



CIEE Global Institute – Paris

Course name:	Memory and Commemoration in Europe
Course number:	HIST 3001 PAFR
Programs offering course:	Paris Open Campus (International Relations and Political Science Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2018

Course Description

This course will examine the ways in which France's wars of the past century have been interpreted and reinterpreted over time, and how historical memory has been incorporated into French political discourse. The course will primarily focus on three conflicts that have profoundly marked modern French history: World War I, a four-year war during which France lost more men than America has in all of its wars in history combined; World War II, which witnessed occupation, collaboration, deportation, resistance, mass death of civilians, and massive physical destruction; and violent conflict in France's colonial empire, most notably the 1954-62 Algerian war of independence, which was the 20th-century's epic colonial war of national liberation. French society and politics were deeply scarred by World War I for much of the 20th century. World War II and the Algerian war—both of which nearly culminated in civil war—deeply divided the body politic for decades—and in the case of Algeria, up to the present day. The politics of historical memory—expressed in the enactment by parliament of “memorial laws”—has been a contentious one, giving rise to passion-filled debates and polemics. In addition to the focus on France's 20th-century wars, the course will also touch upon contemporary efforts to incorporate dark, “forgotten” episodes of France's more distant past into the national narrative, in particular France's role in the slave trade of the 17th and 18th centuries. Time permitting, two non-French cases—but that have aroused intense passions in France—will be taken up as well: the interpretation and reinterpretation in France of the experience of Soviet communism, which was intimately linked to the fortunes of France's (once powerful) Communist party and its role in World War II; and the memory of the Armenian genocide in the Ottoman Empire, which has become a domestic political issue in France.

Learning Objectives

This course aims at enabling theoretically informed analysis of the complex relationship between historiography, (political) uses of history, and (societal) collective memory.

Course Prerequisites

None.

Methods of Instruction

There will be a healthy mix of (short) lectures, individual presentations, and class debates. Depending on availability, at least two films will be shown in class.

Furthermore, there will be three field trips during class time:

- 1) The *Musée de l'Armée (Invalides)*
- 2) The *Mémorial de la Shoah*
- 3) "Memorial Morning": visit to the *Mémorial national de la guerre d'Algérie et des combats du Maroc et de la Tunisie*; to the improvised commemoration of the victims of the Paris terror attacks at *Place de la République*; and to the *Monument aux morts du Cimetière Père-Lachaise*.

Assessment and Final Grade

Research Paper:	20%
Research Presentation:	20%
Midterm Exam:	20%
Text Presentation:	20%
Class Participation:	20%

Course Requirements

Research Paper

Students are expected to write a research paper that uses one of the concepts discussed in class for an independent empirical analysis. This analysis must involve some sort of primary source and cannot merely summarize an analysis that already exists in the secondary literature.

Students can select material of their own preferences; this material should somewhat relate to the course topic, largely defined as the presence of the past in France. But this choice can also involve material from outside France for comparative purposes.

This is a (non-exhaustive) list of suitable material for the empirical analysis:

- Media discourses

- Artwork
- Monuments
- Museums
- Ceremonies
- Political speeches
- Architecture
- Films, TV series, and other elements of popular culture

Formal requirements:

- Submission deadline: **last session of the course**. School policies for late submissions apply.
- Word count: **5000 words** maximum (including bibliography and references). Any paper that misses or exceeds this limit by more than 10 % will be subject to an evaluation penalty.
- The paper must contain the following elements:
 - o Presentation of the empirical research question
 - o Discussion of one or more concepts / theoretical arguments used for the analysis of the empirical material
 - o Presentation of research results, acquired through the independent application of the theoretical argument to analyse the selected empirical material
 - o Conclusion that includes an answer to the initially presented research question
- All uses of existing literature must be documented via direct or indirect references and a detailed bibliography. A lack of references (~at least 1 reference per paragraph) will adversely affect the grade given to the research paper.
- Plagiarism is easily detectable and unacceptable. School policies on plagiarism apply.
- The referencing style should be consistent across the paper. The use of the APA style is recommended (<http://www.apastyle.org/>).

Research Presentation

The objective of this assignment is to present a limited piece of independent (theoretical or empirical) research in a clear and concise manner. The presentations will add complementary insights to the themes discussed in each session. The presentation topic should be chosen among the ones suggested in the syllabus. The topic can later be amended after approval by the instructor.

Formal requirements:

- One presentation per student.
- Students must use PowerPoint and distribute a **printed outline** to the other participants.
- The printed outline must not exceed **2 pages** and must contain the following elements:
 - o Research question

- o Main arguments: These should be sufficiently detailed and understandable for other participants (solely keywords are not sufficient), and referenced as much as possible
 - o Conclusion (= answer to the research question)
 - o Bibliography of all sources used for the presentation
- Research presentations should not exceed **15 minutes**.

Text Presentation

The objective of this assignment is to summarize and potentially challenge the key ideas contained in a “classical” text in the field of memory studies. Thus, at the end of the course the participants will have obtained insights in the central contributions of major scholars in the field, which they can also use in their research papers.

Each presentation will focus on an excerpt of an original text, published in Olick, J. K., Vinitzky-Seroussi, V., & Levy, D. (Eds.). (2011). *The Collective Memory Reader*. New York / Oxford: Oxford University Press.

There is only limited additional research expected, which should essentially contextualize the authors’ biography and their scientific contribution to the field of memory studies.

Formal requirements:

- One presentation per student.
- Students must distribute a **printed outline** to the other participants.
- The printed outline must not exceed **1 page** and must contain the following elements:
 - o Short (scientific) biography of the presented author
 - o Presentation of the key arguments of the selected text.
 - o Presenter’s thoughts on the presented text (criticisms, utility for empirical analysis, surprising insights, open questions...)
- Text presentations should not exceed **10 minutes**.

Midterm Exam

Scheduled for session 5, this is a short test to check students’ progression and their understanding of the core concepts discussed in class. Students will be asked to answer 1-2 essay questions. The expected knowledge will be based on the course readings done so far.

Class Participation

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course. Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Class Attendance and Punctuality

Regular class attendance is required throughout the program, and *all unexcused absences will result in a lower participation grade for any affected CIEE course.*

Due to the intensive schedules for Open Campus and Short Term programs, *unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.*

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. *Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.* Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Important: readings are listed for the day by which they should be done.

Session (Date)	Topic	Readings	Text presentation	Research presentation	Class debate
1	Introduction; distribution of assignments	Judt, T. (1992). The Past Is Another Country: Myth and Memory in Postwar Europe. <i>Daedalus</i> , 121 (4), 83-118.			What are the most important turning points and figures in European history?
2	Study trip: Musée de l'Armée, Invalides				
3	Historiography - a scientific or social practice?	Berger, S. (2007). Writing national histories in Europe: Reflections on the pasts, presents, and futures of a tradition. In K. H. Jarausch, T. Lindenberger & A. Ramsbrock (Eds.), <i>Conflicted memories: Europeanizing contemporary histories</i>	ALLAN MEGILL, from "History, Memory, Identity" PETER BURKE, from "History as Social Memory"	'Provincializing Europe': a purely historiographic debate?	Do you think the project of a Universal History is still realistic - and desirable?

		(pp. 55-68). New York: Berghahn Books. Assmann, A. (2008). Transformations between history and memory. <i>Social Research: An International Quarterly</i> , 75 (1), 49-72.			
4	The historiography of the Franco-Prussian War and World War I	Lehmann, J. (2015). Civilization versus Barbarism: The Franco-Prussian War in French History Textbooks, 1875-1895. <i>Journal of Educational Media, Memory, and Society</i> , 7 (1), 51-65. Shapiro, A.-L. (1997). Fixing History: Narratives of World War I in France. <i>History and Theory</i> , 36 (4), 111-130.	ERNEST RENAN, from "What Is a Nation?" ERIC HOBSBAWM, from "Introduction: Inventing Traditions"	The 'Fischer Controversy' in the German historiography of World War I	What do you recall from your History classes in high school?
5	Uses of history in political decision-making	Vertzberger, Y. Y. I. (1986). Foreign Policy Decisionmakers As Practical-Intuitive Historians: Applied History and Its Shortcomings. <i>International Studies Quarterly</i> , 30 (2), 223-247. Brändström, A., Bynander, F., & Hart, P. t. (2004). Governing by Looking Back: Historical Analogies and Crisis Management. <i>Public Administration</i> , 82 (1), 191-210.	FRIEDRICH NIETZSCHE, from "On the Uses and Disadvantages of History for Life" GEORGE HERBERT MEAD, from "The Nature of the Past"	What was the long-term impact of the 'Lesson of Munich'?	Can we learn from the 1930s about the current crisis in Europe?
6	MIDTERM EXAM The impact of historical lessons on French and	Stahl, B. (2010). National (hi)stories of war—German and French discourses in the Kosovo war and the Iraq crisis. <i>Zeitschrift für Vergleichende Politikwissenschaft</i> , 4, 1-30. Heuser, B. (1998). Dunkirk, Diên Biên Phu,	WALTER BENJAMIN, from "The Storyteller" and "Theses on the Philosophy of History" EMILE DURKHEIM, from The Elementary Forms of Religious Life	The impact of lessons and analogies from the Vietnam War on U.S. foreign policy	Is the impact of the French defeat in Indochina comparable to the one of the Vietnam War on U.S. foreign policy?

	German foreign policy	Suez or Why France Does Not Trust Allies and Has Learnt to Love the Bomb. In C. Buffet & B. Heuser (Eds.), <i>Haunted by History: Myths in International Relations</i> (pp. 157-174). Providence / Oxford: Berghahn Books.			
7	Study trip: <i>Mémorial de la Shoah</i>				
8	Collective memory and collective remembrance - theoretical aspects	Olick, J. K. (1999). <i>Collective Memory: The Two Cultures</i> . <i>Sociological Theory</i> , 17 (3), 333-348. Halbwachs, M. (2011). From "The collective memory". In J. K. Olick, V. Vinitzky-Seroussi & D. Levy (Eds.), <i>The collective memory reader</i> (pp. 139-149). Oxford / New York: Oxford University Press.	MARC BLOCH, from "Memoire collective, tradition et coutume: A propos d'un livre recent" CHARLES BLONDEL, from « <i>Revue critique: M. Halbwachs Les cadres sociaux de la mémoire</i> »	How can "collective memory" be measured?	The memory of 9/11 - the foundational collective memory of our generation?
9	The collective memory of the Second World War in France	Gordon, B. M. (1995). The "Vichy Syndrome" Problem in History. <i>French Historical Studies</i> , 19 (2), 495-518. Rouso, H. (1991). <i>The Vichy syndrome: history and memory in France since 1944</i> . Cambridge (Mass.): Harvard University Press, 1-11 & 297-306.	JEFFREY ALEXANDER, from "Toward a Cultural Theory of Trauma" WULF KANSTEINER, from "Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies"	The trial of Maurice Papon – the end of the "Vichy Syndrome"?	Has the memory of the Holocaust become a shared universal memory?
10	Study trip: <i>Mémorial national de la guerre d'Algérie et des combats du Maroc et de la Tunisie Commémoration improvisée pour les victimes du terrorisme, Place de la République Monument aux morts du Cimetière Père-Lachaise</i>				
11	Is the War of Algeria a 'collective trauma'?	Fierke, K. M. (2006). <i>Bewitched by the Past: Social Memory, Trauma and International</i>	TERENCE RANGER, from "The Invention of Tradition Revisited:	The impact of colonisation on the collective memory of colonised people	Why is it so difficult to discuss the War of Algeria in France?

		<p>Relations. In D. Bell (Ed.), <i>Memory, Trauma and World Politics: Reflections on the Relationship Between Past and Present</i> (pp. 116-134). Houndmills: Palgrave Macmillan.</p> <p>McCormack, J. (2007). <i>Collective memory: France and the Algerian war (1954-1962)</i>. Lanham, MD: Lexington Books, 167-184.</p>	<p>The Case of Colonial Africa"</p> <p>POPULAR MEMORY GROUP, from "Popular Memory: Theory, Politics, Method"</p>		
12	Commemoration in France	<p>Nora, P. (1989). <i>Between Memory and History: Les Lieux de Mémoire. Representations</i> (26), 7-24.</p> <p>Sherman, D. J. (1994). Art, commerce, and the production of memory in France after World War I. In J. R. Gillis (Ed.), <i>Commemorations: The politics of national identity</i> (pp. 186-211). Princeton: Princeton University Press.</p>	<p>REINHART KOSELLECK, from "War Memorials: Identity Formations of the Survivors"</p> <p>EVIATAR ZERUBAVEL, from "Social Memories: Steps towards a Sociology of the Past"</p>	The commemoration of 9/11 in the U.S.	The "Black M scandal" during the commemoration of the Battle of Verdun 2016 - would such a scandal have been possible in the U.S.?
13	<p>RESEARCH PAPERS DUE</p> <p>Is the transnationalisation of collective memory possible? The example of Franco-German reconciliation</p>	<p>Krotz, U., & Schild, J. (2013). <i>Shaping Europe : France, Germany, and embedded bilateralism from the Elysée Treaty to twenty-first century politics</i>. Oxford: Oxford University Press, 75-97.</p> <p>Siegel, M., & Harjes, K. (2012). <i>Disarming Hatred: History Education, National Memories, and Franco-German Reconciliation from World War I to the Cold War</i>. <i>History of Education Quarterly</i>, 52 (3), 370-402.</p>	<p>MICHEL-ROLPH TROUILLOT, from "Abortive Rituals: Historical Apologies in the Global Era"</p> <p>DANIEL LEVY and NATAN SZNAIDER, from "Memory Unbound: The Holocaust and the Formation of Cosmopolitan Memory"</p>	The role of the shared Franco-German memory construction in European integration	Do you think 'forgetting' or 'remembering' is the best strategy for overcoming political conflict?

Course Materials

Bibliography

All class readings will be provided electronically.

Additional recommended readings are:

Anderson, B. R. (2006). *Imagined communities: reflections on the origin and spread of nationalism* (Rev. ed.). London: Verso.

Blaive, M. (Ed.). (2011). *Clashes in European memory: the case of communist repression and the Holocaust*. Innsbruck: Studien-Verlag.

Eder, K., & Spohn, W. (Eds.). (2005). *Collective memory and European identity : the effects of integration and enlargement*. Aldershot: Ashgate.

Fussell, P. (1975). *The Great War and modern memory*. New York / London: Oxford University Press.

Gensburger, S. (2010). *Les Justes de France : politiques publiques de la mémoire*. Paris: Presses de Sciences Po

Hagopian, P. (2009). *The Vietnam War in American memory: veterans, memorials, and the politics of healing*. Amherst: University of Massachusetts Press.

Halbwachs, M. (1997 (1950)). *La mémoire collective* (1st critical ed.). Paris: Albin Michel.

Halbwachs, M. (1994 (1925)). *Les cadres sociaux de la mémoire*. Paris: Albin Michel.

Hartog, F. (2003). *Régimes d'historicité: Présentisme et expériences du temps*. Paris: Editions du Seuil.

Hartog, F., & Revel, J. (Eds.). (2001). *Les usages politiques du passé*. Paris: Éditions de l'Ecole des Hautes Études en Sciences Sociales.

Houghton, D. P. (2001). *US Foreign Policy and the Iran Hostage Crisis*. Cambridge: Cambridge University Press.

Jarausch, K. H., Lindenberger, T., & Ramsbrock, A. (Eds.). (2007). *Conflicted memories: Europeanizing contemporary histories*. New York: Berghahn Books.

Khong, Y. F. (1992). *Analogies at War*. Princeton: Princeton University Press.

Koselleck, R. (2013 (1979)). *Vergangene Zukunft: Zur Semantik geschichtlicher Zeiten* (8th ed.). Frankfurt am Main: Suhrkamp.

Langenbacher, E., Niven, W. J., & Wittlinger, R. (Eds.). (2012). *Dynamics of memory and identity in contemporary Europe*. New York: Berghahn Books.

Lebow, R. N., Kansteiner, W., & Fogu, C. (Eds.). (2006). *The Politics of Memory in Postwar Europe*. North Carolina: Duke University Press.

McCormack, J. (2007). *Collective memory: France and the Algerian war (1954-1962)*. Lanham, MD: Lexington Books.

- Mink, G., & Neumayer, L. (Eds.). (2013). *History, Memory and Politics in Central and Eastern Europe*. Basingstoke: Palgrave Macmillan.
- Misztal, B. A. (2003). *Theories of social remembering*. Buckingham: Open University Press.
- Mosse, G. L. (1990). *Fallen soldiers: reshaping the memory of the world wars*. New York / Oxford: Oxford University Press.
- Müller, J.-W. (Ed.). (2002). *Memory and power in post-war Europe : studies in the presence of the past*. Cambridge: Cambridge University Press.
- Murray, W. & Sinnreich, R. H. (Eds.). (2006). *The past as prologue: the importance of history to the military profession*. Cambridge / New York: Cambridge University Press.
- Neustadt, R. E., & May, E. R. (1986). *Thinking in Time: The Uses of History for Decision-Makers*. New York: Free Press.
- Olick, J. K. (Ed.). (2007). *The politics of regret: on collective memory and historical responsibility*. New York: Routledge.
- Olick, J. K., Vinitzky-Seroussi, V., & Levy, D. (Eds.). (2011). *The collective memory reader*. New York / Oxford: Oxford University Press.
- Pakier, M., & Stråth, B. (Eds.). (2010). *A European memory? Contested histories and politics of remembrance*. New York: Berghahn Books.
- Ricœur, P. (2000). *La mémoire, l'histoire, l'oubli*. Paris: Seuil.
- Roussio, H. (1991). *The Vichy syndrome: history and memory in France since 1944*. Cambridge (Mass.): Harvard University Press.
- Smith, L. V., Audoin-Rouzeau, S. p., & Becker, A. (2003). *France and the Great War, 1914-1918*. Cambridge / New York: Cambridge University Press.
- Sierp, A. (2014). *History, memory, and trans-European identity : unifying divisions*. New York: Routledge.
- Stora, B., & Jenni, A. (2016). *Les mémoires dangereuses*. Paris: Albin Michel.
- Tombs, R., & Chabal, E. (Eds.). (2013). *Britain and France in two world wars: truth, myth and memory*. London: Bloomsbury.
- Winter, J. (1998). *Sites of memory, sites of mourning: The Great War in European cultural history*. Cambridge University Press.
- Winter, J. (2006). *Remembering War: The Great War Between Memory and History in the Twentieth Century*. New Haven, London: Yale University Press.