Introduction:

Memory is as complex as it is integral to understanding today’s Europe. Rituals of memory have served to build the foundation for war, while cultures of remembrance and commemoration have reinforced claims to protect human rights and the dignity of the person. But formulations of memory are also fundamentally selective. Above all else, memory is tricky. In some countries, blind spots driven by nostalgia and discourses of victimization sit alongside the willful exclusion of certain memories, experiences, and subjectivities. This course comes at the question of memory and remembrance in post 1945 Western Europe by questioning how Germany, France, and Holland came to terms with the violence of midcentury given their very different histories of colonialism, ethnic mixing, secularism, and race thinking. It views memory as a complex, often multidirectional social process shaped by diverse actors and discourses in the places and spaces where it took root and evolved. It investigates when and how myths of nation, identity, and history are evoked and queries whose experiences are drawn on to make up that vision. It asks how the history of the Holocaust and the fall of the iron curtain figured into post 1945 national memories and ponders how the differential experience of aggressor or victim functioned in relation to longer held histories of exclusion and colonial violence. Finally, it looks at issues directly relevant to Europe today including how migration, diasporic memories and cosmopolitan aspirations shape the conditions of possibility for collective identity.

Learning Outcomes:

After successfully completing this course, you will be able to:
• Develop an understanding of the methodologies used by historians and anthropologists and philosophers for understanding European identity, memory, and heritage.
• Analyze and compare different methods for historicizing memory construction in different societies and milieus.
• Investigate different kinds of sources for the ways in which they articulate relevant themes or narratives as well as changes in the way memory has been understood and defined in different times and places.
• Facilitate class discussion by moving fellow students through the relevant material, helping them to identify the core arguments and ideas.
• Work collaboratively with others to interpret, analyze, and present relevant ideas in an engaging and effective way.
• Critically engage peers with possibly differing ideas and opinions in respectful dialogue.

**Structure:** This course meets for one 3-hour block per week and will be run as a seminar, with students taking turns presenting ideas from the readings as well as facilitating the overall discussion. A good discussion includes a plurality of diverse, well-informed voices. To that end it is absolutely imperative that students come to class having read the readings thoroughly. Students should be prepared to be active members of class, contributing to discussion on a weekly basis. The participation grade will also be based on active participation.

**Coursework:** Evaluation will be based on classroom participation and facilitation of the readings. There is a final presentation in the form of a conference/symposium where students will present a 15 minute version of their research paper. Instead of a formal essay, students may opt to prepare a digital project on Omeka or Wordpress or perhaps even a podcast. More information will be provided individually, for those interested in this option. Students are expected to do all the readings in advance of class and come prepared with a discussion agenda. Papers must reflect a mix of primary and secondary sources, and a working analytical framework. More information will be provided in class.

Facilitation – 20%
Attendance and Discussion – 20%
Essay or project proposal -- 2 pages of text with bibliography of 2-5 pages – 10%
Conference Presentation – 20%
Final Paper or Project – 30%

**Academic Dishonesty (Plagiarism):** I am bound by the FASS policy on academic integrity, which requires instructors to forward any suspected cases of plagiarism to the Dean’s office for adjudication. If anyone is unclear about what constitutes plagiarism, please don’t hesitate to ask.

**Textbooks:** (available at Octopus Books, 116 Third Avenue, Ottawa, Ontario 613-233-2589 octopus@octopusbooks.ca)

Michael Rothberg, *Holocaust Memory in the Age of Decolonization*

*all other readings are on Ares under our course number

**Schedule of Readings**

1. September 7, 2016
   **Introduction**

2. September 14, 2016
   **Frameworks**

Individual and Collective Memory

4. September 28, 2016

Sites of Memory – Rethinking National Frames

5. October 5, 2016

Recasting the Memory of the Holocaust

6. October 12, 2016

Competing and Multidirectional Memories

7. October 19, 2016

Photography and Memory
8. October 26, 2016 – no class – fall break

Remembering the Post-Socialist Everyday

10. November 9, 2016
Digital Media and Memory

Bodies, Rituals, and Affective Memory

Transcultural Memory

Cosmopolitan Memory

The Future of Memory

Symposium – date tba
**Academic Accommodations:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a **letter of accommodation**. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy ([http://carleton.ca/studentaffairs/academic-integrity/](http://carleton.ca/studentaffairs/academic-integrity/)). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission, Return and Grading of Term Work:**

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
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<td>8</td>
<td>53-56</td>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-
mail accounts and/or cuLearn. As important course and university information is
distributed this way, it is the student’s responsibility to monitor their Carleton and
cuLearn accounts.

**Official Course Outline:** The course outline posted to EURUS website is the official
course outline.