

Jill Massino
HST 274
Oberlin College, Fall 2007
Meeting Place: King 337
Meeting Time: Tue & Thur: 3-4:15

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How Societies Remember: History and Memory in 20th Century Europe and the Soviet Union

How are major historical events experienced, understood, represented, and remembered by individuals, groups, and societies? How is our understanding of the past shaped by the books we read, the films we watch, the people we pass our time with, and the political, educational, and cultural institutions that shape our society? How does our understanding of past events influence our attitudes toward present ones? Are controversies over memory a reflection of current issues and priorities, with history serving as a convenient substitute for fighting contemporary battles? Focusing on major episodes in twentieth century European history such as the Bolshevik revolution, World Wars I and II, the Holocaust, and the collapse of communism in Eastern Europe and the Soviet Union, this course will address these questions and others related to national identity, memory, and the politics of historical representation in twentieth century Europe. Utilizing a variety of sources from historical and sociological scholarship to memoir, oral history, literature, film, art, and museum exhibits we will examine how the past has been constructed and memorialized in both official and unofficial practices and on national and local levels. In the process we will explore how societies deal with both collective trauma and collective responsibility and consider the political stakes involved in and controversies surrounding commemorative practices and the representation of the past. We will also explore how remembering has served as a source of resistance and catharsis for groups and individuals.

Required Readings

Paul Fussell, *The Great War and Modern Memory* (Oxford University Press, 2000)
Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Penguin 2002)
Sara Nomberg-Przytyk, *Auschwitz: Tales from a Grotesque Land* (University of North Carolina Press, 1985)
Nina Tumarkin, *The Living and the Dead: The Rise and Fall of the Cult of World War II in Russia* (Basic Books, 1994)

Class Participation and Reading Questions (20%)

This course is based on the belief that learning is a cooperative and interactive activity. You are expected to participate actively in class discussion; therefore it is essential that readings are completed prior to each class meeting. Expressing doubt or confusion about or asking for clarification on the readings are important and useful ways of contributing

to the discussion, providing opportunities for critically evaluating the materials under investigation. The evening prior to each class meeting students are required to post 2-3 questions about the readings on blackboard (these questions must be posted by 8 pm so that your colleagues will have ample time to read and reflect on them). You are exempt from three postings over the course of the semester.

You are allowed 3 unexcused absences. For classes missed beyond these 3, you are expected to write a 1-2 page evaluation of the readings.

Group Presentation and Discussion Facilitation (15%)

The class will be divided into 4 groups, each of which will be responsible for presenting and leading class discussion on a specified topic. This will involve preparing a general (30-40 minute) presentation on the topic as well as leading discussion on the common reading. I will offer suggestions on sources you can use in preparing your presentation and in selecting your common reading, so please see me well in advance of your presentation. Those presenting are exempt from posting questions.

Midterm Exam (30%)

The midterm exam will be in class on **October 18** and will involve writing one or two essays on topics covered in class.

Research Paper (35% total: proposal; 5%)

A research paper of 15 pages, typed and double spaced will be due on **December 20** (please note that the paper will replace the final exam). You should use at least six sources, excluding course readings, one of which can be a website. You may select any topic related to history and memory in Europe (defined broadly to include Russia and the Soviet Union). On **October 4** you will submit a 1-2 page (double spaced, 12 pt font, typed) research proposal outlining the issue or problem you plan to investigate. Your proposal should be framed around a broader question (e.g. how has World War II been represented in British film) and should include the issues you plan on addressing in answering this question (e.g. how does film serve to promote or reinforce national glory, ethnic and class harmony, traditional notions of gender). You should also include the sources you will be consulting, explaining briefly how these materials will aid you in your research and analysis. Please feel free to consult with me as you prepare your proposal.

Grading Scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D + = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 66-60
	B- = 80-82%	C- = 70-72%	F = 59% and below

Late assignments will be marked down 1/3 of a grade per day (B to B-). Extensions will be granted in cases of documented personal illness and family emergency.

Honor Code All work is governed by the Honor Code. Any student found cheating, plagiarizing, turning in another's work as his/her own or otherwise violating the instructor's explicit or implicit instructions will be subject to a hearing before the Student Honor Committee. To learn more about the code, please go to:
<http://www.oberlin.edu/students/links-life/rules-regs07-08/honorcode.pdf>

Services for Students with Disabilities

If you are a student with a documented disability who will require accommodations in this course please contact Jane Boomer, Coordinator of Services for Students with Disabilities in G27 Peters Hall, ext. 58467.

Week I

Sept 4: Course Introduction

Sept. 6: Theorizing Memory and History

Marita Sturken, "Reenactment, Fantasy and the Paranoia of History: Oliver Stone's Docudramas," *History and Theory*, 36 (Dec., 1997), 64-79. at:
<http://links.jstor.org/sici?sici=0018-2656%28199712%2936%3A4%3C64%3ARFATPO%3E2.0.CO%3B2-8>

Barbie Zelizer, "Reading the Past against the Grain: The Shape of Memory Studies," *Critical Studies in Mass Communication*, vol. 12, no. 2 (Jun 1995)

Edward T. Linenthal, "Can Museums Achieve a Balance between Memory and History?" *The Chronicle of Higher Education*, February 10, 1995 at:
<http://bert.lib.indiana.edu:2157/che-data/articles.dir/articles-41.dir/issue-22.dir/22b00101.htm>

Martin Harwit And The *Enola Gay* Exhibit
<http://www.oberlin.edu/alummag/oampast/oamfall97/Features/dreamjob.html>

Week II: The Great War: The First Modern War

Sept. 11: The Great War: The First Modern War

Fussel, *The Great War and Modern Memory*, chaps. 1-2 and pp. 75-90
Recommended for background on WWI: Brose, "The Great War and Beyond" e-reserve

Sept. 13: The Great War: Literary, Popular, and Commercial Representations

Fussel, *The Great War and Modern Memory*, pp. 114-144; chapt. 5
George Mosse, "The Process of Trivialization," in Mosse, *Fallen Soldiers: Reshaping the Memory of the World Wars* (Oxford, 1991) e-reserve
War Poems (handouts)

(Make sure to view *All Quiet on the Western Front* for Sept 20)

Week III: The Great War

Sept. 18: Gendering the Great War

Nicoletta Gulace, "War: "White Feathers and Wounded Men: Female Patriotism and the Memory of the Great War," *Journal of British Studies* (April 1997) at:
<http://links.jstor.org/sici?sici=0021-9371%28199704%2936%3A2%3C178%3AWFAWMF%3E2.0.CO%3B2-C>

Jay Winter, "Shell Shock, Memory, and Identity" in Winter ed. *War and Remembrance in the 20th Century* (Cambridge, 2000) e-reserve

Sept. 20: Memorializing War, Mourning the Dead

Modris Eksteins, "All Quiet on the Western Front," *History Today* 45, no. 11 (November 1995): 29-34 e-reserve

Week IV: World War I /Representations of the Revolution

Sept. 25: Guest Lecture on Postwar Art in Weimar Germany: James van Dyke, Dept. of Art History

Sept. 27: Telling October: Interpretations of the Bolshevik Revolution

Frederick Corney, "Narratives of October and the Issue of Legitimacy," in David Hoffmann ed., *Russian Modernity* (St. Martin's Press, 2000) e-reserve
Choi Chatterjee, "Two Stories of the February Revolution" in Chatterjee, *Celebrating Women: Gender, Festival Culture, and Bolshevik Ideology, 1910-1939* (Pittsburgh, 2002), e-reserve
Recommended for background on the Bolshevik Revolution: Kenez, *A History of the Soviet Union*, chapter 2.

Week V: Representing the Revolution

Oct. 2: Representing the Revolution

James von Geldern, "Putting the Masses in Mass Culture: Bolshevik Festivals 1918-1920" *Journal of Popular Culture* vol. 31, no. 4 (Spring 1998) e-reserve

**** viewing of *October* Oct 2 or 3 for Thursday (we'll decide collectively on a time and date)**

Oct 4: Filming the Revolution

discuss *October*

Paper proposals due

Week VI: Coming to Terms with the Past

Oct. 9: Group 1: Remembering Stalin's Victims: The Great Purges in Russian Memory

Oct. 11: Coming to Terms with the Past: Historicizing the Nazi Regime in East and West Germany

Sources on the *Historikerstreit* and the Goldhagen Debate

Week VII: Coming to Terms with the Past

Oct. 16: Coming to Terms with the Past: Gender, Sexuality, and Nazism

Atina Grossman, "A Question of Silence: The Rape of German Women by Occupation Soldiers," *October* 72, (1995), pp. 42-63. at:

<http://links.jstor.org/sici?sici=0162->

[2870%28199521%2972%3C42%3AAQOSTR%3E2.0.CO%3B2-W](http://links.jstor.org/sici?sici=0162-2870%28199521%2972%3C42%3AAQOSTR%3E2.0.CO%3B2-W)

Adelheid von Saldern, "Victims or Perpetrators?" in Crew, *Nazism and German Society, 1933-1945* (Routledge, 1994) p. 141-166 e-reserve

Oct. 18: Midterm Exam

Week VIII---Fall Recess

Week IX: Gender and the Holocaust

Oct. 30: Gender and the Holocaust

Read all of: Sara Nomberg-Przytyk, *Auschwitz: Tales from a Grotesque Land*

Nov. 1: Whose Stories Count? Gender, Sexuality, and the Holocaust

Joan Ringelbaum, "The Split between Gender and the Holocaust" pp. 340-350 e-reserve

Lawrence L. Langer, "Women in Holocaust Testimonies" pp. 351-363 e-reserve

Erik Jensen, "The Pink Triangle and Political Consciousness: Gays, Lesbians, and the Memory of Nazi Persecution," *Journal of the History of Sexuality*, vol. 11, issue ½

(Jan-Apr 2002) at:

http://journals.ohiolink.edu/ejc/pdf.cgi/Jensen_Erik_N.pdf?issn=15353605&issue=v11i1_and_2&article=319_tptapcatmonp

Week X: The Holocaust and World War II

Nov. 6: Group 2: The Holocaust in Film

Nov. 8: Repressed Memories: Vichy and World War II in French Memory
TBA

Week XI: Memory and Totalitarianism: World War II in the Soviet Union

Nov. 13: Memory and Totalitarianism: World War II in the Soviet Union
Nina Tumarkin, *The Living and the Dead: The Rise and Fall of the Cult of World War II in Russia*, chaps. 1-4

Nov. 15: Memory as Resistance under Totalitarianism
Nina Tumarkin, *The Living and the Dead*, chaps. 5-9

Week XII: Thanksgiving Break

Nov. 20: No Class

Week XIII: World War II and the Holocaust in the Collective Memory of Poland

Nov. 27: The Holocaust in Poland
Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*

Nov. 29: The “Neighbors” Debate
Andrzej Tymowski “Apologies for Jedwabne and Modernity” *East European Politics and Societies* vol. 16, no. 1 (2002) pp. 291-306
at:
http://journals.ohiolink.edu/ejc/pdf.cgi/Tymowski_Andrzej_W.pdf?issn=08883254&issue=v16i0001&article=291_afjam

excerpts from Antony Polansky and Joanna Michlic, *The Neighbors Respond: The Controversy over the Jedwabne Massacre in Poland* (Princeton, 2003) e-reserve

Week XIV: Memory and the Collapse of Communism

Dec. 4: Mobilizing the Past: Memory, National Identity, and war in the former Yugoslavia
TBA

Dec. 6: Reworking the Past in post-communist Eastern Europe

Week XV: Group Presentations

Dec 11: Group 3: Nostalgia in Post-Communist Russia and Eastern Europe

Dec 13: Group 4: Memorials and Museums as Sites of Memory

Final Papers due Thursday, December 20, 9 p.m. via e-mail.