




Winter 2021

## To Remember Even This

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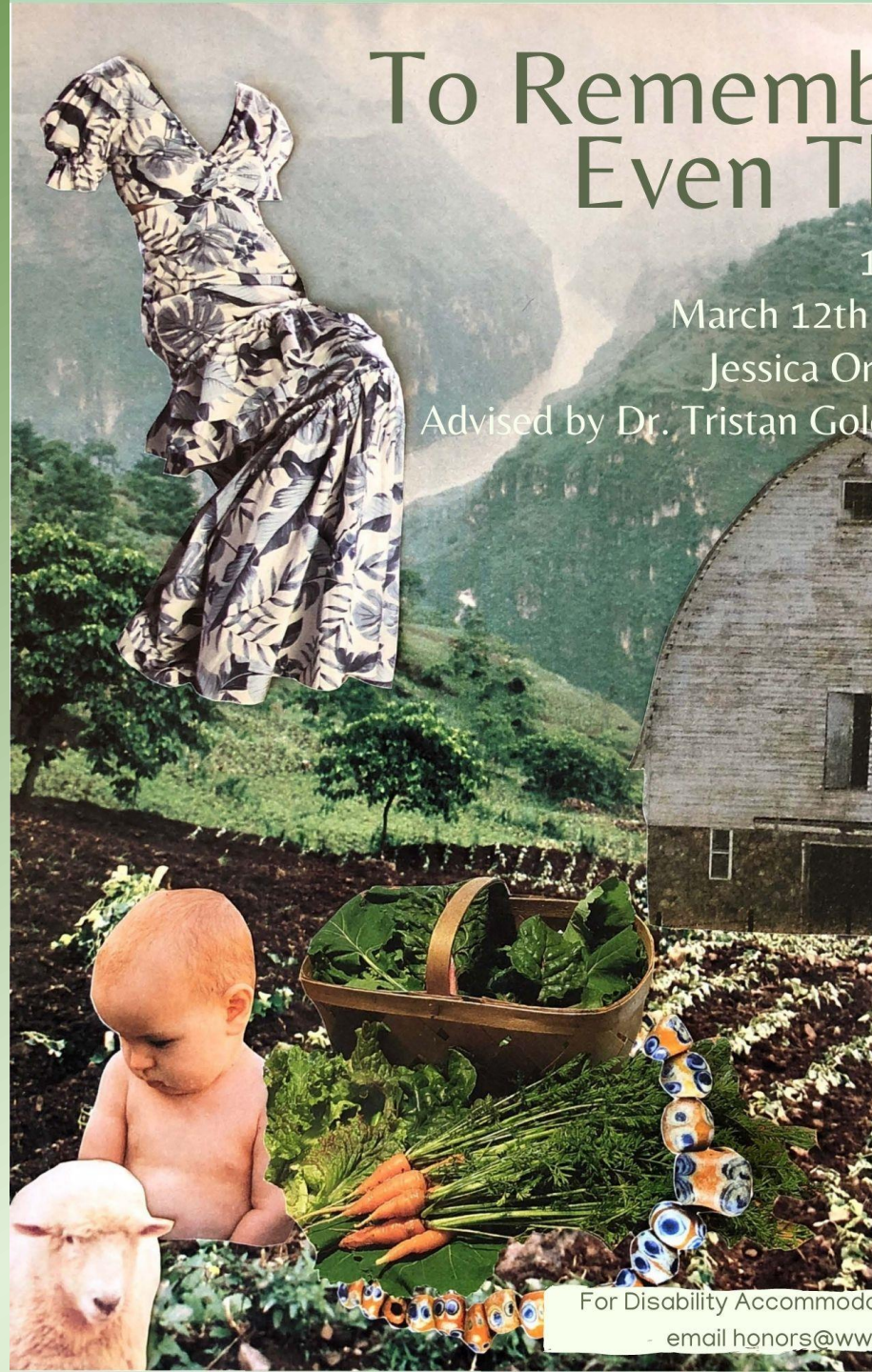
# To Remember Even This

10 am

March 12th 2021

Jessica Oravetz

Advised by Dr. Tristan Goldman



“A joy it will be one day, perhaps,

to remember even this.”

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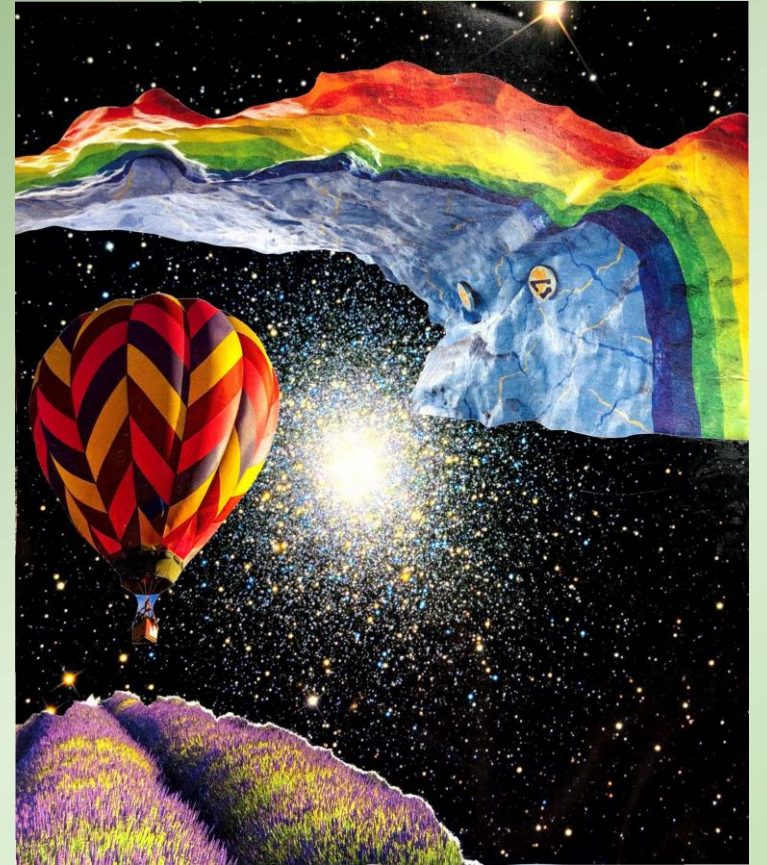


# Introduction

- Palm Springs of Washington
- Graduated 2016, then gap year

At Western:

- German and History Majors, Honors Minor
- Harp lessons
- Sometimes, collages



# Why?

- Honors 103 Final Project: Not another essay
- “The image of the world is half the world. The wealth of the soul exists in images.” – Carl Jung, *The Red Book*
- Chain reaction: reading – class/lecture – ideas – collage



The friendly soul who shows one lost the way,  
Lights, as it were, another's lamp from his.  
Though he has lit another's, his own still shines.

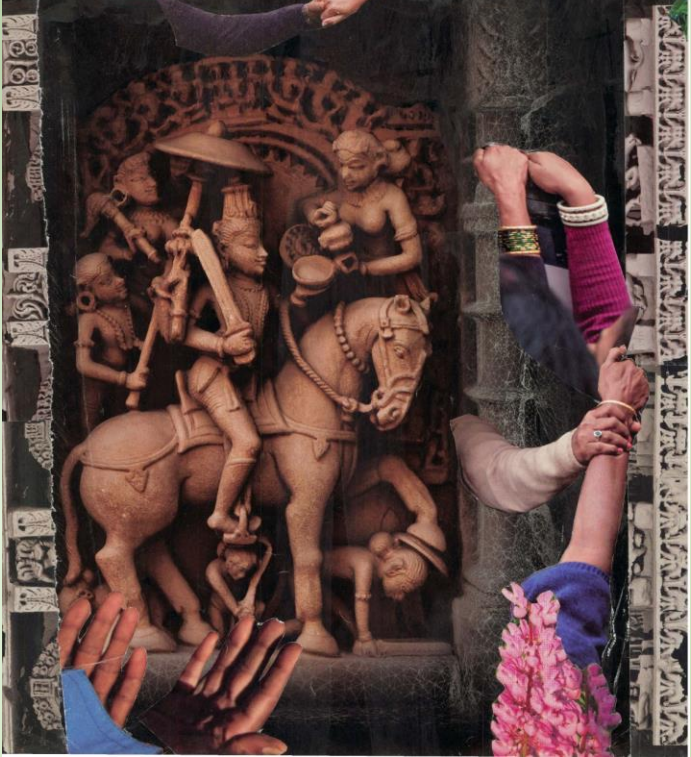
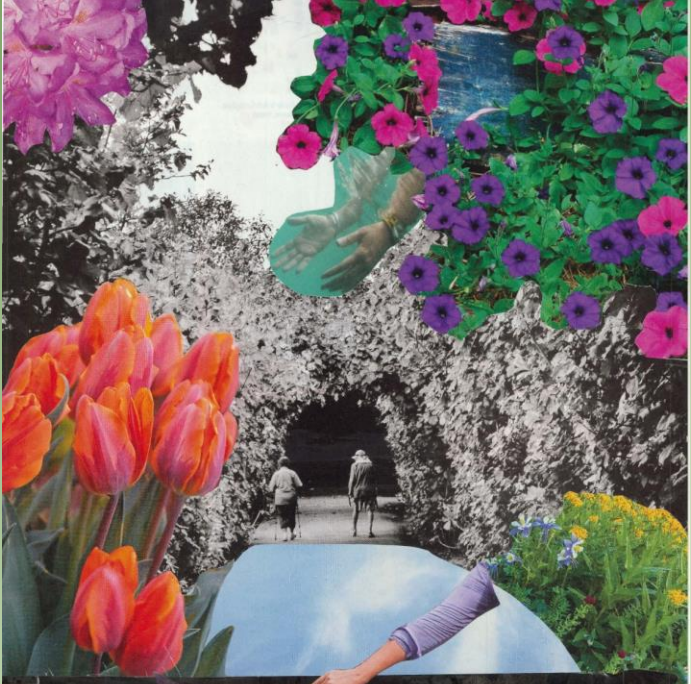
- Cicero, *On Obligations*, from an unknown tragedy

# Why?

- Cycling back: Now I am at the end, and revisiting the beginning
- The significance of emotional connection to course material
- More meaningful than anything else I have made





















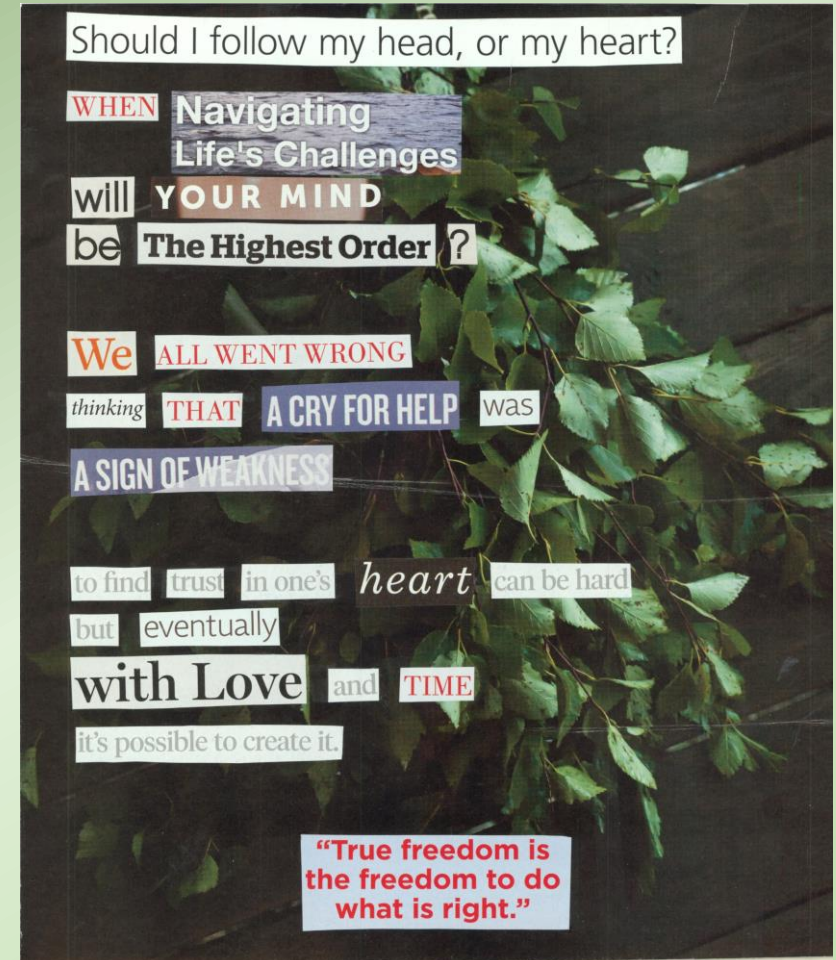






# What Honors Did

- Not what to think, how to think
- Connection, introspection, expansion
- *Zer*– stören, brechen ...
- EXPRESSION
- Humanity, humanness

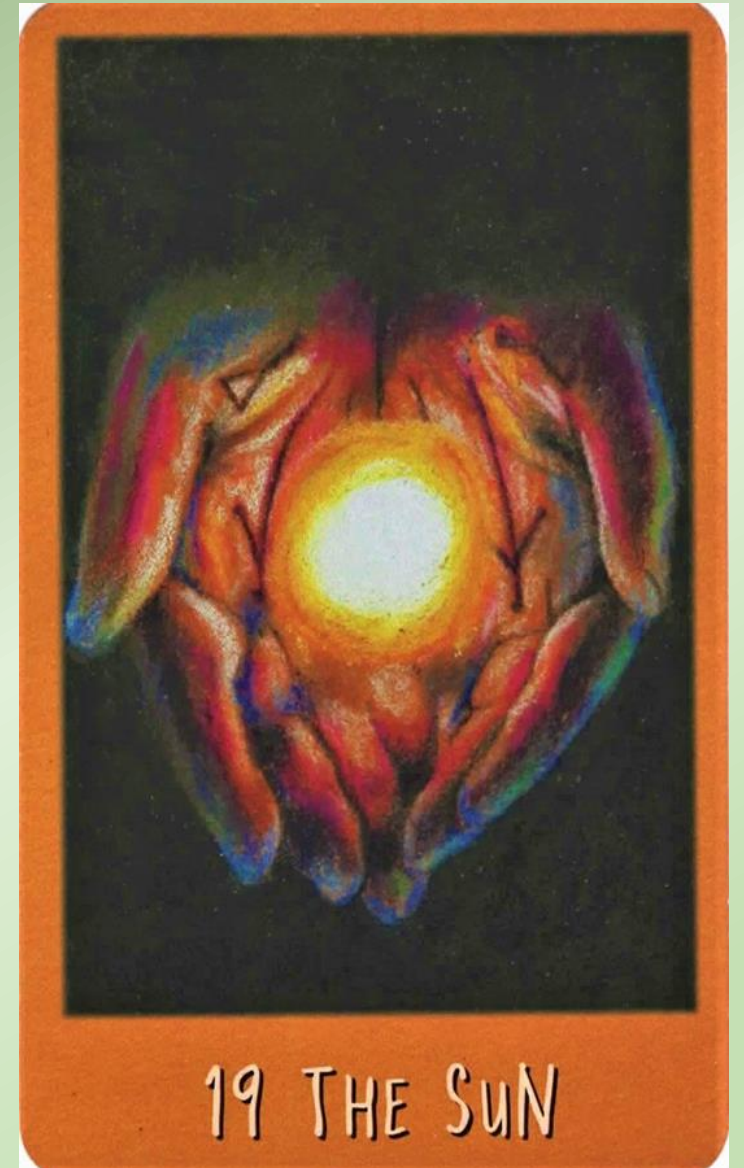




The friendly soul who shows one lost the way,  
Lights, as it were, another's lamp from his.  
Though he has lit another's, his own still shines.

“It is beautiful to hear you speak of love. It is music and old, far-off homesickness. Look, my tears are falling because of your good words. One can never hear enough of love being spoken.”

Carl Jung, *The Red Book*



## **SECTION 1**

### **Slide 1:**

My title comes from Robert Fagles' translation of the Aeneid (I am, bit of a quote collector, as you will see later). I'll be presenting collages I made for my final project in my first honors class, Honors 103. I can say now that this is some of my best work. Will go into why I chose this, my process, and how honors made this type of project possible.

This first section has collages I made for later classes; I will not go into detail about them, but will share my 103 collages more in-depth.

### **Slide 2:**

A bit more of my background: I'm from Yakima, graduated high school 2016, then took a gap year. The gap year was important, I experienced a lot of failure--not something I was used to. So, I came to WWU ripe old age of 19. 19 year old Jessica was different from 18 year old Jessica. I believe my experience with honors would not have affected me so much if not for the year of struggling just before.

Initially I considered Environmental Science, but quickly changed course to History and German majors.

### **Slide 3:**

Why? There are two questions I must answer: Why did I make collages for my Honors 103 final? And why am I presenting them now, as my senior capstone? Begin with first question:

At its core, it was very simple—I had the option to not write an essay, so I did not want to write an essay. But it was also somewhat of a mystery, because I don't remember how I decided on collages. These were the very first ones I had ever made. I just felt that words would not be enough, I needed to show my ideas visually, with texture and color. (Jung quote) Honors 103 was about feelings, and an essay would not be quite right. My feelings needed images.

It was like a chain reaction: the collages didn't come out of nowhere, it required this special combination of reading things I had never read, which I had no familiarity with, but I found them colorful and rich. Class itself was wonderful, Goldman is fantastic lecturer who loves bringing course materials to life. Additionally, I went to office hours regularly. I spent hours every week reading, thinking, talking, and living in these ideas. My collages were a translation of these feelings and ideas from literature to art and images.

This quote from Cicero (which we read in 103) always stuck with me, this class and these collages were what lit my lamp.

### **Slide 4:**

2<sup>nd</sup> question: Why I'm sharing collages again now, in this way, is for simple, but solid reasons:

I have just enough space now from my first quarter to begin to understand it within the whole of my college experience, and I am revisiting the beginning of it all. I realized how much, and what kind of learning occurs when a student has the ability to make an emotional connection with their course work



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and professors; by emotional connection I mean the feeling in a good class where *this matters*. It happens when good teachers love what they teach.

Lastly, this is still the most meaningful work I've made over last four years, and I've written a lot of essays. I have done large projects. I have completed History 499. It did not make my life different in the same way.

## **SECTION 2**

### **Slide 5:**

I want to also explain more about the technical process of making collages. I gathered magazines, an xacto knife, and glue stick; tore out whatever pages looked useful or had nice backgrounds or elements, cut them out, and arranged.

To me, I know exactly what the collages say. I realize that others don't see them or 'read' them like I do, so I have to explain, like reading it out loud.

Gligamesh: themes of friendship, companionship, not going it alone, becoming a good leader

Technical elements: contrast, color/b/w, focusing on expressive body parts and gestures like hands, reaching, grasping, climbing, pleading

### **Slide 8:**

Iliad: Homeric epic, Trojan war, Achilles' rage and grief--how Achilles acts vs how he is inside

Technical elements: literal and symbolic elements in collage: dead body and smoke, red flowers and lions

### **Slide 9:**

Odyssey: long journey across ocean after war back home, themes of longing, difficult journeys, confusion

Technical elements: chose nostalgic colors, lots of ocean, sunset and darkness, jewels leading back to farm

### **Slide 10:**

Cicero: themes of augury, Roman divination (so, lots of birds)

Technical elements: 'wow' centerpiece (dove? pigeon?) with all other birds all facing toward it; lining up elements in background (mtn and fence); strategically covering seams where pages come together; shadows from tree and building, the sky and hill and building all bring Italy/Rome to mind

## **SECTION 3**

### **Slide 11:**

I want to explain more about the role honors played in enriching my studies at Western. This included modeling good intellectual behavior (not what to think, but how to think). MENTORS help immensely in this process, and I was lucky to have found an excellent mentor.

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These three words explain it, but they are not quite not right, too bland, we need zer- like in German (adding dramatic emphasis—to disturb vs to destroy, to break vs to shatter)

Because it was not just connection, it was feeling understood and understanding another, a true bond; it was not just introspection, but inspiration, intense feeling, digging around inside myself and spilling it out; it was not just expansion, it felt like my head was going to explode, in the best kind of way.

Together this culminated in greater ability for expression and freedom to express ideas differently. Genuine expression makes us human. Learning to create genuine expressions of ourselves and our ideas and learning to recognize them in others when they come along--that's how we restore faith in humanity, cheesy as it sounds.

**Slide 12:**

I return to the lamps: Honors 103 lit mine. I have had to protect and nurture this lamplight, but I've still got it. Everyone deserves to have this experience—which is why I wanted to share my story about honors and why it is so meaningful to me.

One more thank you for Goldman. You made this possible. This quote from Jung is like being back in honors 103 class, this is what it felt like.