



School of Humanities and Languages

ARTS3786
Confronting the Past in Contemporary Europe
Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor			
Name	Dr Andrew Beattie	Room	Morven Brown 251
Phone	9385 2328	Email	a.beattie@unsw.edu.au
Consultation Time	Fridays 12-1pm or by appointment		
Lecturers			
Name	A/Prof Ludmila Stern	Email	l.stern@unsw.edu.au
Name	Dr Gemma Clark	Email	gemma.clark@unsw.edu.au
Name	Klara Bruveris	Email	k.bruveris@unsw.edu.au

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>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.</p>		
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 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
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					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly blog	8 x 200 words	20%	3, 5, 6	3, 4, 5	Fridays before tutorials
Tutorial presentation	5 minutes	5%	1, 3, 5, 6	1, 3, 4, 5	various
Essay plan	1,000 words	10%	1, 3, 6	1, 3, 4, 5	15 September
Research essay	2,500 words	45%	1, 2, 3, 5, 6	1, 2, 3, 4, 5	20 October
Final essay	750 words	20%	1-6	1-5	31 October

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 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. 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: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course. See 6. Attendance/Class Clash below.

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 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

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.

6. Attendance/Class Clash

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.

A student who attends less than 80% of classes 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). **For ARTS3786 this means that you must attend a minimum of 10 lectures and 10 tutorials.**

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.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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 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>

8. Course Schedule			
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>			
Wk	Date	Tutorial Content	Lecture Content
1	1 Aug	Organisation	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	The Great Patriotic War in Russian memory (Ludmila Stern)
5	29 Aug	Russia readings	Integrating Nazis and admitting guilt in the Federal Republic of Germany
6	5 Sep	Federal Republic readings	Remembering the Nazi past in East Germany and Austria
7	12 Sep	East Germany and Austria readings	Dealing with Vichy and occupation in France (Ludmila Stern)
8	19 Sep	France readings	Dealing with communism in Central and Eastern Europe
9	26 Sep	no classes	
	3 Oct	no classes	
10	10 Oct	De-communisation readings	Communism and Nazism in European memory (with Klara Bruveris)
11	17 Oct	Communism & Nazism readings	Remembering the 'Troubles' in Northern Ireland (Gemma Clark)
12	24 Oct	Ireland readings	A union of European memory?
13	31 Oct	European readings	Wrap-up and in-class essay

9. 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: Course overview and introduction

Required:

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')

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), pp. 294-314

Recommended:

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: Universitätsverlag Winter, 2008), pp. 97-118

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

Read for tutorial week 3: Settling scores in postwar Europe

Required:

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: Princeton University Press, 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)

Read for tutorial week 4: Imposing justice in occupied Germany

Required:

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:

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

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

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

Required:

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), pp. 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

Portnov, A., 'Post-Soviet Ukraine and Belarus Dealing with "The Great Patriotic War"', in *20 Years after the Collapse of Communism: Expectations, Achievements and Disillusions of 1989*, ed. N. Hayoz, L. Jesie ņ & D. Koleva (Bern: Peter Lang, 2012), pp. 369-381

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

Required:

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

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

Langenbacher, E., 'Still the Unmasterable Past? The Impact of History and Memory in the Federal Republic of Germany', *German Politics*, vol. 19, no. 1 (2010), pp. 24-40

Lutz, F.P., 'Evolution and Normalization: Historical Consciousness in Germany', *German Politics and Society*, vol. 30, no. 3 (2012), pp. 35-63

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

Required:

Fulbrook, M. 'East Germans in a Post-Nazi State: Communities of Experience, Connection and Identification', in *Becoming East German: Socialist Structures and Sensibilities after Hitler*, ed. M. Fulbrook & A.I. Port (New York: Berghahn, 2013), pp. 33-55

Uhl, H., 'Of Heroes and Victims: World War II in Austrian Memory', *Austrian History Yearbook* vol. 42 (2011), pp. 185-200

Recommended:

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

Immler, N.L., "'Too little, too late"? Compensation and Family Memory: Negotiating Austria's Holocaust Past', *Memory Studies* vol. 5, no. 3 (2012), pp. 270-281

Rothe, A., 'The Third Reich and the Holocaust in East German Official Memory', in *Comparative Central European Holocaust Studies*, ed. L.O. Vasvári & S. Tötösy de Zepetnek (West Lafayette: Purdue University Press, 2009), pp. 79-94

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

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

Required:

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:

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

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

Read for tutorial week 10: Dealing with communism in Central and Eastern Europe*Required:*

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

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

Stan, L., 'Vigilante justice in Post-communist Europe', *Communist and Post-Communist Studies*, vol. 44, no. 4 (2011), pp. 319-327

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

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

Wulf, M., 'Politics of History in Estonia: Changing Memory Regimes 1987-2009', *History of Communism in Europe*, vol. 1 (2010), pp. 245-267

Katchanovski, I. 'The Politics of Soviet and Nazi Genocides in Orange Ukraine', *Europe-Asia Studies* vol. 62, no. 6 (2010), pp. 973-997

Recommended:

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

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

Mälksoo, L., 'Soviet Genocide? Communist Mass Deportations in the Baltic States and International Law', *Leiden Journal of International Law*, vol. 14, no. 4 (2001), pp. 757-787

Pettai, E.C., "Establishing 'Holocaust Memory': A Comparison of Estonia and Latvia," in *Geschichtspolitik im erweiterten Ostseeraum und ihre aktuellen Symptome – Historical Memory Culture in the Enlarged Baltic Sea Region and its Symptoms Today*, ed. Oliver Rathkolb and Imbi Sooman (Göttingen: V&R unipress, 2011), pp. 159-173

Melchior, I., & Visser, O., 'Voicing Past and Present Uncertainties: The Relocation of a Soviet World War II Memorial and the Politics of Memory in Estonia', *Focaal: Journal of Global and Historical Anthropology* vol. 59 (Spring 2011), pp. 33-50

Portnov, A., 'Memory Wars in Post-Soviet Ukraine (1991–2010)' in *Memory and Theory in Eastern Europe*, ed. U. Blacker, A. Etkind & J. Fedor (New York: Palgrave Macmillan, 2013), pp. 233-254

Read for tutorial week 12: Memory of the 'Troubles' in Northern Ireland

Required:

- Brown, K., 'Manicured Nails but Shackled Hands? The Representation of Women in Northern Ireland's Post-conflict Memory', in *Memorials in Times of Transition*, ed. S. Buckley-Zistel & S. Schäfer (Cambridge: Intersentia, 2014), pp. 149-172
- Dawson, G., 'Life Stories, Trauma and the Politics of Memory in the Irish Peace Process' in *Memory Ireland, vol. 3: The Famine and the Troubles*, ed. Oona Frawley (ed.) (Syracuse: Syracuse University Press, 2014), pp. 195-214

Recommended:

- Beirne, M. & Knox, C., 'Reconciliation and Human Rights in Northern Ireland: A False Dichotomy?' *Journal of Human Rights Practice*, vol. 6, no. 1 (2014), pp. 26-50
- Brown, K., "What It Was Like to Live through a Day": Transitional Justice and the Memory of the Everyday in a Divided Society', *International Journal of Transitional Justice*, vol. 6, no. 3 (2012), pp. 444-466
- Dawson, G., 'The Desire for Justice, Psychic Reparation and the Politics of Memory in 'Post-conflict' Northern Ireland', *Rethinking History: The Journal of Theory and Practice*, vol. 18, no. 2 (2014), pp. 265-288
- McBride, I., 'Memory and National Identity in Modern Ireland', in *History and Memory in Modern Ireland*, ed. I. McBride (Cambridge: Cambridge University Press, 2001), pp. 1-42
- Pinkerton, P., 'Resisting Memory: The Politics of Memorialisation in Post-conflict Northern Ireland', *The British Journal of Politics & International Relations*, vol. 14, no. 1 (2012), pp. 131-152
- Lundy, P. & McGovern, M., 'Truth, Justice and Dealing with the Past in Northern Ireland, 1998-2008', *Ethnopolitics* vol. 7, no. 1 (2008), pp. 177-193

Read for tutorial week 13: A union of European memory?

Required:

- 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), pp. 653-680
- 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:

- 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>
- 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

Gudehus, C., 'Remembering World War II in Europe: Structures of Remembrance', in *Dynamics of Memory and Identity in Contemporary Europe*, ed. E. Langenbacher, B. Niven & R. Wittlinger (New York: Berghahn, 2012), pp. 69-87

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Additional Readings

An extensive bibliography of additional resources is available on Moodle.

10. 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.

11. 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>

12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

13. 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 <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://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 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.