



**UNSW**  
SYDNEY

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University



# ARTS3786

Confronting the Past in Contemporary Europe

Term Three // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Andrew Beattie	<a href="mailto:a.beattie@unsw.edu.au">a.beattie@unsw.edu.au</a>	By appointment	Morven Brown Room 243	9385 2328

#### Lecturers

Name	Email	Availability	Location	Phone
Ludmila Stern	<a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a>	by appointment	Morven Brown Room 257	9385 2382

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

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Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## Course Details

### Credit Points 6

### Summary of the Course

What role does Europe's terrible twentieth-century history play today and how has this changed since 1945? To what extent does history divide or unite Europeans? Has Germany 'come to terms' with its Nazi past? How are Stalinism and the Soviet Union remembered in Putin's Russia? In this course you will explore how Europeans have coped with their recent pasts, particularly the experiences of fascism and Nazism, of World War II and the Holocaust, and of Soviet-style communism. You will be introduced to the interdisciplinary fields of 'transitional justice' and 'memory studies' in the context of contemporary Europe. You will examine attempts to achieve justice, to identify perpetrators, victims, collaborators and bystanders, to reconcile former enemies and ideological opponents, and to develop new, usable understandings of the past. You will study the many ways in which the past is addressed, including through trials and purges, through commemoration rituals, memorials, museums and monuments, through official histories and popular memories, as well as the public and scholarly debates that surround them. The course draws on cases from across Europe, including France, Germany, Poland, Russia and Spain, and considers the role of the European Union.

### Course Learning Outcomes

1. explain the various ways in which European societies have handled the legacies of twentieth-century warfare, dictatorship and genocide
2. analyse the present-day significance and uses of the past
3. identify various forms of historical and contemporary agency and assess their significance in particular contexts
4. discuss the diversity of experiences in and perspectives on the past with appropriate consideration of ethical questions
5. apply and critique key concepts used in scholarly and public debates about the handling of the past
6. reflect on learning and how it has changed, challenged or confirmed previous thinking

### Teaching Strategies

The learning and teaching strategy is designed to deliver a course that encourages your critical engagement with current and past debates about Europe's difficult twentieth-century history, and with recent research at the intersections of contemporary history and the interdisciplinary fields of 'memory studies' and 'transitional justice'. Each week a specific issue and/or European country or region will be the focus of the lecture, the readings and the tutorial. The lectures provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialised weekly readings. The lectures may also present specific primary sources or cultural artefacts such as memorials or films for discussion. The tutorials involve in-depth discussion of readings. My teaching strategy is to encourage your engagement with and structured reflection on the readings by having you complete a regular 'blog' in which you respond to questions on the set readings and pose your own discussion questions. Engagement with the lecture and reading material are also encouraged and assessed by a final in-class test, which gives you the opportunity to synthesise the material and reflect on what you have learnt. The essay and essay plan require you to undertake independent research on a specific topic, engage with relevant scholarship and practice your critical thinking, analytical and written communication skills.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Responses and questions on tutorial readings	20%	01/10/2020; 19/11/2020, 08:00 PM	5,6
Essay plan	15%	22/10/2020 08:00 PM	3,4
In-class test	20%	19/11/2020 01:00 PM	1,2,5,6
Research Essay	45%	27/11/2020 08:00 PM	2,3,4,5

## Assessment Details

### Assessment 1: Responses and questions on tutorial readings

**Start date:** Week 1

#### Details:

Six blog entries over the course of the term, each consisting of max. 200 words including a response to a question on a required reading and a discussion question. Feedback via in-class discussion as well as individual comments and marking rubric at two points during the term, including after submission of the first two blog entries.

**Submission notes:** Entries must be posted on Moodle before the relevant tutorial. Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item, with penalties applying as outlined later in this Course Overview. If you do not submit six responses you will get zero for this assessment item. You must submit entries for at least two of the first three tutorials. In addition to submitting the entries on Moodle prior to the relevant tutorials, you must submit your first two entries (in a single Word file with double spacing) to Turnitin via Moodle by 8pm 1 October (week 3), and your remaining four entries (in a single Word file with double spacing) to Turnitin via Moodle by 8pm, Thursday 19 November (week 10).

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 2: Essay plan

**Start date:**

**Length:** 1,000 words (+/- 10%)

#### Details:

1,000 word essay plan including annotated bibliography. Feedback via individual comments and marking

rubric.

**Submission notes:** Students wanting to propose their own essay topic should confer with the convenor in advance and need to have their topic confirmed by the convenor by 6pm, Thursday, 15 October, to ensure the feasibility of the topic. Otherwise, they will have to write on one of the set essay questions.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Assessment 3: In-class test**

**Start date:**

**Length:** ca. 1 hr

**Details:**

In-class test of approximately 1 hour including short-answer questions and a mini-essay. Students receive a mark and can request a marking rubric and individual comments.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 4: Research Essay**

**Start date:** Not Applicable

**Length:** 2,500 words (+/- 10%)

**Details:**

2,500 word essay. Feedback via individual comments and marking rubric.

This is the final assessment task for attendance purposes.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 14 September - 18 September	Topic	Introduction
Week 2: 21 September - 25 September	Topic	Settling scores in postwar Europe
Week 3: 28 September - 2 October	Topic	The Soviet Union and Russia, including lecture by Professor Ludmila Stern
	Assessment	First two blogs due, Thursday, 1 October
Week 4: 5 October - 9 October	Topic	Germany (including East Germany) and Austria
Week 5: 12 October - 16 October	Topic	France
	Assessment	Deadline for confirming own essay topic, Thursday, 15 October
Week 6: 19 October - 23 October	Topic	Flex Week - No classes
	Assessment	Essay plan due, Thursday, 22 October
Week 7: 26 October - 30 October	Topic	Poland and Spain
Week 8: 2 November - 6 November	Topic	The communist past in Central and Eastern Europe
Week 9: 9 November - 13 November	Topic	European memory I
Week 10: 16 November - 20 November	Topic	European memory II
	Assessment	In-class Test and final four blogs due: Thursday, 19 November

## **Resources**

### **Prescribed Resources**

The essential weekly readings will be available electronically through Leganto/Moodle. Additional resources will be announced and made available via Moodle during the course.

### **Recommended Resources**

A list of recommended readings is available on Moodle.

### **Course Evaluation and Development**

Formal feedback is gathered from students using myExperience. Students have given extremely positive evaluations of 'Confronting the Past in Contemporary Europe' in previous years. When it was offered in 2018, its average score for overall student satisfaction was 5.67 out of 6. This was from a very high 95% response rate.

Individual student comments included the following:

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

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

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

I also run my own informal surveys to gather more specific feedback on aspects of the course such as assessments and readings. I have finetuned the assessments over the years in response to feedback and replaced readings that students had identified as less than optimal.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

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



## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

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## CRICOS

CRICOS Provider Code: 00098G

## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.