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Abstracts

Special Issue: Memory Practices and History Education

Memory Practices in History Education about the 1947 British India

Partition: Opportunities and Challenges to Breaching Hegemonic Remembering

Meenakshi Chhabra

This article is an epistemological reflection on memory practices in the construction, deconstruction and reconstruction of collective memories of a historical event involving collective violence and conflict in formal and informal spaces of education. It focuses on the 1947 British India Partition of Punjab. The article engages with multiple memory practices of Partition carried out through personal narrative, interactions between Indian and Pakistani secondary school pupils, history textbook contents and their enactment in the classroom by teachers. It throws light on the complex dynamic between collective memory and history education about events of violent conflict, and explores opportunities for and challenges to intercepting hegemonic remembering of a violent past.

Doing Memory: Teaching as a Discursive Node

Alexandra Binnenkade

This article outlines the 'discursive node' as an approach to a cultural analysis of how memory is being done in history classrooms. Teaching is a practice embodied in the interactions between teachers and their audiences, between texts, imagery and institutional formations, and between material and immaterial participants in an activity that entails not only knowledge but also emotions, experience and values. Discursive nodes are useful metaphors enabling research of a phenomenon that is ontologically and empirically fluxional, heterogeneous, unstable, situative and fuzzy: memory.

History Classroom Interactions and the Transmission of the Recent Memory of Human Rights Violations in Chile

Teresa Oteíza, Rodrigo Henríquez and Claudio Pinuer

The purpose of this article is to examine history classroom interactions in Chilean secondary schools in relation to the transmission of historical memories of human rights violations committed by Augusto Pinochet's dictatorship from 1973 to 1990. Corpora of this research comprise of history lessons filmed in the two types of public schools that coexist in the Chilean educational system, namely government subsidized and partially subsidized schools. This research draws on linguistics resources framed by the sociosemiotic perspective of systemic functional linguistics. We incorporate into this theoretical framework the notions of semantic gravity and semantic density from legitimation code theory in order to understand the variations of levels of specialisation and abstraction that build cumulative knowledge and ideological cosmologies when dealing with a sensitive and complex aspect of Chilean society.

Transmitting Memory Between and Beyond Generations - The Rotterdam Bombardment in Local Memory Culture and Education from 1980 to 2015

Susan Hogervorst

This article analyses three local educational projects about the Nazi bombing of Rotterdam in May 1940, which took place from 1980 to the present day in the context of the dynamic memory culture of the bombardment. These three contexts testify to a process by which memory, increasingly derived from authentic locations and objects instead of individual memories is put to use in education. Moreover, increased awareness of the disappearance of eye witness generations means that young people are becoming key consumers and auxiliary producers of memory.

Memory Practices in the Classroom. On Reproducing, Destabilising and Interrupting Majority Memories

Johanna Ahlrichs, Katharina Baier, Barbara Christophe, Felicitas Macgilchrist, Patrick Mielke and Roman Richtera

This article draws on memory studies and media studies to explore how memory practices unfold in schools today. It explores history education as a media-saturated cultural site where particular social orderings and categorizations emerge as commonsensical and others are contested. Describing vignettes from ethnographic fieldwork in German secondary schools, this article identifies different memory practices as a nexus of pupils, teachers, blackboards, pens, textbooks and online videos that enact what counts as worth remembering today: (i) reproduction, (ii) destabilization without explicit contestation, and (iii) interruption. Exploring mediated memory practices thus highlights an array of (often unintended) ways of making the past present.

“Who Wants to Be Sad Over and Over Again?” Emotion Ideologies in Contemporary German Education about the Holocaust

Lisa Jenny Krieg

Based on an ethnographic field study in Cologne, this article discusses the connection between memory practices and emotion ideologies in Holocaust education, using Sara Ahmed’s concept of *affective economies*. Moral goals, political demands, and educators’ care for their students lead to tensions in the education process. Two case studies illustrate how educators and learners express different, often contradictory concepts of emotion. In these studies, emotions are selectively opposed to rationality. In some contexts, emotions are considered inferior to facts and obstacles to the learning process; in others, they are superior to facts because they can reliably communicate moral messages.