Never Again!
Memory and Politics after Genocide
SOC 4315 / GLOS 4315
Monday/Wednesday 1.00 to 2.15 (Spring 2015)
Room 25 Humphrey Center (HHH)
Alejandro Baer (Associate Professor of Sociology, Stephen C. Feinstein Chair and Director of the Center for Holocaust and Genocide Studies).
abaer@umn.edu

Office Hours: Wednesday 10.30 to 12.00. Office: SocSci 1133

Course overview: This course focuses on the social repercussions and political consequences of large-scale political violence, such as genocide, crimes against humanity and war crimes. How do individuals, communities and societies come to terms with these atrocities? How do successor regimes balance the demands for justice with the need for peace and reconciliation? How is public memory of the atrocities constructed?

Section I provides an overview of the basic concepts and themes of this class: defining mass violence, collective memory and forgetting in post-atrocity contexts, and transitional justice. In Section II we will look at memory of the Holocaust among descendants of victims and descendants of perpetrators, and its impact on the way other communities shape and represent their memories of mass violence and victimhood, i.e. their specific demands, symbolic politics and judicial strategies. In Section III we will address cases from around the globe and different historical settings, including the legacies of State terror in Latin America, the aftermath of Stalinist mass violence in Eastern Europe and American First Nations’ struggles for memory and justice.

We will also examine public remembrance projects such as monuments and museums, film and television series, visual art and other initiatives, which operate in conjunction or in tension with legal and political procedures (tribunals, truth commissions, reparations, etc.), and are often initiated by human rights NGOs, victim organizations, intellectuals, and artists.

The content and methodology of this course (short written assignments, online discussions, in-class exercises such as role-playing of diverse political actors involved in post-conflict scenarios) will allow students reflect on their roles as members of particular communities and also as US and global citizens.

Course Format: This course will be conducted as a combined lecture and discussion course. This basic format will be supplemented by occasional in-class exercises.

Course Objectives
This course meets the requirements of the Council of Liberal Education's Global Perspectives theme. As part of the theme, we look to the world beyond the United States (and to the United States as part of that world) by examining how societies come to terms with their legacies of mass violence through a comparative framework. In the course we discuss how the international community, national and local organizations and remarkable individuals have developed laws, institutions and set in motion different initiatives to hold perpetrators accountable, provide redress to victims and foster public awareness and education after mass violence (i.e. the Genocide Convention, the International Criminal Tribunal, the International Holocaust Remembrance Alliance, national truth commissions, art and memorials, etc.). Students will learn to recognize multiple perspectives and positions regarding post-mass violence scenarios and transitional justice mechanisms, to articulate these perspectives orally and in writing, and to interrogate their own historically and culturally situated ethical and moral assumptions about historical truth, justice and collective memory. As such, the course draws from empirical and theoretical material developed in and focusing on different groups and regions of the world. The readings include comparative case studies from the US, Germany, Israel, Argentina, Chile, Spain and the Ukraine. In addition to exposing to students a wide range of readings that enhances their understanding the United States and other nations, the course will include a field trip to Bdote, the sacred site of the Dakota creation stories and the location of Fort Snelling, a site related to the Dakota genocide. The tour and discussion with the class will be led by a Dakota scholar. This fieldtrip accomplishes the objective of exposing students not only to a close-in Minnesota and at the same distant community, but mainly to an alternative historical narrative of the US-Dakota war. This will help students to reflect on their own understanding of this violent event and its present day aftermath. In addition to the readings and to the fieldtrip, the course utilizes videos that also accomplish the Global Perspectives objectives. These videos include One or two things I know about him (on Nazism in German family memory), Lugares de Memoria (on the public memorials of the Argentinean State terror) and The Soviet Story (a propaganda film on soviet terror that was commissioned by conservative parties in the European Parliament). Finally the course will heavily rely on media clips and current news events that tie with the topics covered in the class. These are intended to develop the student’s ability to link their academic studies with lived experiences outside of the classroom.

By the end of the course you should be able to:

• **Connect** the diversity of theoretical and practical responses to specific post-atrocity scenarios.
• **Understand** the importance of historical and cultural traditions by studying domestic and international transitional justice mechanisms.
• **Locate** and critically evaluate information on the dilemmas raised by issues of remembrance, justice and reconciliation.
• **Communicate** effectively your ideas in writing and speaking.
• **Collaborate** with others in the examination of cases that have multiple perspectives and epistemologies, and call for carefully reasoned interpretation of the facts.
**Course Requirements:** In addition to regular attendance and active participation in discussions, students are required to complete short in-class writing based on the readings, write two 4-5 page, double spaced, critical essays, complete one mid-term exam and an end of semester essay. To be able to get the most out of this course it is paramount that you attend all classes. In-class activities will be given throughout the semester. Assignments are due on their assigned date (late assignments will be downgraded).

**Readings:** The required readings for the course include two books (Martha Minow’s *Between Vengeance and Forgiveness. Facing History after Genocide and Mass Violence*, and Daniel Levy and Natan Sznaider’s *The Holocaust and Memory in the Global Age*) and a collection journal articles, book chapters and newspaper articles. The books can be purchased at the University Book Store. All other required readings will be available on Moodle.

Reading the weekly assignments with care is a requirement for doing well in this class. Each of you will be asked to post on Moodle 3-4 questions on the readings assigned for the following week once during the course (on the Saturday before the Monday class or Monday before the Wednesday class). Lectures will cover the readings assigned while going beyond the topics covered in each reading. Bring the required readings with you to class since you will need them for in-class discussions and group exercises.

**Grades:**
- Participation and Attendance…………………………………………………………10%
- In-class writing assignments (Quizzes)……………………………………………………15%
- Critical Essays (2)…………………………………………………………………………20%
- Midterm Exam………………………………………………………………………………25%
- End of Semester Take Home Essay Exam………………………………………………30%

**Grading Policy:** A portion of your grade is based on participation and attendance. The class participation grade will be calculated based on your attendance and involvement in class discussions and completion of in-class activities. “A” grades cannot be given if a student misses a substantial number of sessions. Attendance and participation will be decisive if a student’s final score is between two grades. If you do not show up at class and thus miss a writing assignment, you cannot make it up or turn it in late, unless you have a documented illness/family emergency that warrants an exception to this rule. Inconsistent attendance will negatively affect your overall grade.

**Critical essays** are short assignments for which you are asked to think critically about the theories, controversies and cases discussed in class. You are expected to develop an argument using class materials and readings (not simply summarize information). The mid-term exam will be a combination of essay and short answer questions. The end of semester exam is a take-home essay. Both are based on course readings, lectures, films and discussions. Critical essays and exams not turned in during class on the relevant due date will be considered late and will be penalized. You will be penalized by 1/3 grade per day
late (e.g. an A paper will become an A- if it is one day late, a B+ if it is two days late, and a B if it is three days late). If you need to turn in an assignment late, deliver it to 909 Social Sciences and ask the staff to put it in Professor Baer’s mailbox. Do not send it via e-mail or slip it under the office door. Please come to my office hours if you are unclear about anything.

Disabilities: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability or condition that compromises your ability to complete the requirements of the course, you should inform us as soon as possible of your needs and we will make all reasonable efforts to accommodate you. Any student needing to arrange accommodations for a documented disability should also contact the U. of M. Disability Services at 612-626-1333.

COURSE CALENDAR AND READINGS

PART I: MASS VIOLENCE AND ITS AFTERMATH: MEMORY, TRUTH AND JUSTICE

Week 1: General Introduction
Monday: Introductions, Course Overview and Objectives.

Wednesday: Coming to terms with mass violence: between vengeance and forgiveness.
*Portraits of Reconciliation (NYT, April 2014)

Week 2: On Collective Memory: Is forgetting a Curse or a Blessing?
Monday: 
*Ernest Renan (1882), What is a Nation?, in D. Levy, J. Olick et. al., The Collective Memory Reader.

Wednesday:

Week 3: The Crime of Genocide: Definition, Ambivalences, Implications
Monday:
*Samantha Power (2002), A Problem from Hell, America and the Age of Genocide. New
Wednesday:
*The Convention against Genocide* (http://www.preventgenocide.org/law/convention/text.htm)

Video: Panel Discussion on Genocide Prevention and Intervention.
https://www.youtube.com/watch?v=oR_pr7T8wgI&list=PL12lULR3TvXhmBqcjfILZySbsF59SdF9M&index=2

**Week 4: Transitional Justice: Trials, Amnesties and Truth Commissions**

**Monday:**
Film: *Judgement in Nuremberg* (Stanley Kramer, 1961) (Selected Scenes)
* Recommended: M. Minow, Chapter 3 (Trials)

**Wednesday:**
* M. Minow, Chapter 4 (Truth Commissions).

**Week 5. Political Reconciliation and Forgiveness after Atrocity (Hannah Arendt)**
**Monday:**
------------------------Critical Essay #1 due today

**Wednesday:**
Guest lecture: Wahutu Siguru (Ph.D. Candidate Sociology) “Genocide in Africa and the Media”.

**PART II: THE HOLOCAUST: JEWISH, GERMAN AND UNIVERSAL MEMORY**

**Week 6: Introduction: The Holocaust, the Shoah or Nazi Crimes?**
**Monday:**

Wednesday:
* Neal Levi and Michael Rothberg (2003), The Holocaust: Theoretical Readings, pp. 444-454. (Excerpts from Dan Michman and Alan Rosenberg’s “Two Kinds of Uniqueness” and Yehuda Bauer’s “What was the Holocaust”).

Week 7: Midterm / Jewish Memories
Monday:
Midterm. (In-class)

Wednesday:

Week 8: German Memories
Monday:
Film: 2 or 3 Things I Know about Him (Malte Ludin, 2008)

Wednesday:
* Harald Welzer et al. (2002) Grandpa wasn’t a Nazi: The Holocaust in German Family Remembrance. Munich: Beck. (excerpts)

Week 9: Universal Memory
Monday:

Wednesday:

Week 10: Argentina (and Chile) After the Dirty War
Monday
Film: Death and the Maiden (Ariel Dorfman, 1994)
Wednesday

**Week 11: Crimes against the Dakota in Minnesota. War crimes or Genocide?**

**Monday:**
-----------
-Critical Essay #2 due today

**Wednesday:**

**Week 12: Spain: The Return of Civil War Ghosts.**

**Monday:**

Newspaper articles:
- UN Tells Spanish Government it Must Atone for Franco's Crimes, Newsweek, August 2014.

**Wednesday:**

Video: Against Impunity. For the Dignity of Victims of Franquismo

**Week 13:**
**Monday**
Guest Lecture: Curt Goering (Executive Director of the Center for Victims of Torture)
Week 14: Remembering Stalinist Crimes in Post-Communist Europe.
Monday:

Wednesday:
*Film: The Soviet Story (2008)

Week 15: Conclusions: divided memories, divided societies?
Monday:

Wednesday:
Review of course material for Final Essay. Course evaluation.

COLLEGE OF LIBERAL ARTS POLICY

GRAPDES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
A- 3.67 grade points
B+ 3.33 grade points
B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
B- 2.67 grade points
C+ 2.33 grade points
C  Achievement that meets the basic course requirements in every respect (2.00 grade points)
C-  1.67 grade points
D+  1.33 grade points
D   Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
F   Performance that fails to meet the basic course requirements (0 grade points)
S   Represents achievement that is satisfactory, which is equivalent to a C- or better.
N   No credit. Its use is now restricted to students not earning an S on the S-N grade base
I   Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
W   Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at http://onestop.umn.edu/onestop/Calendars/FinalExams.html): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (http://advisingtools.class.umn.edu/cgep/).
COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures on-line at http://advisingtools.class.umn.edu/cgep/).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.
A REMINDER OF RELEVANT POLICIES AND PROCEDURES
*SOCIOLGY DEPARTMENT POLICIES*

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at http://onestop.umn.edu/.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an “I” grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant. Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disabilities Services in 230 McNamara.
SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at http://www.soc.umn.edu/undergrad/

- General information, Sociology Department, 909 Social Sciences - 624-4300
- Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
- Director of Undergraduate Studies, Professor Teresa Swartz, 1172 Social Sciences - 624-2310
- Sociology Honors Advisor, Professor Kathleen Hull, 1131 Social Sciences - 624-4339
- Director of Graduate Studies, Professor Ann Meier, 1074 Social Sciences – 624-9828
- and/or
- Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - http://z.umn.edu/socugrad