

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

Memory and Trauma in World Politics: Beyond the Nation State?

**MA in Comparative Politics
Fall 2015 (2015/16 Academic Year)**

**Instructor: Dr. Dovilė Budrytė, Professor of Political Science, Georgia Gwinnett College
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Course Description:

During the last decade, International Studies and Political Science have become more open to the study of traumatic memory. Within Political Science, this topic is addressed in the field of Transitional Justice. Within International Studies, several emerging approaches (e.g., ontological security, post-structuralism and resilience studies) are attempting to explore the international dimension of trauma and memory and go beyond the national framework of analysis. This new trend of scholarly interest in traumatic memory has yielded thought-provoking insights about practices of memorialization and remembrance in International Relations, collective memory and foreign policy, and witnessing, state apologies and reconciliation. This course will focus on the study of traumatic memory in these disciplines and explore several relevant case studies, paying attention to the intersections between memory, trauma and politics.

Course Goals:

- 1) To survey and analyze approaches to the study of traumatic memory used by scholars in Political Science, International Studies and relevant disciplines;
- 2) Explore several relevant case studies of both state and non-state actors acting as “memory entrepreneurs” in the global environment.

About your instructor:

Dovilė Budrytė (Ph.D., International Studies) is currently a Professor of Political Science at Georgia Gwinnett College in the United States where she teaches a variety of courses, including International Relations, American Government and Current Global Issues. She has taught college classes in the United States since 1999, and has received several awards for teaching, including the state-wide University System of Georgia Excellence in Teaching Award in 2015. Dr. Budrytė has held fellowships at Europa University Viadrina, Aalborg University, the

Carnegie Council on Ethics and International Affairs and pursued teaching related research on a Silberman scholarship at the US Holocaust Memorial Museum in summer 2015.

Course Requirements and Evaluation*:

40%: participation

10%: 1st short essay (please see the Course outline for the due date)

10%: 2nd short essay (please see the Course outline for the due date)

30%: 3rd analytical essay (please see the Course outline for the due date)

10%: presentation and discussion of the 3rd analytical essay

Please see evaluation rubrics on pp. 8-11.

Course policies:

- 1) Active participation is required. In the case of an emergency, please contact me via email dbudryte@ggc.edu.
- 2) Please respect the deadlines (see the Course Outline below). Late penalties may be applied.
- 3) For the 1st and 2nd essays, please follow the length requirements listed in the Course Outline (600 words). Please document the sources properly, following the methodological requirements: <http://www.tspmi.vu.lt/en/students/useful-information/useful-information/methodical-requirements>
- 4) For the 3rd analytical essay, please follow these methodological requirements (including the length): <http://www.tspmi.vu.lt/en/students/useful-information/useful-information/methodical-requirements>

Course Outline (subject to change if needed):

Session 1 (Sept. 3)

Memory Studies and World Politics

Readings:

Duncan Bell. 2006. "Introduction: Memory, Trauma and World Politics" in Duncan Bell (ed.), *Memory, Trauma and World Politics: Reflections on the Relationship between the Past and the Present*, Basingstoke: Palgrave Macmillan, pp. 1-29.

Jenny Edkins. 2006. "Remembering Rationality: Trauma Time and Politics," in Duncan Bell (ed.), *Memory, Trauma and World Politics: Reflections on the Relationship between the Past and the Present*, Basingstoke: Palgrave Macmillan, pp. 99-115.

Gregor Feindt et al. 2014, "Entangled memory: Toward a Third Wave in Memory Studies" *History and Theory* 54: 24-44.

Session 2 (Sept. 10): No class meeting

Watch Tim Snyder's LSE lecture

<https://www.youtube.com/watch?v=fXrqGlgufCA>

Drawing on his LSE lecture, be prepared to discuss the following questions on Sept. 17:

- a) How does Snyder explain the relationship between major traumas experienced in Eastern Europe?
- b) Why has his "Bloodlands" hypothesis become so influential in the studies of the Holocaust and Eastern Europe? What are some of the alternative ways of thinking about the same traumas?

Additional sources:

Yahad in Unum:

<http://www.yahadinunum.org/?lang=en>

Patrick DeBois, "The Holocaust by Bullets" (a summary provided by the US Holocaust Memorial Museum)

1st short essay (due on Sept. 17 before class):

- 1) Prepare a brief response paper (approximately 600 words) to Bell's and Edkins' chapters, focusing on the following questions:
 - a) How do these authors define "memory" and "trauma"?
 - b) Why do Bell and Edkins argue that these concepts are important for the study of world politics and political authority?
 - c) Are you persuaded by their arguments? Why or why not?

Please be prepared to discuss your argument in class.

Session 3 (Sept. 17)

The Holocaust, Memory and Political Science

Readings:

Charles King. 2012. "Can There Be a Political Science of the Holocaust?" *Perspectives on Politics*, June, vol. 10, no. 2, pp. 323-41.

Anton Weiss-Wendt and Ugur Umit Ungur. 2011. "Collaboration in Genocide: The Ottoman Empire 1915-1916, the German Occupied Baltic 1941-44 and Rwanda 1994." *Holocaust and Genocide Studies* 25 (3): 404-37.

Rebecca Golbert. 2004. "Holocaust Sites in Ukraine: Pechora and the Politics of Memorialization." *Holocaust and Genocide Studies* 18 (2): 205-33.

Session 4 (Sept. 24)

The Holocaust as Transnational Memory?

Readings:

Peter Hayes. 2013. *Holocaust Studies: Reflections and Predictions*. Washington, DC: USHMM. <http://www.ushmm.org/m/pdfs/20140119-Hayes-OP-2013.pdf>

Daniel Levy and Natan Sznaider. 2002. "The Holocaust and the Formation of Cosmopolitan Memory." *European Journal of Social Theory* 5 (1): 87-106.

Thomas Olesen. 2012. "Global Injustice Memories: The 1994 Rwanda Genocide." *International Political Sociology* 6: 373-89.

Session 5 (Oct. 1)

Memory Making at the Regional Level: The Attempts to Create a Common European Memory

Seminar guest: Dr. Violeta Davoliūtė

Readings:

Claus Leggewie. 2008. "A Tour of the Battleground: The Seven Circles of Pan-European Memory." *Social Research* 75 (1): 217-34.

Maria Mälksoo. 2014. "Criminalizing Communism: Transnational Mnemopolitics in Europe." *International Political Sociology* 8: 82-99.

Hannes Hansen-Magnusson and Jenny Wüstenberg. 2011. "Forging European Memory: The Treaties of Rome as a Common Tradition in the Making?" Paper prepared for the Biennial Conference of the European Union Studies Association, Boston.

Aleida Assmann. 2013. "Europe's Divided Memory," in Uilleam Blacker, Alexander Edkind and Julie Fedor, *Memory and Theory in Eastern Europe*, Basingstoke: Palgrave Macmillan, pp. 25-41.

Session 6 (Oct. 8)

Perspectives on Memory Production: Entrepreneurs of Memory, Remembering and Forgetting, and Political Performances

Jelin, Elizabeth. 2003. *State Repression and the Labors of Memory*. Minneapolis: University of Minnesota Press (relevant excerpts).

Maja Zehfuss. 2006. "Remembering to Forget/Forgetting to Remember" in Duncan Bell (ed.), *Memory, Trauma and World Politics: Reflections on the Relationship between the Past and the Present*, Basingstoke: Palgrave Macmillan, pp. 213-230.

Erin K. Wilson and Roland Bleiker. 2014. "Performing Political Apologies" in Erica Resende and Dovile Budryte (eds.), *Memory and Trauma in International Relations: Theories, Cases and Debates*, New York: Routledge, pp. 42-56.

Session 7 (Oct. 15)

Travelling Memories: Diasporas as Memory Entrepreneurs

Seminar guest: Dr. Dalia Cidzikaitė

Dovile Budryte. 2014. "Travelling trauma: Lithuanian Transnational Memory after World War II" in Erica Resende and Dovile Budryte (eds.), *Memory and Trauma in International Relations: Theories, Cases and Debates*, New York: Routledge, pp. 168-81.

Session 8 (Oct. 22)

Memory in the Global South

Jessica Auchter, "Theorizing Haunting and the International after Genocide: The Cases of Rwanda and Darfur," *Ethnicity Studies/Etniškumo studijos* 15/2, a forthcoming special issue edited by Dovile Budryte and Erica Resende.

David Bargueño. 2012. "Cash for Genocide? The Politics of Memory in the Herero Case for Reparations," *Holocaust and Genocide Studies* 26 (3): 394-424.

Marcos Farias Ferreira. 2014. "Coping with the Lost Revolution: Memories of the 1970s and 1980s in Nicaragua" in Erica Resende and Dovile Budryte (eds.), *Memory and Trauma in International Relations: Theories, Cases and Debates*, New York: Routledge, pp. 182-97.

Session 9 (Oct. 29)

The Future of Memory Studies in Political Science and International Studies? Ontological Security, Resilience Studies, Gender Studies and Transitional Justice

Alexandria J. Innes and Brent J. Steele. 2014. "Memory, Trauma and Ontological Security" in Erica Resende and Dovile Budryte (eds.), *Memory and Trauma in International Relations: Theories, Cases and Debates*, New York: Routledge, pp. 15-29.

Philippe Bourbeau. 2015. "Resilience and International Politics: Premises, Debates, Agenda," *International Studies Review*, published online (June), pp. 1-22 (the section on political myths).

Claudia Lenz and Helle Bjerg. 2007. " 'To Be Honest, I Do Not Think that She Has Much to Say': Gender and Authority in Memories of the Second World War in Denmark and Norway," *Suomen Antropologi: Journal of the Finnish Anthropological Society* 32 (4): 34-44.

Hun Joon Kim. 2014. "Transitional Justice: Politics of Memory and Reconciliation" in Erica Resende and Dovile Budryte (eds.), *Memory and Trauma in International Relations: Theories, Cases and Debates*, New York: Routledge, pp. 30-41.

Additional source:

Eva-Clarita Pettai and Vello Pettai. 2014. *Transitional and Retrospective Justice in the Baltic States*. Cambridge: Cambridge University Press.

Session 10 (Nov. 5)

The Future of Memory Studies in Political Science and International Studies? (continued)

2nd short essay due (before class):

- 1) Choose one theoretical approach to the study of memory and trauma in world politics discussed in this course.
- 2) Critically evaluate this approach against empirical evidence (case studies). That is, does it help us to better understand world politics? Why or why not?

- 3) Compare this approach with at least one other approach discussed in this class.
- 4) Recommended length: approximately 600 words.

Please be prepared to discuss your argument in class.

Sessions 11, 12, 13 (Nov. 12, 19, 26): independent research on the analytical essay; no class meetings; communication with the professor via email and in person (upon request).

Nov. 26: The 1st draft of the analytical essay due (before 18:00):

- 1) Drawing on the theoretical literature and case studies explored in this class, the essay should strive to contribute to the third wave in memory studies (please see Feindt et al. 2014), which attempts to open up to “non-national constellations” (such as diasporas and international organizations) and thus move beyond the nation-state.
- 2) Try to establish a clear focus by analyzing one or two memory entrepreneur(s) (e.g., a non-governmental organization), “site(s) of memory,” or practice(s) related to memory (such as commemoration).
- 3) Try to root your analysis in relevant theoretical perspectives.
- 4) The first draft of your analytical essay is due on Nov. 26. You will be asked to share your ideas with your classmates on Dec. 3 or 10. If the first draft is not submitted, then I reserve the right to reduce the grade for the final essay by 20%.

Sessions 13, 14 and 15 (Dec. 3, 10 and 17): analytical essay presentations and concluding thoughts.

Dec. 17 (before class): the final draft of the analytical essay due (for grading).

Appendix

Rubric 1: Participation Evaluation

Participation evaluation	Criteria
Inadequate	<p>Misses more than 3 class meetings.</p> <p>Demonstrates very infrequent involvement in discussion.</p>
Average	<p>Does not miss more than 2 class meetings.</p> <p>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.</p> <p>Does not offer to contribute to discussion, but contributes when called on.</p>
Good	<p>No unexcused absences.</p> <p>Demonstrates good preparation: knows the assigned readings well, has developed his or her perspective.</p> <p>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.</p>
Excellent	<p>No unexcused absences.</p> <p>Demonstrates excellent preparation: analyzes the assigned material exceptionally well, relating it to the other readings and his or her personal experience.</p> <p>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.</p>

Rubric 2: Oral Presentation

Delivery	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.		
	F	D	C	B	A

Comments:

Points

Rubric 3: 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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_____ **Weak/Below Average**

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

Comment:

Final Grade: _____