

**Institute of International Relations and Political Science  
Vilnius University**

**Aftermaths of Genocide: History, Politics and Memory in Twentieth Century Europe**

Fall 2020

Professor Violeta Davoliūtė

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**Course Description**

This course adopts a global and interdisciplinary approach to the history, politics and memory of genocide in Europe, examining how the phenomenon of genocide has been practiced, defined and subsequently addressed in legal, political and cultural discourse.

The lectures will focus on the Holocaust and other traumatic events of WWII and its aftermath, including political violence, ethnic cleansing, mass population displacement and partisan struggles. Guest lectures by leading practitioners of genocide research and commemoration will provide students with exposure to the state of the art in the field.

As a graduate-level research seminar, students are expected to take the lead in the presentation assigned of assigned readings and participation in discussions. While the focus of lectures and required readings is on the European experience, students are invited to focus their research paper on a case or cases from other contexts.

Evaluations of class participation (presentations and discussion of assigned readings) and written work (one book review and one research paper) will be based on the extent to which the student displays a critical engagement with the concepts, history and current debates about genocide.

The key concepts, theories and methods to be presented include genocide, ethnic cleansing, mass displacement, historical trauma, cultural trauma, memory regimes, propaganda, ontological security, transitional justice, discourse analysis, oral history.

**Course Structure**

- I. Defining Genocide
- II. International Military Tribunal at Nuremberg
- III. Working Through the Past in Germany
- IV. Eichmann in Jerusalem
- IV. Genocide & the USSR
- IV. Theory – Trauma & Memory
- IV. Theory – Ontological Security & IR

- V. Transitional Justice after the Cold War
- VII. Genocide & Education
- VIII. Commemoration & Post-memory

### **About the instructor**

Violeta Davoliūtė is Professor at the Institute of International Relations and Political Science, Vilnius University, and Senior Researcher at the Lithuanian Culture Research Institute. She is also a Fellow at Imre Kertész Kolleg in Jena, Germany (2018-2019), and was a Research Associate at Yale University in 2015-2016. She is the author of *The Making and Breaking of Soviet Lithuania* (Routledge, 2014), co-editor of *Narratives of Exile and Identity in Soviet Deportation Memoirs from the Baltic States* (CEU Press, 2018), *Population Displacement in Lithuania in the Twentieth Century* (Brill, 2016), and the author of numerous articles in such international scholarly journals as *Ab Imperio*, *Osteuropa*, *Journal of Baltic Studies*, *Jahrbücher für Geschichte Osteuropas*, *Ethnologie française*, and others. Dr. Davoliūtė is an Expert Evaluator for the European Commission, Education, Audiovisual and Culture Executive Agency, and the Estonian Research Council. Her research is focused on cultural elites under Nazi and Soviet rule, the politics of memory and trauma, and the social and cultural history of forced modernization, sovietisation, and mass displacement in the Baltic States and East Central Europe.

### **Course objectives**

- 1) to provide students with critical insight into concepts like genocide, ethnic cleansing, political violence, mass displacement, propaganda, ideology, law and politics, theories of transitional justice, collective memory, ontological security and discourses of trauma;
- 2) to enable students to critically evaluate historical debates and representations, using theories and methods drawn from discourse analysis, oral history, critical security studies, international relations;
- 3) to enable students to make meaningful contributions to current debates at the national and European levels on how genocide should be conceptualized, represented and commemorated in support of historical reconciliation and the building of democratic community.

### **Course Requirements and Evaluation:**

- 15%: general participation
- 15%: class presentations
- 20%: book review
- 50%: analytical essay

- 1) Active participation in discussions is required, over and above class presentations, and will be evaluated at 10% of the course grade.
- 2) Class presentations (of assigned readings and the draft research paper) will count for another 20% of the final grade. Students will be responsible for presenting assigned readings, and for

presenting their draft analytical paper.

3) Each student will be required to write a review (maximum 3 double-spaced pages) of a classic work of analysis or testimony to genocide, for 20% of the final grade.

4) The research paper is the most important part of the evaluation, worth 50% of the final grade. The paper should be no longer than 10 double-spaced pages (2,500 words).

## Appendix

### 1. Participation Evaluation Criteria

Participation evaluation	Criteria
Inadequate	Misses more than 3 class meetings. Demonstrates very infrequent involvement in discussion.
Average	Does not miss more than 2 class meetings.  Demonstrates adequate preparation: knows basic material covered in class and has done some reading, but does not show evidence of trying to interpret or analyze them.  Does not offer to contribute to discussion, but contributes when called on.
Good	No unexcused absences.  Demonstrates good preparation: knows the assigned readings well, has developed his or her perspective.  Contributes well to discussion on a regular basis: responds to other students' and instructor's points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Excellent	No unexcused absences.  Demonstrates excellent preparation: analyzes the assigned material exceptionally well, relating it to the other readings and his or her personal experience.  Contributes in a very significant way to class discussion: keeps analysis focused,

responds very thoughtfully to other students' and instructor's comments, and suggests alternative ways of approaching material.

## 2. Oral Presentation Evaluation Criteria

### Presentation Evaluation

### Criteria

#### Poor

Speaker appears unpracticed. Unnecessary pauses, filler words. Problems with voice control, eye contact, or posture. Incorrect or inappropriate language. Visuals/notes are not used as needed.

#### Acceptable

Speaker appears proficient with language, vocal and physical expression. Notes and visuals used as needed. No factual errors.

#### Excellent

Speaker uses grammatically correct and appropriate language. Smooth, effective delivery. Good voice control, eye contact, and physical demeanor. Notes and visuals used to enhance the presentation. No factual errors.

### 3. Evaluation of Writing Assignments

Writing Assignments: Evaluation Form

\_\_\_\_\_ Average/Competent

If writing meets, but does not exceed, these first three standards, the paper may be considered “Average” or “Competent”

#### 1. Content

- Writer provides appropriate supporting details and/or evidence to support a central claim or thesis
- Writer sufficiently and logically develops each paragraph with specifics rather than relying on mere opinion or generalities
- There are no major factual errors

#### 2. Organization

- Opening engages audience and clearly positions paper
- Writer clearly establishes a thesis or claim and organizes paragraphs around this thesis
- Paragraphs demonstrate internal unity
- Thoughtful conclusion focuses on main ideas through such strategies as logical evaluation of prior points

#### 3. Language/Design

- Writer employs standard English grammar, punctuation, and usage

\_\_\_\_\_ Good/Skillful

If writing meets all of the competency standards and, in addition, achieves Advanced Critical Thinking, it may be considered “Good” or “Skillful”

#### 4. Advanced Critical Thinking

- Writer develops clear connections between claims and supporting details or evidence
- Writer effectively targets audience with appropriate claims, evidence, and language

\_\_\_\_\_ Excellent/Distinctive

If writing meets all of the competency standards, achieves Advanced Critical Thinking, and demonstrates a mastery of one or more features of superior writing, it may be considered “Distinctive”

#### 5. Distinction

- Writing stands out because it excels at any of the following: clarity, creativity, sophistication in thought, distinctive style, thoroughness, and/or depth
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11

\_\_\_\_\_ Weak/Below Average

An ineffective paper does not achieve competence because of significant deficiencies in Content, Organization, and/or Language/Design

Comment:

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Final Grade: \_\_\_\_\_