ARTS3786 Course Outline

School of Humanities and Languages

ARTS3786
Confronting the Past in Contemporary Europe
Semester 2, 2015

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

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Room MB 251</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Andrew Beattie</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2328</td>
</tr>
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<td>Email</td>
<td><a href="mailto:a.beattie@unsw.edu.au">a.beattie@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Fridays 11am-12pm</td>
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</table>

<table>
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<tr>
<th>Lecturers</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td><a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a></td>
</tr>
<tr>
<td>A/Prof Ludmila Stern</td>
<td></td>
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<tr>
<td>Phone</td>
<td>Dr Stefania Bernini</td>
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<td><a href="mailto:s.bernini@unsw.edu.au">s.bernini@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.

**Course Aims**

1. To provide critical insights into how European societies have handled and debated the legacies of twentieth-century warfare, dictatorship and genocide
2. To introduce students to the interdisciplinary fields of transitional justice and memory studies in the context of contemporary European history
3. To sensitize students to the continuing political, social and cultural significance of the past

**Student 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
Graduate Attributes

1. A well-rounded understanding of contemporary European history, politics, culture and society
2. An ability to understand and explain European perspectives on the world
3. The capacity for critical analysis of scholarship, writing and sources on or about contemporary Europe
4. An understanding of the tools and methods used in the humanities and social sciences, including an awareness of the ways in which an interdisciplinary approach enhances the study of the region.
5. Effective written communication skills and the ability to express these effectively in intercultural contexts

3. Learning and Teaching Rationale

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.

4. Teaching Strategies

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 a 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.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly blog</td>
<td>8 x 200 words</td>
<td>20%</td>
<td>3, 5, 6</td>
<td>3, 4, 5</td>
<td>Fridays before tutorials</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>5 minutes</td>
<td>5%</td>
<td>1, 3, 5, 6</td>
<td>1, 3, 4, 5</td>
<td>various</td>
</tr>
<tr>
<td>Essay plan</td>
<td>1,000 words</td>
<td>10%</td>
<td>1, 3, 6</td>
<td>1, 3, 4, 5</td>
<td>14 September</td>
</tr>
<tr>
<td>Research essay</td>
<td>2,500 words</td>
<td>45%</td>
<td>1, 2, 3, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>19 October</td>
</tr>
<tr>
<td>Final essay</td>
<td>750 words</td>
<td>20%</td>
<td>1-6</td>
<td>1-5</td>
<td>30 October</td>
</tr>
</tbody>
</table>

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

Weekly blog: response and question (20%)
You are required to write a brief response (ca. 200 words) to a question about one of the required weekly readings for eight of the eleven tutorials from week 2 onwards. The questions will be available on Moodle. Additionally, as part of your blog, you are required to write a discussion question 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 eight 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.

Tutorial presentation (5%)
You are required to give a brief talk (maximum 5 minutes) in a tutorial in which you 1) summarise your blog/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 as a whole. If there are no volunteers in a particular week, students will be selected randomly to do their presentation on the spot.

Essay Plan (10%) and Essay (45%)
You are required to write an 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 counties, 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. state the question being investigated and outline the proposed argument and approach. It should also include a discussion of relevant resources, i.e. a mini-literature review that identifies
relevant concepts, issues and interpretations and that places the topic within its historical/social/political/cultural context as well as its academic field. The plan should also include a proposed structure for the essay.

The essay should build on the essay 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).

**Final in-class essay (20%)**

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 more detailed grading criteria and for information on referencing.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full 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://student.unsw.edu.au/grades

**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. 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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable
ARTS3786 Course Outline

Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- 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, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- 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.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. 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.

9. 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: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

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

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Tutorial Content</th>
<th>Lecture Content</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>31 Jul</td>
<td>No tutorial</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>7 Aug</td>
<td>Introductory readings</td>
<td>Settling scores in postwar Europe</td>
</tr>
<tr>
<td>3</td>
<td>14 Aug</td>
<td>Settling scores readings</td>
<td>Imposing justice in occupied Germany</td>
</tr>
<tr>
<td>4</td>
<td>21 Aug</td>
<td>Occupied Germany readings</td>
<td>The Great Patriotic War in Russian memory (Ludmila Stern)</td>
</tr>
<tr>
<td>5</td>
<td>28 Aug</td>
<td>Russia readings</td>
<td>Integrating Nazis and admitting guilt in the Federal Republic of Germany</td>
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### ARTS3786 Course Outline

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>6</td>
<td>4 Sep</td>
<td>Federal Republic readings</td>
<td>Remembering Nazism in East Germany and Austria</td>
</tr>
<tr>
<td>7</td>
<td>11 Sep</td>
<td>East Germany and Austria readings</td>
<td>Dealing with Vichy and occupation in France</td>
</tr>
<tr>
<td>8</td>
<td>18 Sep</td>
<td>France readings</td>
<td>Remembering fascism and WWII in Italy</td>
</tr>
<tr>
<td>9</td>
<td>25 Sep</td>
<td>Italy readings</td>
<td>Dealing with communism in Central and Eastern Europe</td>
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<tr>
<td>2 Oct</td>
<td>No classes</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>9 Oct</td>
<td>Communism readings</td>
<td>Communism and Nazism in European memory</td>
</tr>
<tr>
<td>11</td>
<td>16 Oct</td>
<td>Communism &amp; Nazism readings</td>
<td>A union of European memory I</td>
</tr>
<tr>
<td>12</td>
<td>23 Oct</td>
<td>European readings</td>
<td>A union of European memory II; conclusion</td>
</tr>
<tr>
<td>13</td>
<td>30 Oct</td>
<td>In-class essay</td>
<td>No lecture</td>
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### 11. 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 in the Library’s High Use Collection or through the library catalogue or Moodle).

**Read for tutorial week 2: Introduction**

*Required:*


*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:
Duke University Press, 2006), pp. 102-146


**Recommended:**


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


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

**Required:**


**Recommended:**


**Read for tutorial week 8: Dealing with Vichy and occupation in France**

**Required:**


**Recommended:**

Read for tutorial week 9: Remembering fascism and WWII in Italy

Required:

Recommended:

Read for tutorial week 10: 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), pp. 327-338

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:**

Read for lecture week 12: A union of European memory II/Conclusion

Required:


12. 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.

13. 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

14. 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/complaints
15. 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
https://my.unsw.edu.au/student/atoz/ABC.html

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 https://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/special-consideration

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: http://www.studentequity.unsw.edu.au/

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.