



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Course unit code
Memory, Politics, and Communication	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Asst. Prof. Dr. Neringa Latvytė	Faculty of Communication Saulėtekio ave. 9, building I, Vilnius

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Spring, 2 <sup>nd</sup> semester	English

Requisites	
<b>Prerequisites:</b> -	<b>Co-requisites (if relevant):</b> -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	30	100

Purpose of the course unit
The aim of this course is to investigate the complex interplay between collective memory and political power, examining how societies remember, represent, and commemorate historical events—particularly traumatic ones—through public spaces, cultural practices, and official narratives, while analysing the political dynamics shaping these memories and their influence on national identity, social cohesion, and conflict.

Learning outcomes of the module (course unit)	Teaching/learning methods	Assessment methods
Students will know the main features of individual, collective, cultural, and multidirectional memory; the most important theories of memory and commemoration, basic principles, and terminology related to the communication and representation of different memories.	Problem-based teaching, active learning (group discussions, visits to the memory institutions)	Exam (test)
Students will be able to critically and independently recognize, analyze and summarize various representations of the past in a daily life of contemporary society.	Active learning (individual studying, case studies, problem discourse)	Seminars
Students will be able to analyse strategies of memory communication by identifying memory agents and actors, their aims and functions, as well as the mechanisms of behaviour of different memory regimes that result in mnemonic conflicts within society.	Active learning (independent research), research methods (search for information, critical literature analysis)	Research paper

Content	Contact hours							Time and tasks for individual work	
	Lectures	Consultations	Seminars	Practical work	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction: determination of work rules, explanation of main concepts.	2		2				4	2	<u>Seminars:</u> I. Preparation for self-presentation.
2. Main concepts of individual, collective, cultural, and multidirectional trauma memory, along with contemporary tendencies; Basic principles and terminology of the most important theories of trauma and difficult heritage communication.	2		2				4	16	<u>Seminars:</u> I. Analysis of the articles, group presentations and discussions: 1. Kelpšienė I. et al, p. 3137-3164. 2. Violi, P., p. 23-35; 3. Budrytė, D. (2016), p. 1-13.
3. Memory, trauma and identity: how society remember? Memory mobilization and communication about contesting historical events	2		2				4	16	<u>Seminars:</u> I. Analysis of literature, preparation for discussions and group presentations: 1. Waligorska, M., p. 191-212. 2. Lee, F. & Chan, J., p. 397-415. 3. Suciyan, T., p. 167-176.
4. Roles and communicative practices of memory actors and agents in the society.	2		2				4	16	<u>Seminars:</u> I. Analysis of the articles, group presentations and discussions: 1. Davoliūtė, V., p. 131-150. 2. Budrytė, D. (2022), p. 11-30. 3. Kucia, M., p. 148-176.  II. Analysis of the movies and preparation for discussions: 1. S. Loznica. <i>State Funeral</i> (2019): <a href="https://www.youtube.com/watch?v=MLR3">https://www.youtube.com/watch?v=MLR3</a>

									<a href="#">g6E2pZA&amp;ab_chann</a> <a href="#">el=Mosfilm</a> 2. M. Romm. <i>Ordinary Fascism</i> (1964): <a href="https://www.youtube.com/watch?v=99KTWwpSAUY&amp;ab_channeel=alteridades">https://www.youtube.com/watch?v=99KTWwpSAUY&amp;ab_channeel=alteridades</a>
5. Monuments, memorials, and museums: function and political implications of physical spaces dedicated to memory; role of memory institutions in shaping historical narratives and politics of remembering and forgetting.	4		2				6	20	<u>Seminars:</u> I. Analysis of webinar and preparation for discussion: A. Krvavac. War childhood museum – from project to museum, from a museum to a global movement [interaktyvus]. <a href="https://i-on.museum/webinars/">https://i-on.museum/webinars/</a>  II. Analysis of literature to prepare for the visit to the memory institution: 1. Higashi, J., p. 96-103. 2. Anderson, M., p. 140-149.  III. Visit to the <i>Museum of Occupations and Freedom Fights</i> .
6. Memory and Social Movements: how various ethnical communities challenge dominant narratives and preserve alternative histories?	2		2				4	16	<u>Seminars:</u> I. Analysis of literature to prepare for the visit to the memory institution: 1. Pilarczyk-Palaitis, A., p. 5-18. 2. Avin, A., Pilarczyk-Palaitis, A., p. 87-102.  II. Visit to the Holocaust exhibition of the <i>Vilna Gaon Jewish History Museum</i> that represents traumatic heritage of the Jewish

									community in Lithuania.
7. Communication and representation of cultural trauma: contested sites, museums, and public spaces.	2		2				4	14	<p>Seminars:</p> <p>I. Analysis of literature to prepare for the visit to the memorial site:</p> <p>1. Latvytė, N., p. 86-102.</p> <p>2. Makhotina, E., p. 511-530.</p> <p>3. Halicka, B., p. 1-16.</p> <p>II. Visit to the biggest mass extermination place of Lithuanian Jews: the <i>Paneriai memorial site</i>.</p>
<b>Total:</b>	16		14				30	100	

Assessment strategy	Weight %	Deadlines	Assessment criteria
Research paper	40%	During the semester	<p>15,000 characters, approximately 6 pages; excluding appendices and bibliography.</p> <p>Evaluation criteria:</p> <p>5 points - The topic is original and current, and all parts of the work (introduction, analysis of the topic, conclusions, list of sources and literature) are included. The student presents data from various sources reflecting different perspectives and is able to articulate well-supported conclusions. The thoughts are consistent, and all parts of the work strongly correlate with each other. References to sources and literature are provided, the list of bibliography is included.</p> <p>4 points - The topic is current, and all required parts of the work are present; however, there is a lack of author's comments, polemic, and conclusions are too general. The separate parts of the work are weakly correlated with each other. References to sources and literature are provided, the list of bibliography is included.</p> <p>3 point - All required parts of the work are present, but the topic is not original and relevant; there are mistakes in footnotes, and the author does not engage in debate or present contrasting data. Conclusions are overly general and do not correlate with other parts of the work, and there is a poor database of sources and literature but the list of bibliography is included.</p> <p>2 points – All required parts of the work are present, but the topic is not original and relevant; there are no footnotes, conclusions, the list of bibliography is not included.</p> <p>1 point – All required parts of the work are present, but the paperwork is not submitted in time.</p> <p>0 points – The work is absent.</p>

Active participation at the lectures and seminars, as well as visits to the memory institutions	30%	During the semester	<p>Evaluation criteria:</p> <p>3 points: The student attended all seminars, actively participated in all discussions, made appropriate efforts in the preparation of presentations, answered questions effectively, and participated in all visits to memory institutions.</p> <p>2 points: The student attended all seminars, participated moderately in discussions, made sufficient efforts in preparing presentations, provided adequate answers to questions, and participated in all visits to memory institutions.</p> <p>1 point: The student attended all seminars, participated moderately in discussions, made enough efforts in preparing presentations, could not answer questions, and participated in all visits to memory institutions.</p> <p>0 points: The student did not attend lectures or seminars.</p>
Written exam (test)	30%	During the exam session	<p>The test will consist of 10 open questions.</p> <p>Evaluation:</p> <p>1 point – The answer is correct reasonable.</p> <p>0,5 point – The answer is partly correct.</p> <p>0 points – The answer is incorrect.</p> <p>A total 10 points will correspond to the grade of 10 (excellent); 9 points will correspond to the grade of 9 (very good) and so on.</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Avin, A., Pilarczyk-Palaitis, A.	2022	On the way to visibility: the process of creating cultural memory of the genocide of the Lithuanian Roma	Journal Baltic Studies, vol. 54(1)	<a href="https://doi.org/10.1080/01629778.2023.2153889">https://doi.org/10.1080/01629778.2023.2153889</a> , p. 87-102.
Anderson, M.	2019	Towards Cultural Democracy: Museums and their Communities	Museum International, Volume 71, 2019 - Issue 1-2.	<a href="https://doi.org/10.1080/1350775.2019.1638070">https://doi.org/10.1080/1350775.2019.1638070</a> , p. 140-149.
Budrytė, D.	2016	Decolonization of Trauma and Memory Politics: Insights from Eastern Europe	Humanities 5 (1), 7	<a href="https://doi.org/10.3390/h5010007">https://doi.org/10.3390/h5010007</a> , p. 1-13.
Budrytė, D.	2022	Mnemonic Conflicts and Cooperation in Memory Politics: Development of Narratives about Historical Traumas in	Parliamentary Studies, No. 32,	<a href="https://journals.lnb.lt/parliamentary-studies/article/view/803/787">https://journals.lnb.lt/parliamentary-studies/article/view/803/787</a> p. 11-30.

		Lithuania after 1991.		
Davoliūtė, V.	2020	Fractured and Contested Memory Regimes	Constructions and Instrumentalization of the Past A Comparative Study on Memory Management in the Region	Centre for Baltic and East European Studies, CBEES, Sertn University, p. 131-150.
Halicka, B.	2023	National or Multicultural? A Common Narrative about History in the Baltic States after 1991	Social Science, 12(8)	<a href="https://doi.org/10.3390/socsci12080439">https://doi.org/10.3390/socsci12080439</a> , p. 1-16.
Higashi, J.,	2019	The Politics of History in Memorial Museums	Museum International, Volume 71, 2019 - Issue 1-2.	<a href="https://doi.org/10.1080/13500775.2019.1638034">https://doi.org/10.1080/13500775.2019.1638034</a> , p. 96-103.
Kelpšienė I. et al.	2023	Difficult heritage on social network sites: An integrative review	New Media and Society 25 (11).	<a href="https://doi.org/10.1177/14614448221122186">https://doi.org/10.1177/14614448221122186</a> , p. 3137-3164.
Kucia, M.	2017	(Non-) Remembrance of the Destruction of the Jews: Holocaust Memorials in Lithuania and Poland	The Holocaust in the Eastern and Western European States Occupied by the Nazis: Studies and Memory	Kaunas: Spindulio spaustuvė, 2017, p. 148-176.
Latvytė, N.	2021	#Never Forget: teaching trauma experiences at historical places	Engaging with Historical Traumas	London, New York: Routledge, p. 86-102.
LEE, F. & CHAN, J. M.	2018	Memory mobilization, generational differences, and communication effects on collective memory about Tiananmen in Hong Kong	Asian Journal of Communication Volume 28, 2018 - Issue 4	<a href="https://www.tandfonline.com/doi/full/10.1080/01292986.2018.1425465#d1e277">https://www.tandfonline.com/doi/full/10.1080/01292986.2018.1425465#d1e277</a> , p. 397-415.
Makhotina, E.	2021	Between heritage and (identity) politics: dealing with the signs of communism in post-Soviet Lithuania	National identities, 23(5)	<a href="https://doi.org/10.1080/14608944.2020.1784123">https://doi.org/10.1080/14608944.2020.1784123</a> , p. 511-530.
Pilarczyk-Palaitis, A.	2021	Between remembering and forgetting –	Torun International Studies, 1(14)	<a href="http://dx.doi.org/10.12775/TIS.2021.001">http://dx.doi.org/10.12775/TIS.2021.001</a> , p. 5-18.

		processes of changing topicality of Polish heritage in contemporary Lithuania		
Sucian, T.	2020	Commemoration or Complicity: The [Im]possibility of Memorializing the Victims in a State of Denial	Constructions and Instrumentalization of the Past A Comparative Study on Memory Management in the Region	Centre for Baltic and East European Studies, CBEES, Sertn University. <a href="https://irep.ntu.ac.uk/id/eprint/44441/1/1404562_Wuestenberg.pdf">https://irep.ntu.ac.uk/id/eprint/44441/1/1404562_Wuestenberg.pdf</a> , p. 167-176.
Violi, P.	2017	Landscapes of Memory: Trauma, Space, History		Oxford, Bern, Belin: Peter Lang, p. 23-35.
Waligorska, M.	2023	Holocaust Survivors Returning to their Hometowns in the Polish-Belarusian-Ukrainian Borderlands, 1944–1948	The Journal of Holocaust Research Volume 37, 2023 - Issue 2	<a href="https://doi.org/10.1080/25785648.2023.2197759">https://doi.org/10.1080/25785648.2023.2197759</a> , p. 191-212.
<b>Recommended reading</b>				
Assmann, A.	2008	Transformations between History and Memory	Social Research 75 (1): Spring	<a href="https://www.jstor.org/stable/40972052">https://www.jstor.org/stable/40972052</a> , p. 49-72.
Davoliūtė, V.	2015	Multidirectional Memory of the Deportations of Lithuanian Jews	Ethnicity studies, 2015/2	<a href="http://www.ces.lt/wp-content/uploads/2016/01/8-ETn_St_Davoliute_Multidirectional-memory.pdf">http://www.ces.lt/wp-content/uploads/2016/01/8-ETn_St_Davoliute_Multidirectional-memory.pdf</a> p. 131-150.
Tart-Aarelaid, A.	2009	Cultural Trauma as the Mnemonic Device of Collective Memory	<b>The burden of remembering.</b> Recollections & representations of the 20th century	Helsinki, Finish Literature Society, p. 197-121.
Sužiedėlis, S., Liekis, Š.	2013	Conflicting Memories: The Reception of the Holocaust in Lithuania	Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe	Lincoln, Nebraska: University of Nebraska Press, p. 319-351.