

SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS3786		
COURSE NAME	Confronting the Past in Contemporary Europe		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
CONVENOR			
Name	Dr Andrew Beattie	Office	Morven Brown Rm 251
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OTHER TEACHING STAFF			
Name	Dr Stefania Bernini	Office	Morven Brown Rm 333
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Contact Time and Availability	By appointment		

4. Course Details	
Credit Points	6
Summary of the Course	<p>'Coming to Terms with the Past' is a continuing social and political challenge for all societies, as evidenced in Australia. In Europe, it is perhaps particularly so given the turmoil, the catastrophes, and the profound socio-economic and political changes of twentieth-century European history. This applies notably to the consequences and legacies of WWII and of Nazi and Fascist rule, especially the experience of the Holocaust, the response to Stalinism in its various manifestations throughout Eastern Europe and, more recently, the collapse of Soviet-style socialism. Facing the destruction wrought by war, by totalitarian regimes and dictatorships, with their unprecedented crimes, mass-scale deportations and genocide, has been and continues to be a confronting experience for ordinary citizens as much as for politicians, public intellectuals, artists and writers. The course is structured chronologically as well as thematically; its main aim and purpose are an investigation of public and cultural discourses. It will consider and analyse representative attempts at 'coming to terms with the past' as part of a process of public political culture and identity formation in contemporary European societies.</p>
Aims of the Course	<ol style="list-style-type: none"> 1. To provide critical insights into twentieth-century European society and culture 2. To raise critical awareness of key historical concepts: Fascism, Nazism, genocide, Holocaust, collaboration, Stalinism, communism 3. To enable students to critically and independently participate in the discussion of questions of current and historical/ cultural debates
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate a critical awareness of historical, social and cultural phenomena treated 2. Demonstrate familiarity with advanced historical and cultural studies research skills 3. Demonstrate analytical skills 4. Demonstrate advanced scholarly writing skills
Graduate Attributes	<ol style="list-style-type: none"> 1. disciplinary knowledge in an interdisciplinary context 2. analytical and critical thinking 3. research skills and information technology/literacy 4. effective communication and presentation skills

5. Course Timetable			
Class Type	Day	Time	Location
Lecture	Thursday	2-4pm	Mathews 231
Tutorial	Thursday	10-11am	Quad G 47
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au .			

6. Rationale for the Inclusion of Content and Teaching Approach
The learning and teaching strategy is designed to deliver a course that encourages students'

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. There is a two-hour lecture and a one-hour tutorial per week. Each week a specific issue and/or European country or region will be the focus of the lecture, the readings and the following. The lectures provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialized weekly readings. The lectures may also present specific primary sources or cultural artefacts such as memorials or film for discussion. The tutorials involve in-depth discussion of readings. My teaching strategy is to encourage student engagement with and structured reflection on the readings by having them complete a weekly journal in which they respond to the set readings on a weekly basis. 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. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly Journal	10 x ca. 200 words each	15%	1,3,4	1,2,4	Thursday each week
Tutorial Presentation	5-10 minutes	10%	1,3	1,2,4	Various
Essay Plan	ca. 1000 words	10%	1,2,3,4	1,2,3,4	5 September (wk 6)
Essay	ca. 3000 words	45%	1,2,3,4	1,2,3,4	25 October (wk 12)
In-class Essay	ca. 45 minutes	20%	1,3,4	1,2,4	31 October (wk 13)

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 Journal (15%)

You are required to write a brief response (ca. 140 words each) to one of the required weekly readings for ten of the twelve weeks. The specific questions that the responses will have to address will be available on Moodle. You must post your response as a weekly journal entry on Moodle before the tutorial for which the reading has been set. Assessment criteria address the extent to which you answer the question, the extent to which you demonstrate an understanding of the reading and relevant associated issues, and the extent to which you demonstrate critical thinking. If you do not submit ten journal entries 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" at "12. Other Information" below.

Tutorial Presentation (10%)

You are required to do a tutorial presentation, worth 10% of the total course grade. You will have to critique an agreed text, normally one of the required or recommended readings, and raise questions for class discussion and reflection arising from the text. Your presentation should last approximately 5 minutes, not including the resulting discussion. Student numbers may require presentations to be done in small groups, in which case the presentation, excluding discussion, must not last longer than 10 minutes. You must submit a brief written outline of your presentation on the day of the presentation, no more than 1 page. Assessment criteria address the extent to which your presentation: demonstrates sound understanding of the text and sound knowledge of its scholarly and (historical, social, political and/or cultural) context (particularly how it reflects the specific issues addressed in the lecture and required readings for that week); demonstrates critical-analytical skills; communicates clearly with the class; and makes an effort to engage the class in reflection and discussion.

Essay Plan (10%) and Essay (45%)

You are required to write an essay of approximately 3000 words (excluding the bibliography), which is worth 45% of the total course grade. Some essay topics will be provided, but you are encouraged to choose a question that reflects your interests, in consultation with the course convener. You may like to focus on one particular country, on issues or developments across different countries, or on a specific novel, film, memorial, museum or other cultural artefact. In preparation for the essay, you are required to write an essay plan of approximately 1,000 words, which is worth 10% of the total course grade. 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). As it counts for 45% of the course grade, the essay should be a substantial piece of independent research, reflection and analysis. Assessment criteria include the breadth and depth of research, the clarity of the argument and the extent to which the question is answered, the soundness of the demonstrated knowledge, the extent of critical-analytical thinking displayed, the coherence and clarity of the essay's structure and writing, and referencing.

In-class essay (20%)

You are to write an in-class essay in week 13 that counts for 20% of the total course grade. 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. 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. Assessment criteria include the extent to which you answer the question, present a clear argument and demonstrate critical thinking, the extent to which you use evidence and demonstrate engagement with and knowledge of the course material and wider literature, and the coherence and clarity of the mini-essays' structure and writing.

See Moodle for more detailed grading criteria and for information on referencing.

Submission of Assessment Tasks and Late Assignments (see also under "12 Other Information").

In addition to fulfilling the above assessment requirements, students are required to attend at least 80% of their lectures and tutorials in order to pass the course.

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, 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>

8. 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: <http://www.lc.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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

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

9. Course Schedule

Wk	Date	Tutorial	Lecture
1	1 Aug	No tutorial	Course overview and introduction
2	8 Aug	Introductory readings	Settling scores in postwar Europe
3	15 Aug	Settling scores readings	Imposing justice in occupied Germany
4	22 Aug	Occupied Germany readings	Integrating Nazis and admitting guilt in the Federal Republic of Germany
5	29 Aug	Federal Republic readings	Remembering the Nazi past in East Germany and Austria
6	5 Sep	East Germany and Austria readings	Remembering fascism, resistance and occupation in Italy
7	12 Sep	Italy readings	The Great Patriotic War in Russian memory
8	19 Sep	Russia readings	Dealing with Vichy and occupation in France
9	26 Sep	France readings	Remembering WWII and the Holocaust in Poland
no classes: mid-semester break			
10	10 Oct	Poland readings	Dealing with communism in Central and Eastern Europe
11	17 Oct	De-communisation readings	Communism and Nazism in European memory
12	24 Oct	Communism & Nazism readings	A union of European memory?
13	31 Oct	European readings & in-class essay	No lecture

10. Required and Recommended Reading

You are expected to read the following required readings (which are available in the course study kit) for the specified weeks before the tutorial the following week. You are also strongly encouraged to read the following recommended readings (which are available in the Library's High Use Collection or electronically through the library catalogue).

wk 1: Course overview and introduction

Required for tutorial in week 2:

Winter, J., 'War, Memory, and Mourning in the Twentieth Century: Notes on the Memory Boom', in *The Merits of Memory: Concepts, Concepts, Debates*, ed. H.-J. Grabbe & S. Schindler (Heidelberg, 2008), pp. 97-118

Garton Ash, T., 'Trials, Purges and History Lessons', in *History of the Present: Essays, Sketches and Despatches from Europe in the 1990s* (London, 1999), pp. 294-314

Recommended:

Judt, T., 'The Past is Another Country: Myth and Memory in Postwar Europe', in *Memory and Power in Post-war Europe: Studies in the Presence of the Past*, ed. J.-W. Müller (Cambridge: Cambridge University Press, 2002), pp. 157-183

Teitel, R., 'Transitional Justice Genealogy', *Harvard Human Rights Journal* vol. 16 (2003), pp. 69-94

wk 2: Settling scores in postwar Europe

Required for tutorial in week 3:

Conway, M., 'Justice in Postwar Belgium: Popular Passions and Political Realities' *Cahiers d'histoire du temps present* vol. 2 (1997), pp. 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, 2000), pp. 233-251

Recommended:

Judt, T., *Postwar: A History of Europe since 1945* (London: Pimlico, 2005), pp. 41-62 (ch. 2: 'Retribution')

Diamond, H., *Women and the Second World War in France, 1939-48: Choices and Constraints* (Harlow: Longman, 1999), pp. 131-154 (ch. 6)

wk 3: Imposing justice in occupied Germany**Required for tutorial in week 4:**

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), pp. 59-88

Gregor, N., *Haunted City: Nuremberg and the Nazi Past* (New Haven: Yale University Press, 2008), pp. 88-103 (ch. 2: 'Rehabilitation and Reintegration: The "Victims of Denazification"')

Recommended:

Schulte, J.-E., 'The SS as the "Alibi of a Nation"? Narrative Continuities from the Nuremberg Trials to the 1960s', in *Reassessing the Nuremberg Military Tribunals: Transitional Justice, Trial Narratives, and Historiography*, ed. K.C. Priemel & A. Stiller (New York: Berghahn, 2012), pp. 134-160

Karstedt, S., 'The Nuremberg Tribunal and German Society', in *The Legacy of Nuremberg: Civilising Influence or Institutionalised Vengeance?* ed. D.A. Blumenthal & T.L.H. McCormack (Leiden: Martinus Nijhoff Publishers, 2008), pp. 13-36

wk 4: Integrating Nazis and admitting guilt in the Federal Republic of Germany**Required for tutorial in week 5:**

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 *The Politics of Memory in Postwar Europe*, ed. R.N. Lebow, W. Kansteiner & C. Fogu (Durham: Duke University Press, 2006), pp. 102-146

Moeller, R.G., 'War Stories: The Search for a Usable Past in the Federal Republic of Germany', *The American Historical Review* vol. 101, no. 4 (1996), pp. 1008-1048

Recommended:

Assmann, A., 'Re-framing Memory Between Individual and Collective Forms of Constructing the Past', in *Performing the Past: Memory, History, and Identity in Modern Europe*, ed. K. Tilmans, F. van Vree & J. Winter (Amsterdam: Amsterdam University Press, 2010), pp. 35-50

Herf, J., 'The Emergence and Legacies of Divided Memory: Germany and the Holocaust since 1945', in *Memory and Power in Post-war Europe: Studies in the Presence of the Past*, ed. J.-W. Müller (Cambridge: Cambridge University Press, 2002), pp. 184-205

wk 5: Remembering the Nazi past in East Germany and Austria

Required for tutorial in week 6:

Scharnowski, S., 'Heroes and Victims: The Aesthetics and Ideology of Monuments and Memorials in the GDR', in *Memorialization in Germany since 1945*, ed. B. Niven & C. Paver (Basingstoke: Palgrave Macmillan, 2010), pp. 267-275

Bischof, G., 'Victims? Perpetrators? "Punching Bags" of European Historical Memory? The Austrians and Their World War II Legacies', *German Studies Review* vol. 27, no. 1 (2004), pp. 17-32

Recommended:

Oberle, C.M., 'Reconfiguring Postwar Antifascism: Reflections on the History of Ideology', *New German Critique* vol. 39, no. 3 (2012), pp. 135-153

Uhl, H., 'From Victim Myth to Co-responsibility Thesis: Nazi Rule, World War II and the Holocaust in Austrian Memory', in *The Politics of Memory in Postwar Europe*, ed. R.N. Lebow, W. Kansteiner & C. Fogu (Durham: Duke University Press, 2006), pp. 40-72

wk 6: Remembering fascism, resistance and occupation in Italy**Required for tutorial in week 7:**

Focardi, F., 'Reshaping the Past: Collective Memory and the Second World War in Italy, 1945-1955', in *The Postwar Challenge: Cultural, Social and Political Change in Western Europe, 1945-58*, ed. D. Geppert (Oxford: Oxford University Press, 2003), pp. 43-63

Mammone, A., 'A Daily Revision of the Past: Fascism, Anti-Fascism, and Memory in Contemporary Italy', *Modern Italy* vol. 11, no. 2 (2006), pp. 211-226

Recommended:

Sassoon, D., 'Italy after Fascism: The Predicament of Dominant Narratives', in *Life after Death: Approaches to a Cultural and Social History of Europe During the 1940s and 1950s*, ed. R. Bessel & D. Schumann (Cambridge: Cambridge University Press, 2003), pp. 259-290

Fogu, C., 'Italiani Brava Gente: The Legacy of Fascist Historical Culture on Italian Politics of Memory', in *The Politics of Memory in Postwar Europe*, ed. R.N. Lebow, W. Kansteiner & C. Fogu (Durham: Duke University Press, 2006), pp. 147-176

wk 7: The Great Patriotic War in Russian memory**Required for tutorial in week 8:**

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), pp. 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), p. 172-200

Recommended:

Merridale, C., 'War, Death, and Remembrance in Soviet Russia', in *War and Remembrance in the Twentieth Century*, ed. J. Winter & E. Sivan (Cambridge: Cambridge University Press, 1999), pp. 61-83

Adler, N., 'In Search of Identity: The Collapse of the Soviet Union and the Recreation of Russia', in *The Politics of Memory and Democratization: Transitional Justice in Democratizing Societies*, ed. A. B. De Brito, C. Gonzalez-Enriquez & P. Aguilar (Oxford: Oxford University Press, 2001), pp. 275-300

wk 8: Dealing with Vichy and occupation in France

Required for tutorial in week 9:

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), pp. 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), pp. 135-164

Recommended:

Lagrou, P., 'Beyond Memory and Commemoration: Coming to Terms with War and Occupation in France after 1945', in *The Postwar Challenge: Cultural, Social and Political Change in Western Europe, 1945-58*, ed. D. Geppert (Oxford: Oxford University Press, 2003), pp. 65-80

Farmer, S., 'Postwar Justice in France: Bordeaux 1953', in *The Politics of Retribution: World War II and its Aftermath*, ed. I. Deák, J.T. Gross & T. Judt (Princeton: Princeton University Press, 2000), pp. 194-211

Golsan, R.J., 'The Legacy of World War II in France: Mapping the Discourses of Memory', in *The Politics of Memory in Postwar Europe*, ed. R.N. Lebow, W. Kansteiner & C. Fogu (Durham: Duke University Press, 2006), pp. 73-101

wk 9: Remembering WWII and the Holocaust in Poland

Required for tutorial in week 10:

Orla-Bukowska, A., 'Re-presenting the Shoah in Poland and Poland in the Shoah', in *Re-Presenting the Shoah for the Twenty-First Century*, ed. R. Lentin (Oxford: Berghahn Books, 2004), pp. 179-194

Gross, J., *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton: Princeton University Press, 2001), pp. 122-125, 132-137, 143-151

Recommended:

Orla-Bukowska, A., 'New Threads on an Old Loom: National Memory and Social Identity in Postwar and Post-communist Poland', in *The Politics of Memory in Postwar Europe*, ed. R.N. Lebow, W. Kansteiner & C. Fogu (Durham: Duke University Press, 2006), pp. 177-209

Madajczyk, P., 'Experience and Memory: The Second World War in Poland', in *Experience and Memory: The Second World War in Europe*, ed. J. Echternkamp & S. Martens (New York: Berghahn, 2010),

wk 10: Dealing with communism in Central and Eastern Europe

Required for tutorial in week 11:

David, R., 'Twenty Years of Transitional Justice in the Czech Lands', *Europe-Asia Studies* vol. 64, no. 4 (2012), pp. 761-784

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 Books, 2010), pp. 233-246

Recommended:

Engelmann, R., 'The "Stasi Records", the Public and Collective Memory', in *Legal Institutions*

- and *Collective Memories*, ed. S. Karstedt (Oxford: Hart Publishing, 2009), pp. 329-339
- Williams, P., 'The Afterlife of Communist Statuary: Hungary's Szoborpark and Lithuania's Grutas Park', *Forum for Modern Language Studies* vol. 44, no. 4 (2008), pp. 185-198
- González-Enríquez, C., 'De-communization and Political Justice in Central and Eastern Europe,' in *The Politics of Memory and Democratization: Transitional Justice in Democratizing Societies*, ed. A. B. De Brito, C. Gonzalez-Enriquez & P. Aguilar (Oxford: Oxford University Press, 2001), pp. 218-247
- Bernhardt, P., 'Lights out in Erich's Lamp-shop – on Public Memory and the Story-ing of East Germans' Past', in *Politics of Collective Memory: Cultural Patterns of Commemorative Practices in Post-War Europe*, ed. S. Wahnlich, B. Lášticová & A. Findor (Berlin: Lit, 2008), pp. 163-178

wk 11: Communism and Nazism in European memory

Required for tutorial in week 12:

- Jarausch, K.H., 'A Double Burden: The Politics of the Past and German Identity', in *Ten Years of German Unification: Transfer, Transformation, Incorporation?* ed. J. Leonhard & L. Funk (Birmingham: Birmingham University Press, 2002), pp. 98–114
- Blaive, M., 'The Memory of the Holocaust and of Communist Repression in a Comparative Perspective: The Cases of Hungary, Poland and Czechoslovakia/the Czech Republic', in *Clashes in European Memory: The Case of Communist Repression and the Holocaust*, ed. M. Blaive, C. Gerbel & T. Lindenberger (Innsbruck: Studien Verlag, 2011), pp. 154-172

Recommended:

- Langenbacher, E., 'Changing Memory Regimes in Contemporary Germany?', *German Politics and Society* vol. 21, no. 2 (2003), pp. 46-68
- Beattie, A.H., 'The Fight in the Prison Car Park: Memorializing Germany's "Double Past" in Torgau since 1990', in *Memorialization in Germany since 1945*, ed. Bill Niven & Chloe Paver (New York: Palgrave, 2010), pp. 328-338
- Beattie, A.H., 'Learning from the Germans? History and Memory in German and European Projects of Integration', *PORTAL Journal of Multidisciplinary International Studies* vol. 4, no. 2 (2007), available at:
<http://epress.lib.uts.edu.au/journals/index.php/portal/article/view/483/451>

wk 12: A union of European memory?

Required for tutorial in week 13:

- Judt, T., *Postwar: A History of Europe since 1945* (London: Pimlico, 2005), pp. 803-831 (Epilogue: 'From the House of the Dead: An Essay on European Memory')
- 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), pp. 21-50

Recommended:

- Hadj-Abdou, Leila, and Liebhart, Karin, 'The Commemoration Ceremonies of May 2005 – a Mirror of Conflicting European Memories?', in *Politics of Collective Memory: Cultural Patterns of Commemorative Practices in Post-War Europe*, ed. S. Wahnlich, B. Lášticová & A. Findor (Berlin: Lit, 2008), pp. 93-109
- Troebst, S., 'Halecki Revisited: Europe's Conflicting Cultures of Remembrance', in *A European Memory? Contested Histories and Politics of Remembrance*, ed. M. Pakier & B. Strath (New York: Berghahn, 2010), pp. 56-63

Cajani, L., 'Historians between Memory Wars and Criminal Laws: The Case of the European Union', *Jahrbuch der Internationalen Gesellschaft für Geschichtsdidaktik* vol. 5-6 (2008/09), pp. 39-55

Additional Readings

An extensive bibliography of additional resources is available on Moodle.

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. Informal feedback on the course and teaching are also welcome.

12. Other Information

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. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

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/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online

at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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 to 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.