



**UNSW**  
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# **ARTS3786**

Confronting the Past in Contemporary Europe

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Andrew Beattie	<a href="mailto:a.beattie@unsw.edu.au">a.beattie@unsw.edu.au</a>	Fridays, 10-11am or by appointment	Morven Brown Room 251	9385 2328

#### Lecturers

Name	Email	Availability	Location	Phone
Ludmila Stern	<a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a>	by appointment	Morven Brown Room 257	9385 2382

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social

Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *European Studies*

This course can also be studied in the following specialisations: *History, German Studies*

What role does Europe's terrible twentieth-century history play today and how has this changed since 1945? To what extent does history divide or unite Europeans? Has Germany 'come to terms' with its Nazi past? How are Stalinism and the Soviet Union remembered in Putin's Russia? In this course you will explore how Europeans have coped with their recent pasts, particularly the experiences of fascism and Nazism, of World War II and the Holocaust, and of Soviet-style communism. You will be introduced to the interdisciplinary fields of 'transitional justice' and 'memory studies' in the context of contemporary Europe. You will examine attempts to achieve justice, to identify perpetrators, victims, collaborators and bystanders, to reconcile former enemies and ideological opponents, and to develop new, usable understandings of the past. You will study the many ways in which the past is addressed, including through trials and purges, through commemoration rituals, memorials, museums and monuments, through official histories and popular memories, as well as the public and scholarly debates that surround them. The course draws on cases from across Europe, including France, Germany, Poland, Russia and Spain, and considers the role of the European Union.

### At the conclusion of this course the student will be able to

1. explain the various ways in which European societies have handled the legacies of twentieth-century warfare, dictatorship and genocide
2. analyse the present-day significance and uses of the past
3. identify various forms of historical and contemporary agency and assess their significance in particular contexts
4. discuss the diversity of experiences in and perspectives on the past with appropriate consideration of ethical questions
5. apply and critique key concepts used in scholarly and public debates about the handling of the past
6. reflect on learning and how it has changed, challenged or confirmed previous thinking

### Teaching Strategies

The learning and teaching strategy is designed to deliver a course that encourages your critical engagement with current and past debates about Europe's difficult twentieth-century history, and with recent research at the intersections of contemporary history and the interdisciplinary fields of 'memory studies' and 'transitional justice'. Each week a specific issue and/or European country or region will be the focus of the lecture, the readings and the tutorial. The lectures provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialised weekly readings. The lectures may also present specific primary sources or cultural artefacts such as memorials or films for discussion. The tutorials involve in-depth discussion of readings. My teaching strategy is to encourage your engagement with and structured reflection on the readings by having you complete a regular 'blog' in which you respond to questions on the set readings and pose your own discussion questions. Engagement with the lecture and reading material are also encouraged and assessed by a final in-class test, which gives you the opportunity to synthesise the material and

reflect on what you have learnt. The essay and essay plan require you to undertake independent research on a specific topic, engage with relevant scholarship and practice your critical thinking, analytical and written communication skills.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Responses and questions on tutorial readings	20%	29/10/2018 08:00 PM	5,6
Essay plan	15%	10/09/2018 08:00 PM	3,4
Research Essay	45%	15/10/2018 08:00 PM	2,3,4,5
In-class test	20%	26/10/2018 11:00 AM	1,2,5,6

### Assessment Details

#### Assessment 1: Responses and questions on tutorial readings

**Start date:** Week 2

**Details:** Six blog entries over the course of the term, each consisting of max. 200 words including a response to a question on a required reading and a discussion question. Feedback via in-class discussion as well as individual comments and marking rubric at two points during the term, including after submission of the first two blog entries.

**Submission notes:** Entries must be posted on Moodle before the relevant tutorial. Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item, with penalties applying as outlined later in this Course Overview. If you do not submit six responses you will get zero for this assessment item. You must submit entries for at least two of the first three tutorials. In addition to submitting the entries on Moodle prior to the relevant tutorials, you must submit your first two entries (in a single Word file) to Turnitin via Moodle by 8pm 13 August (week 3), and your remaining four entries (in a single Word file) to Turnitin via Moodle by 8pm 29 October (week 14).

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Essay plan

**Start date:**

**Details:** 1,000 word essay plan including annotated bibliography. Feedback via individual comments and marking rubric.

**Submission notes:** Students wanting to propose their own essay topic should confer with the convenor in advance and need to have their topic confirmed by the convenor by Friday 31 August to ensure the feasibility of the topic. Otherwise, they will have to write on one of the set essay questions.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Assessment 3: Research Essay**

**Start date:**

**Details:** 2,500 word essay. Feedback via individual comments and marking rubric. This is the final assessment task for attendance purposes.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Assessment 4: In-class test**

**Start date:**

**Details:** In-class test of approximately 1 hour including short-answer questions and a mini-essay. Students receive a mark and can request a marking rubric and individual comments.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:  
<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Introduction
Week 2: 30 July - 5 August	Tutorial	<p>Introductory readings</p> <p>Judt, T., Postwar: A History of Europe since 1945 (London: Pimlico, 2005), 803-831 (Epilogue: 'From the House of the Dead: An Essay on European Memory')</p> <p>Garton Ash, T., 'Trials, Purges and History Lessons', in History of the Present: Essays, Sketches and Despatches from Europe in the 1990s (London: Penguin, 1999), 294-314</p>
	Lecture	Settling scores in postwar Europe
Week 3: 6 August - 12 August	Tutorial	<p>Settling scores readings</p> <p>Conway, M., 'Justice in Postwar Belgium: Popular Passions and Political Realities', Cahiers d'histoire du temps present vol. 2 (1997), 7-34</p> <p>Karsai, L., 'The People's Courts and Revolutionary Justice in Hungary, 1945-46', in I. Deák, J.T. Gross &amp; T. Judt (eds), The Politics of Retribution: World War II and its Aftermath (Princeton: Princeton University Press, 2000), 233-251</p>
	Lecture	Transitional justice in occupied Germany
Week 4: 13 August - 19 August	Tutorial	<p>Occupied Germany readings</p> <p>Cohen, D., 'Transitional Justice in Divided Germany after 1945', in J. Elster (ed.), Retribution and Reparation in the Transition to Democracy (Cambridge: Cambridge University Press, 2006), 59-88</p> <p>Gregor, N., Haunted City: Nuremberg and the Nazi Past (New Haven: Yale University Press, 2008), 88-103 (ch. 2: 'Rehabilitation and Reintegration: The "Victims of Denazification"')</p>
	Lecture	Dealing with Vichy and occupation in France
Week 5: 20 August - 26 August	Tutorial	<p>France readings</p> <p>Kitson, S., 'Creating "a Nation of Resisters"? Improving French Self-Image, 1944-6', in M. Riera &amp; G. Schaffer (eds), The Lasting War: Society and</p>

		<p>Identity in Britain, France and Germany after 1945 (Basingstoke: Palgrave, 2008), 67-85</p> <p>Fette, J., 'Apologizing for Vichy in Contemporary France', in M. Berg &amp; B. Schaefer (eds), Historical Justice in International Perspective: How Societies are Trying to Right the Wrongs of the Past (Cambridge: Cambridge University Press, 2010), 135-164</p>
	Lecture	Remembering the Nazi past in East Germany and Austria
Week 6: 27 August - 2 September	Tutorial	<p>East Germany and Austria readings</p> <p>Monteath, P., 'Holocaust Remembrance in the German Democratic Republic—and Beyond', in Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe, ed. J.-P. Himka &amp; J.G.Michlich (Lincoln: University of Nebraska Press, 2013), 223-260</p> <p>Uhl, H., 'Of Heroes and Victims: World War II in Austrian Memory', Austrian History Yearbook vol. 42 (2011), 185-200</p>
	Lecture	Integrating Nazis and admitting guilt in the Federal Republic of Germany
Week 7: 3 September - 9 September	Tutorial	<p>Federal Republic of Germany readings</p> <p>Moeller, R.G., 'The Politics of the Past in the 1950s: Rhetorics of Victimisation in East and West Germany', in Germans as Victims: Remembering the Past in Contemporary Germany, ed B. Niven (Basingstoke: Palgrave Macmillan, 2010), 26-42</p> <p>Kansteiner, W., 'Losing the War, Winning the Memory Battle: The Legacy of Nazism, World War II and the Holocaust in the Federal Republic of Germany', in R.N. Lebow, W. Kansteiner &amp; C. Fogu (eds), The Politics of Memory in Postwar Europe (Durham: Duke University Press, 2006), 102-146</p>
	Lecture	The politics and laws of memory in Poland and Spain
Week 8: 10 September - 16 September	Assessment	Essay plans due Monday 10 September, 9pm
	Tutorial	<p>Poland and Spain readings</p> <p>Drozdowski, D., 'Knowing (or not) about Katyń: The Silencing and Surfacing of Public Memory', Space and Polity, vol. 16, no. 3 (2012), 303-319</p>

		Aragoneses, A., 'Legal Silences and the Memory of Francoism in Spain', in <i>Law and Memory: Towards Legal Governance of History</i> , ed. U. Belavusau & A. Gliszczynska-Grabias (Cambridge: Cambridge University Press, 2017), 175-194
	Lecture	Dealing with communism in Central and Eastern Europe
Week 9: 17 September - 23 September	Tutorial	Communism readings  Verdery, K., 'Postsocialist Cleansing in Eastern Europe: Purity and Danger in Transitional Justice', in N. Bandelj and D.J. Solinger (eds), <i>Socialism Vanquished, Socialism Challenged: Eastern Europe and China 1989-2009</i> (Oxford: Oxford University Press, 2012), 63-82  Adler, N., 'Reconciliation with – or Rehabilitation of – the Soviet Past?', <i>Memory Studies</i> , vol. 5, no. 3 (2012), 327-338
	Lecture	Communism and Nazism in European memory
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Seminar	The Great Patriotic War in Soviet and Russian memory  Lecture and tutorial led by Associate Professor Ludmila Stern  Russia Readings  Kirschenbaum, L.A., 'Nothing is Forgotten: Individual Memory and the Myth of the Great Patriotic War', in R.G. Moeller & F. Biess (eds), <i>Histories of the Aftermath: The Legacies of the Second World War in Europe</i> (New York: Berghahn Books, 2010), 69-82  Wood, E.A., 'Performing Memory: Vladimir Putin and the Celebration of World War II in Russia', <i>The Soviet and Post-Soviet Review</i> vol. 38 (2011), 172-200
Week 11: 8 October - 14 October	Tutorial	Communism and Nazism readings  Apor, P., 'Eurocommunism: Commemorating Communism in Contemporary Eastern Europe', in M. Pakier & B. Strath (eds), <i>A European Memory? Contested Histories and Politics of Remembrance</i> (New York: Berghahn Books, 2010), 233-246

		Zhurzhenko, T., 'Commemorating the Famine as Genocide: The Contested Meanings of Holodomor Memorials in Ukraine', in S. Buckley-Zistel & S. Schäfer (eds), <i>Memorials in Times of Transition</i> (Cambridge: Intersentia, 2014), 221-242
	Lecture	A union of European memory I
Week 12: 15 October - 21 October	Assessment	Research essay due Monday, 15 October, 9pm
	Tutorial	European memory I readings  Calligaro, O., 'Legitimation Through Remembrance? The Changing Regimes of Historicity of European Integration', <i>Journal of Contemporary European Studies</i> , vol. 23, no. 3 (2015), 330-334  Bayraktar, S., 'The Politics of Denial and Recognition: Turkey, Armenia and the EU', in A. Demirdjian (ed.), <i>The Armenian Genocide Legacy</i> (New York: Palgrave Macmillan, 2016), 197-211
	Lecture	A union of European memory II
Week 13: 22 October - 28 October	Tutorial	European memory II readings  Berger, S., 'History and Forms of Collective identity in Europe: Why Europe Cannot and Should Not be Built on History', in L. Rorato & A. Saunders (eds), <i>The Essence and the Margin: National Identities and Collective Memories in Contemporary European Culture</i> (Amsterdam: Rodopi, 2009), 21-50  Lagrou, P., 'Europe as a Place for Common Memories? Some Thoughts on Victimhood, Identity and Emancipation from the Past', in M. Blaive, C. Gerbel & T. Lindenberger (eds), <i>Clashes in European Memory: The Case of Communist Repression and the Holocaust</i> (Innsbruck: Studien Verlag, 2011), 281-288
	Assessment	In-class test held during lecture time, Friday, 26 October, 11am

## Resources

### Prescribed Resources

The prescribed weekly readings are listed in the schedule above. They are available electronically through Leganto/Moodle. A course reading kit containing most of the readings will also be available for purchase at the UNSW Bookshop.

### Recommended Resources

A list of recommended readings is available on Moodle.

### Course Evaluation and Development

Formal feedback is gathered from students using myExperience. Students have given extremely positive evaluations of 'Confronting the Past in Contemporary Europe' in previous years. When it was last offered in 2016, its average score for overall student satisfaction was 5.59 out of 6. This was from a very high 82% response rate.

Individual student comments include the following:

'This was one of the best courses I've done at UNSW, the topic was really interesting and well structured.'

'I particularly enjoyed the way that we looked at many different case studies from across Europe, and also the freedom to focus on a topic of personal interest for the essay.'

'Variety of information, case studies and historical perspectives that expand critical thinking skills. Incredibly well structured lectures and tutorials that allow everyone to participate and learn effectively.'

'Very interesting and introduced me to aspects of history that I was not familiar with. Was also relevant to current historical context'

I also run my own informal surveys to gather more specific feedback on aspects of the course such as assessments and readings. I have finetuned the assessments over the years in response to feedback and replaced readings that students had identified as less than optimal have been replaced. This year, I have replaced a reading that students identified as too long and reduced the number of required responses to tutorial readings from seven to six.

### Image Credit

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