ARTS3786

Confronting the Past in Contemporary Europe

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andrew Beattie	a.beattie@unsw.edu.au	Thursdays, 12-1pm or by appointment	Morven Brown Room 251	9385 2328

Lecturers

Name	Email	Availability	Location	Phone
Ludmila Stern	l.stern@unsw.edu.au	by appointment	Morven Brown Room 257	9385 2382

School Contact Information

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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 though 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.

Course Learning Outcomes

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%	21/11/2019 10:00 AM	5,6
Essay plan	15%	04/11/2019 09:00 AM	3,4
In-class test	20%	21/11/2019 11:00 AM	1,2,5,6
Research Essay	45%	04/12/2019 08:00 PM	2,3,4,5

Assessment Details

Assessment 1: Responses and questions on tutorial readings

Start date: Week 1

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 10 October (week 4), and your remaining four entries (in a single Word file) to Turnitin via Moodle by 8pm, Thursday 21 November (week 10).

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 4pm, Friday, 25 October, 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: 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

Assessment 4: Research Essay

Start date: Not Applicable

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.

Attendance Requirements

Attendance of Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 20% of Lectures and Tutorials will result in the award a fail grade.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	Introduction
	Tutorial	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 Judt, T., *Postwar: A History of Europe since 1945* (London: Pimlico, 2005), 803-831 (Epilogue) Berger, S., 'History and Forms of Collective identity in Europe: Why Europe cannot and should not be Built on History', in *The Essence and the Margin: National Identities and Collective Memories in Contemporary European Culture*, ed. L. Rorato & A. Saunders(Amsterdam: Rodopi, 2009), 21-35
Week 2: 23 September - 27 September	Lecture	Settling scores in postwar Europe
	Tutorial	Conway, M., 'Justice in Postwar Belgium: Popular Passions and Political Realities', *Cahiers d'histoire du temps present*vol. 2 (1997), 7-34 Karsai, L., 'The People's Courts and Revolutionary Justice in Hungary, 1945-46', in *The Politics of Retribution: World War II and its Aftermath*, ed. I. Deák, J.T. Gross & T. Judt(Princeton: Princeton University Press, 2000), 233-251 Cohen, D., 'Transitional Justice in Divided Germany after 1945', in *Retribution and Reparation in the Transition to Democracy*, ed. J. Elster (Cambridge: Cambridge University Press, 2006),59-88
Week 3: 30 September - 4 October	Reading	No classes
Week 4: 7 October - 11 October	Lecture	The Soviet Union and Russia
	Tutorial	Kirschenbaum, L. A, 'Nothing is Forgotten: Individual Memory and the Myth of the Great Patriotic War', in *Histories of the Aftermath: The Legacies of the Second World War in Europe*, ed. R.G. Moeller & F. Biess (New York: Berghahn

		Books, 2010), 69-82 Wood, E. A., 'Performing Memory: Vladimir Putin and the Celebration of World War II in Russia', *The Soviet and Post-Soviet Review* vol. 38 (2011), 172-200
Week 5: 14 October - 18 October	Lecture	Germany (including East Germany)
	Tutorial	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 & J.G.Michlich (Lincoln: University of Nebraska Press, 2013), 223-260 Langenbacher, E., 'Changing Memory Regimes in Contemporary Germany?', *German Politics and Society*, vol. 21, no. 2 (2003), 46-68
Week 6: 21 October - 25 October	Lecture	France and Austria
	Tutorial	Kitson, S., 'Creating "a Nation of Resisters"? Improving French Self-Image, 1944-6', in *The Lasting War: Society and Identity in Britain, France and Germany after 1945*, ed. M. Riera & G. Schaffer (Basingstoke: Palgrave, 2008), 67-85 Fette, J., 'Apologizing for Vichy in Contemporary France', in *Historical Justice in International Perspective: How Societies are Trying to Right the Wrongs of the Past*, ed. M. Berg & B. Schaefer (Cambridge: Cambridge University Press, 2010), 135-164 Uhl, H., 'Of Heroes and Victims: World War II in Austrian Memory', *Austrian History Yearbook* vol. 42 (2011), 185-200
Week 7: 28 October - 1 November	Lecture	Poland and Spain
	Tutorial	Drozdzewski, D., 'Knowing (or not) about Katyń: The Silencing and Surfacing of Public Memory', *Space and Polity*, vol. 16, no. 3 (2012), 303-319 Aragoneses, A., 'Legal Silences and the Memory of Francoism in Spain', in *Law and Memory: Towards Legal Governance of History*, ed. U. Belavusau & A. Gliszczynska-Grabias (Cambridge: Cambridge University Press, 2017), 175-194
Week 8: 4 November - 8 November	Lecture	The communist past in Central and Eastern Europe
	Tutorial	Apor, P., 'Eurocommunism: Commemorating Communism in Contemporary Eastern Europe', in A European Memory? Contested Histories and

		Politics of Remembrance, ed. M. Pakier & B. Strath (New York: Berghahn, 2010), 233-246
		Adler, N., 'Reconciliation with – or Rehabilitation of – the Soviet Past?', Memory Studies, vol. 5, no. 3 (2012), 327-338
Week 9: 11 November - 15 November	Lecture	European memory I
	Tutorial	Verovšek, P. J., 'Expanding Europe through Memory: The Shifting Content of the Ever-Salient Past', *Millennium: Journal of International Studies*, vol. 43, no. 2 (2015), 531-550
		Zhurzhenko, T., 'Commemorating the Famine as Genocide: The Contested Meanings of Holodomor Memorials in Ukraine', in *Memorials in Times of Transition*, ed. S. Buckley-Zistel & S. Schäfer (Cambridge: Intersentia, 2014), 221-242
		Bayraktar, S., 'The Politics of Denial and Recognition: Turkey, Armenia and the EU', in A. Demirdjian (ed.), *The Armenian Genocide Legacy*(New York: Palgrave Macmillan, 2016), 197-211
Week 10: 18 November - 22 November	Lecture	European memory II
	Tutorial	Cajani, L., 'Legislating History: The European Union and Denial of International Crimes', in *Law and Memory: Towards Legal Governance of History*, ed. U. Belavusau and A. Gliszczynska-Grabias (Cambridge: Cambridge University Press, 2017), 129-148
		Soroka, G., and F. Krawatzek, 'National, Democracy, and Memory Laws', *Journal of Democracy*, vol. 30, no. 2 (2019), 151-171
	Assessment	In-class test

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 the readings will also be available for purchase at the UNSW Bookshop. Further course readings will be distributed during the course.

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 offered in 2018, its average score for overall student satisfaction was 5.67 out of 6. This was from a very high 95% response rate.

Individual student comments included the following:

'This was one of the best courses I have done in my time at uni. Every aspect was interesting an enjoyable – the readings were engaging, the tutorials contributed greatly to my understanding, and the assessment helped me engage with each topic while also giving the opportunity to specialise in an area of particular interest';

'Such a good course! super interesting with really appropriate readings and a great course structure, I also really loved the assessment side of things';

'In class discussions were engaging, people were actually interested in the course and did the readings'.

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.

Submission of Assessment Tasks

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 . 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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

Image Credit

The Memorial to the Murdered Jews of Europe, Berlin. Photo by Luca Rüegg on Unsplash

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