1. Course Staff and Contact Details  2  
2. Course Details  2  
3. Course Schedule  3  
4. Course Resources  4  
5. Course Assessment  9  
6. Learning and Teaching Rationale and Strategies  12  
7. Extension of Time for Submission of Assessment Tasks  13  
8. Attendance  13  
9. Class Clash  14  
10. Academic Honesty and Plagiarism  14  
11. Course Evaluation and Development  15  
12. Student Support  15  
13. Grievances  15  
14. Other Information  15  

School of Humanities and Languages

ARTS3786
Confronting the Past in Contemporary Europe
Semester 2, 2016
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Andrew Beattie</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown 251</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2328</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:a.beattie@unsw.edu.au">a.beattie@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Fridays, 12-1pm

<table>
<thead>
<tr>
<th>Guest Lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Danielle Drozdzewski</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:danielled@unsw.edu.au">danielled@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC): 6

Course Description: The course examines how contemporary European societies have handled the difficult legacies of their twentieth-century histories. It explores the various ways in which European societies and projects for European integration have sought to cope with those divisive and contested histories, particularly the experiences of fascism and Nazism, of World War II and the Holocaust, and of Soviet-style communism. The course considers the continuing political, social and cultural significance of the past and introduces students to the interdisciplinary fields of transitional justice and memory studies in the context of contemporary European history. It examines representative attempts to achieve justice and assign blame for state crimes and injustice, to identify perpetrators, victims, collaborators and bystanders, to reconcile former enemies and ideological opponents, and to develop new, usable understandings of the past. Structured chronologically as well as thematically, it considers a range of ways in which the past is addressed, including trials and purges, commemoration practices, memorials, museums and monuments, official and popular memories and histories, and the public and scholarly debates that surround them.

Learning Outcomes

1. To demonstrate knowledge of the various ways in which European societies have sought to cope with the legacy of twentieth-century warfare, dictatorship and genocide

2. To demonstrate a critical awareness of the political, social and cultural significance of that legacy and of the use of the past for present-day purposes

3. To demonstrate familiarity with key concepts used in scholarly and public debates about the handling of the past

4. To demonstrate an awareness of ethical concerns in discussing sensitive historical topics and an appreciation of the diversity of experiences in and perspectives on the past

5. To demonstrate an ability to reflect on what they have learnt and how it has changed, challenged or confirmed previous thinking

6. To demonstrate research and communication skills
3. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Tutorial Content</th>
<th>Lecture Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 Jul</td>
<td>No tutorial</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>5 Aug</td>
<td>Introductory readings</td>
<td>Settling scores in postwar Europe</td>
</tr>
<tr>
<td>3</td>
<td>12 Aug</td>
<td>Settling scores readings</td>
<td>Imposing justice in occupied Germany</td>
</tr>
<tr>
<td>4</td>
<td>19 Aug</td>
<td>Occupied Germany readings</td>
<td>The Great Patriotic War in Russian memory</td>
</tr>
<tr>
<td>5</td>
<td>26 Aug</td>
<td>Russia readings</td>
<td>Integrating Nazis and admitting guilt in the Federal Republic of Germany</td>
</tr>
<tr>
<td>6</td>
<td>2 Sep</td>
<td>Federal Republic readings</td>
<td>Remembering Nazism in East Germany and Austria</td>
</tr>
<tr>
<td>7</td>
<td>9 Sep</td>
<td>East Germany and Austria readings</td>
<td>Dealing with Vichy and occupation in France</td>
</tr>
<tr>
<td>8</td>
<td>16 Sep</td>
<td>France readings</td>
<td>Dealing with communism in Central and Eastern Europe</td>
</tr>
<tr>
<td>9</td>
<td>23 Sep</td>
<td>Communism readings</td>
<td>Remembering WWII and the Holocaust in Poland</td>
</tr>
<tr>
<td>10</td>
<td>30 Sep</td>
<td>no classes</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7 Oct</td>
<td>Poland readings</td>
<td>Communism and Nazism in European memory</td>
</tr>
<tr>
<td>12</td>
<td>14 Oct</td>
<td>Communism &amp; Nazism readings</td>
<td>A union of European memory I</td>
</tr>
<tr>
<td>13</td>
<td>21 Oct</td>
<td>Europe readings (I)</td>
<td>A union of European memory II; conclusion</td>
</tr>
<tr>
<td></td>
<td>28 Oct</td>
<td>Europe readings (II)</td>
<td>in-class essay</td>
</tr>
</tbody>
</table>

4. Course Resources

Required and Recommended Readings

You are required to read the following required readings (which are available in the course study kit) before the tutorial in the specified weeks. You are also strongly encouraged to read at least some of the recommended readings (which are available electronically via Moodle or the library catalogue).

Read for tutorial week 2: Introduction

Required:

(Epilogue: ‘From the House of the Dead: An Essay on European Memory’)


Recommended:


Read for tutorial week 3: Settling scores in postwar Europe

Required:

Recommended:

Read for tutorial week 4: Imposing justice in occupied Germany

Required:

Recommended:

Read for tutorial week 5: The Great Patriotic War in Russian memory

Required:

Recommended:

Read for tutorial week 6: Integrating Nazis and admitting guilt in the FRG

Required:

Recommended:
Langenbacher, E., ‘Changing Memory Regimes in Contemporary Germany?’, German Politics and Society vol. 21, no. 2 (2003), 46-68

Read for tutorial week 7: Remembering the Nazi past in East Germany and Austria

Required:

Recommended:
Immler, N.L., “Too little, too late”? Compensation and Family Memory: Negotiating Austria's Holocaust Past’, Memory Studies vol. 5, no. 3 (2012), 270-281
Read for tutorial week 8: Dealing with Vichy and occupation in France

Required:

Recommended:

Read for tutorial week 9: Dealing with communism in Central and Eastern Europe

Required:
Adler, N., ‘Reconciliation with – or Rehabilitation of – the Soviet Past?’, Memory Studies, vol. 5, no. 3 (2012), 327-338

Recommended:
Read for tutorial week 10: Remembering WWII and the Holocaust in Poland

**Required:**

Charlesworth, A., ‘A Corner of a Foreign Field that is Forever Spielberg’s: Understanding the Moral Landscapes of the Site of the Former KL Płaszów, Kraków, Poland’, *Cultural Geographies*, vol. 11, no. 3 (2004), 291-312

Drozdewski, D., ‘Knowing (or not) about Katyn: The Silencing and Surfacing of Public Memory’, *Space and Polity*, vol. 16, no. 3 (2012), 303-319

**Recommended:**


Read for tutorial week 11: Communism and Nazism in European memory

**Required:**


**Recommended:**


Read for tutorial week 12: A union of European memory I

Required:

Recommended:
Mälksoo, M., ‘The Memory Politics of Becoming European: The East European Subalterns and the Collective Memory of Europe’, *European Journal of International Relations*, vol. 15, no. 4 (2009), 653-680

Read for tutorial week 13: A union of European memory II/Conclusion

Required:

Recommended:

Additional Readings
An extensive bibliography of additional resources is available on Moodle.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular blog</td>
<td>7 x 220 words</td>
<td>21%</td>
<td>3, 5, 6</td>
<td>Fridays before tutorials</td>
<td>Yes</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>Max. 5 minutes</td>
<td>5%</td>
<td>1, 3, 5, 6</td>
<td>various</td>
<td>No</td>
</tr>
<tr>
<td>Essay plan</td>
<td>1,000 words</td>
<td>10%</td>
<td>1, 3, 6</td>
<td>19 September</td>
<td>Yes</td>
</tr>
<tr>
<td>Research essay*</td>
<td>2,500 words</td>
<td>45%</td>
<td>1, 2, 3, 5, 6</td>
<td>17 October</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class essay</td>
<td>1,000 words</td>
<td>19%</td>
<td>1-6</td>
<td>28 October</td>
<td>No</td>
</tr>
</tbody>
</table>

*This is the final assessment task for attendance purposes.

Due dates and other details may be subject to change. You will be given a minimum of one week’s notice of any changes. If you cannot attend an in-class assessment task at the advertised or agreed time, you must let the convener know in advance. Failure to do so may result in a mark of zero for that assessment task.

Details of Assessment Tasks

Regular blog: response and question (19%)

You are required to write a brief response (ca. 200 words) to a question about one of the required weekly readings for seven of the twelve tutorials. The questions will be available on Moodle. Additionally, as part of your blog, you are required to write a discussion question (ca. 20 words) relating to the reading and/or its topic. You must post your response and question as a blog on Moodle before the tutorial for which the reading has been set. **If you do not submit seven blog entries by the end of week 14 you will get zero for this assessment item.** Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item and will be penalised at the rate indicated under “late submission of assignments” below. To receive individual feedback on your blogs, you should submit a single document containing your first two blogs into the ‘Blog 1’ assignment box and your remaining five blogs into the ‘Blog 2’ assignment box on Moodle; these submissions are in addition to submitting your individual blogs before the relevant tutorials.

Tutorial presentation (5%)

You are required to give a brief talk (absolute maximum 5 minutes, ideally 2-3 minutes) in a tutorial in which you 1) summarise your response to the above-mentioned question on one of the required readings, 2) provide a brief assessment of the strengths and weaknesses of the same reading, and 3) pose your (above-mentioned) discussion question. You should **not** summarise the reading. If there are no volunteers in a particular week, the convenor will select students to do their presentation on the spot.

Essay plan (10%) and Research essay (45%)

You are required to write a research essay (ca. 2,500 words excluding the bibliography), in preparation for which you are also required to write an essay plan (ca. 1,000 words).

Some essay topics will be provided, but you are encouraged to choose a question that reflects your individual interests, in consultation with the course convener. You may like to focus on a particular country, on issues or developments across different countries, or on a specific novel, film, memorial, museum or other cultural artefact. Proposed essay questions must be confirmed with the course convener at least one week before the due
date for the essay plan, preferably earlier. You must be prepared to accept advice about
the feasibility of your proposed question, which will reflect the size of the topic and the
availability of appropriate resources.

The essay plan should provide an abstract of the proposed essay, i.e. outline the
proposed argument and approach in response to the question. It should also include a
discussion of relevant resources, i.e. a mini-literature review of 3-4 texts, and identify
three additional texts you intend to use. These texts must not include essential readings
from the course. The plan should also include a proposed structure for the essay.

The essay should build on the plan, but not repeat it or parts of it. It should also indicate
that you have reflected on the feedback you received on the essay plan. If you have
decided to ignore such feedback in part or in whole, you should explain this in a brief
cover note (that is additional to the word limit).

In-class essay (19%)
You are required to write an in-class essay in week 13. The questions will be designed to
give you the opportunity to demonstrate your understanding of issues covered in the
course and your ability: 1) to address them with reference to specific cases and contexts
and with reference to the secondary literature, 2) to synthesize the material from multiple
weeks and contexts and 3) to think critically and reflect on what you have learnt. The best
preparation for the test is active participation in the course, including engaging with the
required and recommended readings. Evidence that you are reading beyond the required
readings will be rewarded.

See Moodle for grading criteria

Please Note: The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses
in which they are enrolled. All applications for exemption from attendance at classes of any
kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to
ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final
assessment.

Students must attend 80% of lectures (10 out of 12 lectures) and 80% of tutorials (10 out of
12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at:
https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at:
https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure
equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or
quota system, but by the way that students respond to assessment tasks and how well they
meet the objectives of the course. Nevertheless, since higher grades imply performance that
is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

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

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of 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 $17 - [25 (0.05 x 3)] = 13.25$.

- **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 essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

The course is designed to encourage students’ critical engagement with current and past debates about Europe’s handling of its 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, students’ blogs and the following tutorial discussion.

The lectures provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the weekly readings. The tutorials then involve in-depth discussion of the readings and the issues raised in them.

My teaching strategy is to encourage student engagement with and structured reflection on the readings by having them complete a ‘blog’ in which they respond to questions on the set
readings on an almost weekly basis and develop their ability to critically assess scholarly literature. After the lecture, students have a week to read the readings and write their responses in their ‘blog’, in which they also develop their own question for class discussion before the tutorial the following week.

Engagement with the lecture and reading material are also encouraged and assessed by a final in-class essay, which gives students the opportunity to synthesize the material and reflect on what they have learnt.

The essay and essay plan require students to undertake independent research on a specific topic, engage with relevant scholarship and practice their critical thinking, analytical and written communication skills.

7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance
Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.
Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
http://www.ohs.unsw.edu.au/

Special Consideration
In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.