consciousness, narrative and politics* Oxford: Rowman and Littlefield

Part II: Patriotism

WEEK SEVEN – November 7

Lecture: National identity

Reading: Reicher, S. and Hopkins, N. (2001) “The National Questions” in *Self and nation: Categorization, contestation and mobilization*

WEEK EIGHT – November 14

Lecture: East Germany: A Case Study of Shifting National Identity

Reading: Andrews, M. (2003) “Continuity and discontinuity of East German identity following the fall of the Berlin Wall: A case study” in Gready, P., ed. *Political transition: Politics and culture* London: Pluto Press.

Movie: Good-bye Lenin

WEEK NINE – November 21

Lecture: Global Identity

Reading: Anderson, B. (1983) “Patriotism and Racism” in *Imagined communities: Reflections on the origins and spread of nationalism* Verso.

Mattausch, J. (2000) "The Peace Movement: Retrospects and prospects" in Cohen, R. and S. M. Rai, eds. *Global Social Movements* Althone Press.

Collective Remembering and Forgetting

WEEK TEN – November 28

Lecture: Collective memory and political identity

Reading: Billing, M.(1990) " Collective memory, ideology and the British Royal Family" in Middleton, D. and D. Edwards, eds. *Collective remembering* Sage.

WEEK ELEVEN – December 5

Lecture: The making of national memory

Reading: Barthel, D. (1996) "War and remembrance" in *Historic preservation: Collective memory and historical identity* Rutgers University Press.

Field trip to Imperial War Museum?

WEEK TWELVE – December 12

Lecture: Rethinking self and nation

Reading: Whitebrook, M. (2001) "Narrative, identity and politics" in *Identity, narrative and politics* Routledge.