

**MA International Studies**

**Spring Semester 2017**

**Elective:**

**Collective Memory: A Shared Historical Narrative in Reconciliation?**

**Level: 500**

**Language of instruction: English**

**Time and Place: Monday, 11:00-13:00, Wijk 4/001**

**Blackboard: Yes.**

**Course Credits: 10 EC**

**Course Coordinator: Dr. Diana Natermann, Leiden University**

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**Office Hours: Mondays, 13:30-15:00**

**Course Outline:** In post-conflict situations, the processes of ‘righting’ historical wrongs and the restitution of grievances can function as both a point of connection and a point of contention in the emergence of a shared historical narrative. This course is aimed at identifying the ways in which demands for historical justice are framed and how procedures for reconciliation function with regard to the construction of shared historical narratives. The course will answer such questions as: How does transitional justice function? When and how have demands for historical justice been addressed? How, and with what influences, does the pursuit of justice, in a variety of forms, impact the construction of shared narratives and collective memory?

The course will tackle these questions by examining the discourse of justice at the local level on a case-by-case basis through a series of comparative case studies. In each case, students will receive a lecture from an expert in the field and debate the broader concepts in a seminar following the lecture.

The primary goals of the course are to provide a solid grounding in the concept of historical justice, to examine the practical aspects of creating historical narratives, and to examine both the potential as well as the limitations of historical reconciliation in the broader context of peace-building and reconciliation processes.

Students are expected to question the relationship between the socio-historical process of justice and reconciliation and the representation of such processes in the construction of a shared narrative or memory of a particular conflict. The main goals of the course for students are to become familiar with how historical justice can function to both develop a historical narrative and to help or hinder the process of reconciliation, to delve into each post-conflict scenario and identify the different forms of historical narrative at work, to compare and contrast how the pursuit of historical justice works in different ways in different contexts and to identify the ways in which justice and reconciliation shapes discourses, historical narratives and collective memories.

### **Course Requirements:**

Students are required to attend and participate actively in class, to complete two essays and to do a class presentation based on the second essay. The final grade is divided as follows: participation (25%), first essay (20%), second essay (30%) and class presentation (25%).

The participation grade depends on the careful reading of course texts, attendance, and the active involvement in class discussions. Students are expected to contribute on a regular basis to discussions and engage with the course texts.

**Course Assessment:** Assessment will take four different forms:

**Class attendance and participation 25%**

Students are expected to attend all classes and may incur penalties through absence. Students are also expected to actively participate in seminars and discussions. If you are going to miss or missed a class or a piece of assessment such as the presentation or the paper deadline because of personal circumstances such as a documented illness or family loss, you should complete an ‘Extenuating Circumstances’ form. Please note that you need to provide documentation that supports your case where possible. If you are ill, therefore, you should make sure to provide a doctor’s note. Forms should be submitted to Mrs. Janneke Walstra (student-coordinator). The student coordinator will document your circumstances and inform your instructor.

**Reflection Essay 20%**

The reflection essay will address what transitional justice is and how we can understand the concept. The paper should engage with the debates about the topic and examine how conceptions have changed over time. Students should be able to critique the literature and assess the case studies so far by drawing comparisons and contrasts between them. The reflection essay should be more than 1700 words. Late papers will incur a penalty of 10% per day.

**Deadline: Friday 31<sup>st</sup> March, 5pm.**

**Research Essay 30%**

Each student is required to submit a research paper of max. 3000 words, excluding footnotes, on a topic or question relevant to the course content. Late papers will incur a penalty of 10% per day.

**Deadline: Monday 22<sup>nd</sup> May, 5pm.**

**Moot Court 25%**

The moot court will test the ability of students to bridge the research on transitional justice with practice of designing a project. Each group will be asked to give a 7 minute presentation on a preassigned case and specific question (e.g. the role of history education in Kenya) in which they will outline an approach on how to best deal with the past in that specific case. Assessment includes a series of contests which 2 teams are paired against each other in two rounds and judged and challenged by a panel of judges. A second round will decide which team has the best grasp of TJ.

All assignments must be submitted in word format via the assignments link on blackboard by 5pm on the day of the deadline.

All texts:

- Are to be written in Word (no pdf.);
- Mention your name, email, and student number on the front page (and student number on subsequent pages);
- Use 1,5 line spacing or double spacing and a size 12 standard font;
- Contain a Word count (which includes the footnotes, endnotes and Appendices); but **not** the bibliography;
- May not exceed the max. word count (or they will not be taken into consideration);
- Will be uploaded on Blackboard;
- Follow a consistent footnoting guide, (whether Chicago School or Harvard Style);
- Files should be saved with the students name in the subject line.

### **Late papers:**

If you submit your paper late, the instructor will deduct – unless otherwise specified in the course syllabus - 0.5 grade points from your paper grade per day that your paper is late. If you submitted your paper 3 days late, therefore, a paper that would have received a 7.5 will therefore receive a 6.0.

### **Grade Descriptors:**

To help you understand the meaning of the numerical marks that you receive for your work, a ‘grade descriptor’ table is included at the end of this syllabus.

**Extenuating Circumstances:** If you are going to miss or missed a class or a piece of assessment such as an exam or paper deadline because of personal circumstances such as a documented illness or family loss, you should complete an ‘Extenuating Circumstances’ form (a copy is included in this syllabus). Please note that you need to provide documentation that supports your case where possible. If you are ill, therefore, you should make sure to provide a doctor’s note. **Forms should be submitted to the study coordinator Janneke Walstra.** The study coordinator will document your circumstances and inform your instructor.

### **Registration**

- Students must register for this course and for the exam element on USIS.
- You should have registered for the course before the first class.
- Registration for the exam element may open as early as four weeks before the deadline for the exam element and close approximately 10 days before the deadline.
- Failure to properly register for a course or an exam element may result in a fine, for which the student is entirely responsible.

### **Core Texts:**

Paige Arthur (ed.) *Identities in Transition, Challenges for Transitional Justice in Divided Societies* (Cambridge: Cambridge University Press, 2011).

Barkan, Elazar, *The Guilt of Nations: Restitution and Negotiating Historical Injustices* (Baltimore: Johns Hopkins University Press, 2001).

### **Selected Course Readings:**

Abazović, Dino; Velikonja, Mitja (eds.) *On and Beyond Post-Yugoslavia: New Cultural and Political Perspectives* (London, New York: Palgrave Macmillan; 2014).

Adwan, Sami (et. al.) *Zoom in, Palestinian Refugees of 1948, Remembrances* (The Hague, Institute for Historical Justice and Reconciliation, Series 2, Republic of Letters).

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. (London and New York: Verso, 1991).

Arendt, Hannah, *Eichmann in Jerusalem: a report on the banality of evil* (New York: Penguin, 2006).

Banac, Ivo, *The National Question in Yugoslavia: Origins, History, Politics* (Ithaca, New York: Cornell University Press, 1984).

Darko Gravičević & Vjekoslav Perica (eds.) *Political myths In The Former Yugoslavia And Successor States. A Shared Narrative* (The Hague: Institute for Historical Justice and Reconciliation Series 1 Republic of Letters.) Available free online on [www.historyandreconciliation.org](http://www.historyandreconciliation.org)

Hazan, Pierre, Translated by Sarah Meyer de Stadelhofen, *Judging War, Judging History: Behind Truth and Reconciliation* (Stanford, CA: Stanford University Press, 2010).

MacMillan, Margaret, *The uses and abuses of History* (New York: Profile Books, 2009).

Manna, Adel & Golani, Motti, *Two Sides of the Coin: Independence and Nakba 1948*. (The Hague: Institute for Historical Justice and Reconciliation series 4 Republic of Letters). Available free online on [www.historyandreconciliation.org](http://www.historyandreconciliation.org)

Margalit, Avishai, *The ethics of memory* (Cambridge, MA: Harvard University Press, 2002).

Winter, Jay, *Sites of memory, sites of mourning: The Great War in European cultural history* (Cambridge: Cambridge University Press, 1998).

Felman, Shoshana. "Theatres of justice: Arendt in Jerusalem, the Eichmann trial, and the redefinition of legal meaning in the wake of the Holocaust." *Theoretical Inquiries in Law* 1.2 (2000).

Assmann, Jan, and John Czaplicka. "Collective memory and cultural identity." *New German Critique* (1995): 125-133.

Assmann, Aleida 'Memory, Individual and Collective', in Robert E. Goodin and Charles Tilly (eds.), *The Oxford Handbook of Contextual Political Analysis* (Oxford: Oxford University Press, 2006), 210-224.

Gluck, Carol. "Operations of memory: 'comfort women' and the world." *Ruptured histories: war, memory, and the post-cold War in Asia* (2007): 47-77.

Minow, Martha, *Between vengeance and Forgiveness: Facing History after Genocide and Mass Violence* (London: Beacon Press, 1998).

Nora, Pierre. "Between memory and history: Les lieux de mémoire." *Representations* (1989): 7-24.

Confino, Alon. "Collective memory and cultural history: problems of method." *The American Historical Review* (1997): 1386-1403.

Portelli, Alessandro. *The death of Luigi Trastulli and other stories: Form and meaning in oral history* (New York: Suny Press, 2010).

Teitel, Ruti G., *Transitional Justice* (New York: Oxford University Press, 2002).

Todorova, Maria, *Imagining the Balkans* (New York: Oxford University Press, 1994).

Velikonja, Mitja, *Religious Separation and Political Intolerance in Bosnia-Herzegovina; Eastern European Studies* (College Station, Texas: A&M University Press, 2003).

Yazbak, Mahmoud, Weiss, Yfaat (eds.) *Haiifa Before and After 1948, Narratives of a Mixed City* (The Hague: Institute for Historical Justice and Reconciliation, Series 6, Republic of Letters).

## Course Schedule:

### **Class 1, Monday 6th February. Introduction. What is Transitional Justice? Role of Historical Narratives in Peacebuilding.**

Dr. Diana Natermann, Leiden University

#### Readings:

- Paige Arthur, 'How "Transitions" Reshaped Human Rights: A Conceptual History of Transitional Justice', *Human Rights Quarterly* 31 (2009) 321-367.
- MacMillan, Margaret. *The uses and abuses of History*. Profile Books 2009, Chapter 4: History and Identity.
- Ruti G. Teitel, Transitional Justice Genealogy *Harvard Human Rights Journal* 16 (2003) 69-94.

### **Class 2, Monday 13<sup>th</sup> February. South African Collective Memory: Reconciliation for Future's Sake**

Dr. Diana M. Natermann, Leiden University

#### Readings:

- Historical Memory in Africa. Dealings with the Past, Reaching for the Future in an intercultural Context. Mamadou Diawara, Bernard Lategan, Jörn Rüsen (eds), New York: Berghahn, 2013. Chapter 5 (pp. 88-103), Chapter 6 (pp. 104-120), Chapter 7 (pp. 121-144).

### **Class 3, Monday 20<sup>th</sup> February. Memorialisation in transitional justice**

Dr. Ingrid Samset, Leiden University College.

Readings: Will be announced on Blackboard.

### **Class 4, Monday 6<sup>th</sup> March 9-11. Conflicting Rights and Values in International Criminal Trials.**

Dr. Dan Saxon, Leiden University College.

Readings: Will be announced on Blackboard.

### **Class 5, Monday 6<sup>th</sup> March. 11-1pm.**

Dr. Timothy Ryback, Académie Diplomatique Internationale.

Readings: Will be announced on Blackboard.

**Class 6, Monday, 27<sup>th</sup> March. Ongoing debate about Japan's South Korean comfort women.**

Dr. Diana M. Natermann, Leiden University

Readings:

- Han Sang-Jin, "Human Suffering and Forgiveness: A Dialogue with Kim Dae-Jung from an East Asian Perspective", in: *Historical Memory in Africa. Dealings with the Past, Reaching for the Future in an intercultural Context*. Mamadou Diawara, Bernard Lategan, Jörn Rüsen (eds), New York: Berghahn, 2013. Chapter 11 (pp. 193-203).
- Kim, Mik, *Memorializing Comfort Women: Memory and Human Rights in Korea-Japan Relations* in: *Asian Politics and Policy*; Jan 2014, Vol.6 (1), p.83-96.
- *Divided Nations and Transitional Justice. What Germany, Japan, and South Korea Can Teach the World*. Han Sang-Jin (ed), Boulder: Paradigm Publishers, 2012. Chapter 1 (pp. 1-16), Chapter 20 (146-159) and Chapter 24 (pp. 189-194).
- Soh, Sarah, *The Comfort Women. Sexual Violence and Postcolonial Memory in Korea and Japan*. Chicago: The University of Chicago Press, 2008. Chapter 4 (pp. 145-173).

**Class 7, Monday 3<sup>rd</sup> April. Post-Transitional Justice and Memory in Argentina**

Dr. Michelle Carmody

Readings:

Emilio Crenzel, 'Toward a History of the Memory of Political Violence and the Disappeared in Argentina', in Crenzel, Emilio, Allier-Montano, Eugenia., *The Struggle for Memory in Latin America: Recent History and Political Violence* (London: Palgrave Macmillan 2015)

**Class 8, Monday 10<sup>th</sup> April. The case of the Balkans, Memory Activism in the Post-Yugoslav Space**

TBC.

Readings: Will be announced on Blackboard

**Class 9, Monday 24<sup>th</sup> April. Was it Genocide or not? The Herero-Nama Debate on German Colonialism in Namibia.**

Dr. Diana M. Natermann, Leiden University

Readings: Will be announced on Blackboard.

**Class 10, Monday 1<sup>st</sup> May. 9am-1pm. Historical Moot Court**

Case studies will be announced on Blackboard

**GRADE DESCRIPTORS FOR ESSAYS AND OTHER ASSESSED COURSEWORK**

9-10 <i>A+ – distinction</i>	An outstanding answer showing an excellent understanding of the issues and methodologies; original, independent thinking informs an answer based upon rigorous argument accurately supported by evidence derived from a wide range of source material; at the top end of the scale, the work could not be expected to be bettered at the undergraduate level in the time available.
8-8.9 <i>A – merit</i>	An answer demonstrating an excellent level of understanding of the issues and methodologies; the answer displays independent thought, and strong and well organised argument, using a wide range of sources.
7-7.9 <i>B – merit</i>	A good to very good answer showing most but not necessarily all of the above.
6-6.9 <i>C – pass</i>	An answer demonstrating satisfactory understanding of the issues, with a reasonable and reasonably well organised argument supported by a standard range of sources. The answer may display some shortcomings, but no fundamental errors.
<b>5.1-5.9</b>	<b>The faculty does not issue grades in this area</b>
3-5.0 <i>F – fail</i>	An answer which shows inadequate understanding of the issues raised by the question, with substantial omissions or irrelevant material. Poorly conceived and poorly directed to the question.
2-2.9 <i>F – fail</i>	An attempt to answer the questions, but without any significant grasp of material or appropriate skills.
0-1.9 <i>U – ungradable</i>	No answer offered; or an answer which is totally irrelevant, fundamentally wrong, or plagiarised.

**PRESENTATION EVALUATION FORM**

<b>Course Name:</b>	
<b>Student Name(s)/ Student Number(s): (Group Name)</b>	
<b>Topic:</b>	
<b>Date:</b>	

<b>Criteria:</b>	<i>A</i> (Excellent)	<i>B</i>	<i>C</i> (Average)	<i>D</i>	<i>E</i> (Poor)
Clarity of expression					
Engagement with audience					
Quality of content					
Structure of argument					
Evidence of teamwork					
Response to questions/comments					

<b>General Comments/Suggestions for Improvements:</b>

<b>Assessor(s):</b>	<b>Overall Mark:</b>

MA INTERNATIONAL STUDIES, LEIDEN UNIVERSITY  
**WRITTEN ASSIGNMENT EVALUATION FORM**

<b>COURSE NAME:</b>	
<b>STUDENT NAME:</b> <b>STUDENT NUMBER:</b>	
<b>TITLE:</b>	
<b>SUBMISSION DATE:</b>	

<b>CRITERIA:</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>PASS</b>	<b>FAIL</b>
<b>USE OF PRIMARY SOURCES</b>				
<b>CRITICAL ANALYSIS OF SOURCES</b>				
<b>ORIGINALITY/QUALITY OF ARGUMENT</b>				
<b>STRUCTURE OF ARGUMENT</b>				
<b>STRUCTURE/PRESENTATION</b>				
<b>ACCURACY OF CONTENT</b>				
<b>WRITING STYLE</b>				
<b>USE OF CONVENTIONS</b>				

<b>PENALTIES INCURRED (EG. OVER LENGTH ETC.):</b>
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<b>COMMENTS/ASSESSMENT:</b>	
<b>ASSESSOR:</b>	<b>OVERALL MARK:</b>

***EXTENUATING CIRCUMSTANCES FORM FOR EXAMINATIONS/ASSESSED COURSEWORK/MISSED ATTENDANCE***

This form should be completed before a student has missed an assessment deadline, when he/she anticipates being unable to meet it, and when the student wishes to claim that there are extenuating circumstances that will affect their ability to do the work on time.

<b>Student Name:</b>	
<b>Student Number:</b>	
<b>Degree Programme:</b>	
<b>Course Name:</b>	
<b>Title of written work:</b>	
<b>Deadline:</b>	

<b>Nature of Circumstances:</b>	<b>Details:</b>
Illness	
Hospitalisation	
Bereavement	
Acute personal circumstances	
Victim of Crime	
Study-Co-ordinator is aware	

How do these circumstances affect the deadline?	
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<b>What is a realistic alternative deadline?</b>	
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<b>Signed (student):</b>	
<b>Signed (staff):</b>	
<b>Date:</b>	