



COURSE UNIT DESCRIPTION

Course unit title	Code
The Holocaust and the Politics of the Past	

Lecturer(s)	Department, Faculty
Violeta Davoliute	Institute of International Relations and Political Science

Study cycle	Type of the course unit
First	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
face to face	IV semester	English

Requisites	
Prerequisites: B2 level in English.	Co-requisites (if relevant): None.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	150	32	118

Purpose of the course unit: programme competences to be developed

This course will address the politics of the past in contemporary Europe, focusing on how the Holocaust and other traumatic events of WWII have been represented, commemorated and otherwise exploited to build new or refashion existing political communities. Beginning with the military tribunals held at Nuremberg to prosecute Nazi officials responsible for the Holocaust and war crimes, the seminars will proceed to examine national processes of “working through the past” in Germany, France, Italy, Poland, and Russia, the emergence of Holocaust memory in the West and the myth of the Great Patriotic War in the East. Turning then to the Baltic States and their integration into the European Union’s “memory regime,” we will analyze initiatives such as the evaluation of Soviet and Nazi totalitarian regimes, or the commemoration of genocide as the basis for new European or cosmopolitan identities. To conclude, we will consider the impact that Russian revisionism and the “weaponisation” of the past will have on European memory politics in the coming years.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
to provide students with critical insight into concepts like fascism, communism, collaboration, resistance, the distinction of history and memory, the relationship of narrative and identity, law and politics, theories of transitional justice, collective memory, and discourses of trauma and genocide	Problem-based teaching, group discussion.	Assessment of work during the seminars, exam.
to enable students to critically evaluate historical representations in terms of their underlying political agenda	Group discussions, individual reading, written assignment, case studies.	Assessment of work during the seminars, assessment of written assignment, exam.
to enable students to make meaningful contributions to current debates at the national and European levels on how traumatic historical events can be represented and commemorated in support historical reconciliation and the building of democratic community	Group discussions, individual reading, written assignment.	Assessment of work during the seminars, assessment of written assignment, exam.

Course content: breakdown of the topics	Contact hours					Individual work: time and assignments
	Lectures	Tutorials	Seminars	Contact hours, total	Individual work	Assignments
1. Introduction. Objectives and requirements. Issues to be discussed: Program and	2			2		Compulsory readings and analysis of seminar literature Bernhard, Michael H, and Jan Kubik. “A Theory of the

requirements of the course. The end of the Cold War and the so-called return of memory. What are the politics of the past						Politics of Memory” in Twenty Years after Communism: The Politics of Memory and Commemoration. 2014, pp. 1-40.
2. Holocaust and Genocide Issues to be discussed: What is genocide? What are Crimes against humanity? Origins of the concept and connection to the post-war international order and the United Nations.			2	2	5	Compulsory readings and analysis of seminar literature Weiss-Wendt, A, and U.U Ungor. "Collaboration in Genocide: the Ottoman Empire 19151916, the German-Occupied Baltic 19411944, and Rwanda 1994." Holocaust and Genocide Studies. 25.3 (2011): 404-437.
3. Nuremburg Trials, the American Perspective Issues to be discussed: How did the Great Powers shape post-war politics through the prosecution of Nazi war criminals? The Western agenda.			2	2	5	Compulsory readings and analysis of seminar literature Deak, Istvan. “Purging Hitler’s Europe,” Europe on Trial. The Story of Collaboration, Resistance, and Retribution during World War II. Westview Press, 2015. 191-209.
4. Nuremburg Trials, the Soviet Perspective Issues to be discussed: What were the Soviet aims and methods during the Nuremburg Trial? How effective are the Soviet politics of the past compared to the American?			2	2	5	Compulsory readings and analysis of seminar literature Hirsch, Francine. "The Soviets at Nuremberg: International Law, Propaganda, and the Making of the Postwar Order." The American Historical Review. 113.3 (2008): 701-730.
5. Post-war Germany Issues to be discussed: What is "working through the past"? How did the politics of the past play out in postwar Western Germany?			2	2	5	Compulsory readings and analysis of seminar literature: 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.
6. Post-war Germany II Issues to be discussed: How did the politics of the past play out in East Germany? What is specific about the Soviet and communist approach to the Holocaust?			2	2	5	Compulsory readings and analysis of seminar literature: 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.
7. Holocaust in History and Memory Issues to be discussed: Historiography of the Holocaust and the status of testimony			2	2	5	Compulsory readings and analysis of seminar literature: Olick Jeffrey K. and Joyce Robbins. “Social Memory Studies: from ‘Collective Memory’ to the Historical Sociology of Mnemonic Practices.” Annual Review of Sociology 22 (1998): 105-40.
8. The Holocaust and Trauma theory Issues to be discussed: How has trauma theory influenced our understanding of the Holocaust and practices of Holocaust commemoration?			2	2	6	Compulsory readings and analysis of seminar literature: LaCapra, Dominick. “Trauma, Absence, Loss.” Critical Inquiry 25 (Summer 1999): 697-727.
9. Presentation of ideas on potential essay Students are supposed to present a short summary of the essay they are writing for this course.			2	2	5	Short presentation of future essay
10. Collaboration and Vichy France Issues to be discussed: How was the Holocaust remembered and forgotten in France?			2	2	6	Compulsory readings and analysis of seminar literature: 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.

11. The Holocaust and intellectuals Issues to be discussed: How were intellectuals, artists and writers implicated in the Holocaust? How was the issue of intellectual or cultural collaboration addressed in the post-war era?			2	2	5	Compulsory readings and analysis of seminar literature: Cornick, Martin, "The New Resistance? French Intellectual Realignments after the Liberation: the Case of Armand Petitjean." <i>Journal of War & Culture Studies</i> , Vol. 8 No. 3, August, 2015, 201–213.
12. The Holocaust and the Soviet Union Issues to be discussed: How was the Holocaust remembered and forgotten in the Soviet Union?			2	2	5	Compulsory readings and analysis of seminar literature: Solonari, Vladimir. "Hating Soviets—killing Jews: How Antisemitic Were Local Perpetrators in Southern Ukraine, 1941–42?" <i>Kritika: Explorations in Russian and Eurasian History</i> . 15.3 (2014): 505-533.
13. The Holocaust and Poland Issues to be discussed: How was the Holocaust remembered and forgotten in Poland?			2	2	6	Compulsory readings and analysis of seminar literature: Shore, Marci. "Conversing with Ghosts: Jedwabne, Zydokomuna, and Totalitarianism." <i>Kritika: Explorations in Russian and Eurasian History</i> . 6.2 (2005): 345-374.
14. The Holocaust and Film Issues to be discussed: Using Claude Lanzmann's <i>Shoah</i> as an example, we will discuss how the cinema has played a strong role in shaping the politics of memory in Europe.			2	2	5	Compulsory readings and analysis of seminar literature: Viewing of film <i>Shoah</i> . Olin, Margaret. "Lanzmann's Shoah and the Topography of the Holocaust Film." <i>Representations</i> 57 (Winter 1997): 1-23.
15. Holocaust in the Baltics Issues to be discussed: How was the Holocaust remembered and forgotten in Lithuania?			2	2	5	Compulsory readings and analysis of seminar literature: Mälksoo, Maria. "The Memory Politics of Becoming European: the East European Subalterns and the Collective Memory of Europe." <i>European Journal of International Relations</i> . 15.4 (2009): 653-680.
16. Holocaust and European Memory Issues to be discussed: Can a post-national, cosmopolitan identity be based on the memory of the Holocaust?			2	2	5	Compulsory readings and analysis of seminar literature: Daniel Levy and Natan Sznaider. 2002. "The Holocaust and the Formation of Cosmopolitan Memory." <i>European Journal of Social Theory</i> 5 (1): 87-106.
Written assignment (short essay, addressing concepts and events discussed in the course)					20	Individual collection of data and preparation of written assignment.
Written exam.					20	Revision of course compendium.
Total	2		30	32	118	

Assessment strategy	Weight %	Deadline	Assessment criteria
Performance during seminars.	30%	During semester.	Quality of comments, insights and relevant remarks (10%); Ability to base answers on academic literature (10%); Active participation during seminars (10%).
Written assignment (Policy paper)	30%	During semester.	Correspondence to methodological requirements research (10%); Quality of analysis (10%); Comprehensiveness of argumentation (10%).
Written exam.	40%	During the exam session.	Comprehensiveness of the answers (15%); Ability to refer to academic literature introduced throughout the course (10%); Ability to refer to theories and models taught throughout the course (10%); Style: clearness, consistency, academic vocabulary (5%);