A. Goals:

The course is designed to introduce the advanced undergraduate student to some core debates within the field of historical dialogues, how societies deal with their difficult and violent histories. This is an interdisciplinary field of research with scholars in the humanities, social sciences, and human health. The focus in this course will be on the contributions of those working in the social sciences, with works from two political scientists and one sociologist. We will also watch a couple films to see how engagement with film and literature, often limited to the humanities, can also play an important role in the social sciences.

The course is structured around the reading of three books, which give us the opportunity to deal with three cases of societies that have had to deal with a history of extreme mass violence: Germany, Japan and the Soviet Union (Russia). But first, we will take a brief step back into Ancient Greece and revisit Sophocles' play *Antigone*. The play has been given many different interpretations over time, with a great deal of focus in the more democratic 20th century on Antigone's identity as a woman and her acts of civil disobedience. But the play also takes place in the context of a bloody civil war, and the characters in the play debate what should be done in its aftermath. The problems of dealing with mass violence are, sadly, nothing new for human civilization. What can we learn by looking back to Ancient Greece?

After our very brief visit back to ancient Greece, we return to the 20th century and the difficult legacy of mass violence, genocide and state repression in Nazi Germany, militarist Japan, and the Soviet Union. We will begin with the professor's book, "Getting History Right": *East and West German Collective Memories of the Holocaust and War*. This book offers a comparison of a more democratic and open West German society with an authoritarian and closed East German society. How did the historical dialogue about World War II and the German led genocide against Europe's Jews develop in these two societies? How and why might democracy matter in this process? Then we will look at Akiko Hashimoto's recent book, *The Long Defeat: Cultural Trauma, Memory, and Identity in Japan*. Japan also developed a post-war democracy, but compared to West Germany, something very different happened. Whereas West German society eventually developed a more open discussion about World War II and the
Holocaust, the same did not seem to happen in Japan. Why? Hashimoto’s work suggests that we must look at both political institutions (democracy/authoritarianism) and culture. I will then give one lecture on my forthcoming book, Antigone’s Ghosts: The Long Legacy of War and Genocide in Five Countries, which combines political and cultural analysis of how Germany, Japan, Spain, Yugoslavia and Turkey have dealt with their difficult histories over the course of the 20th century. Finally, we will read Kathleen E. Smith’s work, Remembering Stalin’s Victims: Popular Memory and the End of the USSR. Whereas most of the violence from Germany and Japan was directed outward through imperialistic wars of conquest, the Soviet Union primarily victimized its own population, setting up, perhaps, a very different dynamic of a historical dialogue than that in Germany and Japan. We will compare and contrast the three cases over the course of the semester.

We will also watch two films, one related to the German case, the other to the Japanese case. These two films can help us appreciate how Germans and Japanese talk amongst themselves and experience their own history. Although The Reader was made in English for a broad international audience, the screenplay is based on the German novel of the same title from Bernhard Schlink. Twenty-Four Eyes (1954) is one of the best loved Japanese films of the postwar era and is also based upon a novel by the Japanese author Tsuboi Sakae. We will also watch an interview with Sato Tadao, one of Japan’s best known film critics, as he talks about this film and how the Japanese have dealt with the wartime legacy.

Alongside the lectures, films and coursework, the class will engage collectively in a new research project into how the Canadian Truth and Reconciliation Commission’s (TRC) report on the Residential School System is perhaps shifting the historical dialogue around Canada’s colonial legacy and its impact of Aboriginal and First Nation Canadians. The class will be broken up into different research groups, each of which will be assigned a specific research task. For example, one group may be tasked with conducting content analysis of the Globe and Mail before the TRC report and another group may be tasked with conducting content analysis of the Globe and Mail after the TRC report. Can we begin to see a shift in how Canadians are engaging in their own difficult history? Each group will provide a mid-term report to the entire class, so that we can all learn from what others are discovering. As a result of these reports, the professor will provide further guidance to each research team. Each group will then continue with their research and provide a second in-class presentation at the end of the semester along with a written report. The goal of this collective research project is to generate enough original research to support a full-length conference paper, which can be presented at the next Historical Dialogues, Justice and Memory Network conference at Columbia University and then submitted to an academic journal for publication. The class will be actively engaged in new research.

B. Motives:

The course is designed to aid the development of general skills that will benefit the student in further academic studies as well as future employment. Employers in both the public and private sector have made clear that they want university graduates that can communicate effectively in both the oral and written work. They also want graduates that have solid critical thinking and analytic reasoning skills. They want employees who can work collaboratively and that have the ability to innovate, be creative, and solve problems. This class is designed to help you improve in all these areas.
C. Requirements:

Group Project:
The size and number of the research teams will depend upon the final enrollment levels for the course, but should be between 3-5 students each. Each group will be given a specific research task, which they will complete in two stages. About half way through the semester, each group will present their preliminary research findings to the class in a short presentation. The professor will then further refine the research task for the group, which they will then pursue for the rest of the semester. There will then be a final research presentation at the end of the semester and a final research report.

Depending upon the enrollment levels in the course, students will have time to meet with their research group either in conferences or during the regularly scheduled class period. In either case, the research groups will have about one hour each week to meet face-to-face to discuss progress on their research assignments. If held during the class period, the professor will be present to help with the research assignment.

Peer Evaluation of Group Work:
Each student will submit a strictly confidential peer evaluation of how well their group worked on the research project. This will be handed in as part of the take-home examination at the end of the semester. The student will provide a letter grade for each other member of the group and a brief summary of how well the group worked together.

During the course of the semester, if there are any problems within the group, which the members themselves feel they cannot resolve on their own, they should collectively, or individually, approach the professor for consultation.

In-Class Presentations:
Each group will have a chance to make two 10 minute presentations of their research work.

Research Reports:
Each group will write two research reports. A brief interim report in the middle of the semester, which summarizes the research up to that point and then a final research report at the end of the semester. As each research assignment will be different, the professor will provide additional clarification for the appropriate format and length of the report.

Take-Home Final Exam:
The exact format for the final exam will be specified later, but it will be approximately 6-7 typewritten pages in length. The question or questions will draw extensively upon the assigned readings and films for the course. The student will want to have access the course readings to write the final exam. The exam will be given to the student two weeks before the due date and delivered during an assigned examination period.
**Late Work:**
Any paper that is late will receive a 5% deduction per day. Any paper not handed in during class is already late and will receive a 5% deduction.

No late final exams will be accepted; they must be delivered on time, on the examination day.

All written work must be submitted as a paper copy.

**D. Grading Criteria:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term Research Presentation</td>
<td>10%</td>
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<tr>
<td>Mid-Term Research Written Report</td>
<td>10%</td>
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<tr>
<td>Final Research Presentation</td>
<td>15%</td>
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<tr>
<td>Final Research Report</td>
<td>15%</td>
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<tr>
<td>Peer Evaluation of Group Project</td>
<td>10%</td>
</tr>
<tr>
<td>Take-home final examination</td>
<td>40%</td>
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</tbody>
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A= 85-100%; A-= 80-84%; B+=75-79%; B=70-74%; B-=65-69%; C+=60-64%; C=55-59%;
D=50-54%; F=0-49%

**E. Readings:**

Paragraph Books (Sherbrooke and McGill College Ave.) has been asked to order the following books. A copy of each book has been placed on reserve in the library, if the library owns a copy. If the library does not own a copy, the professor will have requested that the library purchase a copy. The films for the course will also be available on reserve at the library.

**Required:**


**F. Course Outline:**

1 - Organization - 8-10 January

- Discussion of Syllabus 8 January
Watch *Antigone* (82 min.) in class 10 January

2- The German Case: Part 1 15-17 January
Wolfgram: Chapters 1-3

3- The German Case: Part 2 22-24 January
Wolfgram: Chapters 4-7

4 – *The Reader* – Film Presentation (120 min.) 29-31 January

5 – The Japanese Case: Part 1 5-7 February
Hashimoto: Chapters 1-3

6 – The Japanese Case: Part 2 12-14 February
Hashimoto: Chapters 4-5

7 – Research Presentations 19-21 February
Research reports due the day of the presentation.

8 – Research Presentations 26-28 February
Research reports due the day of the presentation.

9 – March Break 5-9 March Break

10 – *Twenty-Four Eyes* – Film Presentation (2h 36min.) 12-14 March

11 – The Soviet Union Case: Part 1 19-21 March
Smith: Preface + Chapters 1-5

12 – The Soviet Union Case: Part 2 26-28 March
Smith: Chapters 6-9

13 – Research Presentations 2-4 April
No Class on Easter Monday April 2

Research reports due the day of the presentation.

14 – Research Presentations 9-11 April

Research reports due the day of the presentation.

15 – Last Day of Class 16 April

Documentary: *The War Symphonies: Shostakovich against Stalin* (1h 17min.)

16 – Final Exam Period 17 April through 30 April

Drop off at professor's office during the assigned exam period.
McGill Policy Statements

Exam Policy: You cannot miss a scheduled exam without a university-approved excuse. In cases of illness, a doctor’s note is required that is signed and on the doctor’s letterhead, explaining why you are/were too sick to take the exam. In cases of death or severe illness of a family member written proof is required (e.g., obituary). In such cases, it is important that you contact your Teaching Assistant or Professor as soon as possible. This policy will be strongly enforced: missing an exam without an approved excuse will result in zero points for this component of the evaluation.

Class-Room etiquette: Please turn off any beepers, cell phones, and MP3 or CD players prior to the beginning of lectures and discussion sections. Laptops may be used for note taking.

Special needs: Please let your professor know, if you have special requirements due to a diagnosed learning or physical disability. We can accommodate your needs better if they are made explicit from the outset of the course.

Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information). (approved by Senate on 29 January 2003)

Language Policy: In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January 2009)