COURSE UNIT (MODULE) DESCRIPTION

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

Academic staff	Core academic unit(s)
Coordinating: 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. 2nd semester	English

Requisites	
Prerequisites: -	**Co-requisites (if relevant): -**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	40	90

Purpose of the course unit		
The aim of this course is to systematically analyse the interaction between collective memory and political power, revealing how different memory actors (the state, institutions, communities, social movements) shape, communicate, and contest representations of historical events in public places, cultural practices, and official and alternative narratives. The course seeks to develop students' ability to critically assess processes of memory politics, identify competing memory regimes, and analyse the symbolic, cultural and communicative mechanisms they produce in the contemporary society.		
Learning outcomes of the module (course unit)	**Teaching/learning methods**	**Assessment methods**
Students will be able to explain and critically discuss the key theories and concepts of memory as well as the main approaches to memory politics, commemoration, and practices.	Problem-based teaching, active learning (case studies, group discussions, concept clarification exercises)	Lectures and seminars
Students will be able critically analyse how historical events are represented and communicated in contemporary society through public spaces, memorials, museums, films, media, and cultural practices, identifying competing narratives and memory regimes.	Problem-based teaching, active learning (case studies, film analysis, group discussions, preparation for the seminar presentation, study visits to memory	Lectures and seminars

	institutions and memorial sites)	
Students will be able to identify memory actors and evaluate their communicative strategies, articulating well-structured and theoretically grounded arguments about mnemonic conflicts and memory politics and their representations.	Problem-based teaching, active learning (case study analysis, film analysis and guided discussions, preparation for the seminar presentation, problem-based learning, study visits to memory institutions and memorial sites)	Lectures and seminars
Students will be able to demonstrate comprehensive knowledge of key theories and concepts of memory studies and apply them in analysing cases of memory politics and representation in contemporary society in a structured written format.	Problem-based teaching focused on theoretical frameworks, guided reading of compulsory literature, concept clarification and synthesis exercises, short in-class analytical writing tasks to prepare for exam-type questions.	Lectures and exam

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	Seminar: 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.	4		2				6	12	Seminar: I. Analysis of the articles, group presentations and discussions: 1. Violi, P., p. 23-35; 2. Budrytė, D. (2016), p. 1-13.
3. Memory, trauma and identity: how society remember? Memory mobilization and communication about contesting historical events	4		2				6	14	Seminar: I. Analysis of literature, preparation for discussions and group presentations: 1. Waligorska, M., p. 191-212. 2. Makhotina, E., p. 511-530. 3. Suciyan, T., p. 167-176.
4. Roles and communicative practices of memory actors and agents in the society.	2		4				6	20	Seminars:

									I. Analysis of the articles, group presentations and discussions: 1. Davoliūtė, V., p. 131-150. 2. Budrytė, D. (2022), p. 11-30. II. Analysis of the movies and preparation for discussions: 1. S. Loznica. *State Funeral* (2019): https://www.youtube.com/watch?v=MLR3g6E2pZA&ab_channel=Mosfilm 2. M. Romm. *Ordinary Fascism* (1964): https://www.youtube.com/watch?v=99KTWwpSAUY&ab_channel=alteridades
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.	2		2				4	14	Seminar: I. Analysis of literature to prepare for the visit to the memory institution: 1. Higashi, J., p. 96-103. 2. Anderson, M., p. 140-149. Visit to the *Museum of Occupations and Freedom Fights.*
6. Memory and Social Movements: how various ethnical communities challenge dominant narratives and preserve alternative histories?	4	2	2				8	14	Seminar: 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. Visit to the *Vilna Gaon Jewish History Museum* that represents heritage of the Jewish

									community in Lithuania.
7. Communication and representation of cultural trauma: contested sites, museums, and public spaces.	2	2	2				6	14	Seminar: I. Analysis of literature to prepare for the visit to the memorial site: 1. Latvytė, N., p. 86-102. 2. Halicka, B., p. 1-16. Visit to the biggest mass extermination place of Lithuanian Jews: the *Paneriai memorial site*.
Total:	20	4	16				40	90	

Assessment strategy	Weight %	Deadlines	Assessment criteria
Active participation at the seminars, as well as visits to the memory institutions	50%	During the semester	**Cumulative goal:** **5 points:** student actively participated in all discussions, guided tours and visits; took a leadership role in group work; and made strong efforts in preparing presentations of the case studies and mini-project, answering questions, and contributing to class activities. **4 points:** student participated well in all discussions, guided tours and visits; showed initiative in group work; and made good efforts in preparing presentations of the case studies and mini-project, answering questions, and contributing to class activities. **3 points:** student participated partially satisfactorily in the discussions, guided tours and visits; contributed to group work; and made adequate efforts in preparing presentations of the case studies and mini-projects, answering questions. **2 points:** student participated only partially and in a limited way in discussions, guided tours and visits; did not contribute meaningfully to group work; and did not prepare presentations of case studies neither mini-project, did not answer to the questions. **1 point:** student participated apathetically in only a small part of the discussions, debates, guided tours and visits; did not contribute to group work; and made no presentations. **0 points:** student attended less than two-thirds of all seminars and completed less than a half of the required tasks.
Written exam/Test	50%	During the exam session	Written test consisting of 10 open and closed type questions; each correct answer to the question is worth a maximum of 0.5 points.

Author (-s)	Publishing year	Title	Issue of a periodical or	Publishing house or web link

			volume of a publication	
Required reading				
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)	https://doi.org/10.1080/01629778.2023.2153889, p. 87-102.
Anderson, M.	2019	Towards Cultural Democracy: Museums and their Communities	Museum International, Volume 71, 2019 - Issue 1-2.	https://doi.org/10.1080/13500775.2019.1638070 , p. 140-149.
Budrytė, D.	2016	Decolonization of Trauma and Memory Politics: Insights from Eastern Europe	Humanities 5 (1), 7	https://doi.org/10.3390/h5010007, p. 1-13.
Budrytė, D.	2022	Mnemonic Conflicts and Cooperation in Memory Politics: Development of Narratives about Historical Traumas in Lithuania after 1991.	Parliamentary Studies, No. 32,	https://journals.lnb.lt/parliamentary-studies/article/view/803/787 p. 11-30.
Davoliūtė, V.	2020	Fractured and Contested Memory Regimes	Constructions and Instrumentalizatio n 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)	https://doi.org/10.3390/socsci12080439, p. 1-16.
Higashi, J.,	2019	The Politics of History in Memorial Museums	Museum International, Volume 71, 2019 - Issue 1-2.	https://doi.org/10.1080/13500775.2019.1638034, p. 96-103.
Latvytė, N.	2021	#Never Forget: teaching trauma experiences at historical places	Engaging with Historical Traumas	London, New York: Routledge, p. 86-102.
Makhotina, E.	2021	Between heritage and (identity) politics: dealing with the signs of	National identities, 23(5)	https://doi.org/10.1080/14608944.2020.1784123, p. 511-530.

		communism in post-Soviet Lithuania		
Pilarczyk-Palaitis, A.	2021	Between remembering and forgetting – processes of changing topicality of Polish heritage in contemporary Lithuania	Torun International Studies, 1(14)	http://dx.doi.org/10.12775/TIS.2021.001, p. 5-18.
Suciyan, T.	2020	Commemoration or Complicity: The [Im]possibility of Memorializing the Victims in a State of Denial	Constructions and Instrumentalizatio n of the Past A Comparative Study on Memory Management in the Region	Centre for Baltic and East European Studies, CBEES, Sertn University. https://irep.ntu.ac.uk/id/eprint/44441/1/1404562_Wüstenberg.pdf, 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	https://doi.org/10.1080/25785648.2023.2197759, p. 191-212.
Recommended reading				
Assmann, A.	2008	Transformations between History and Memory	Social Research 75 (1): Spring	https://www.jstor.org/stable/40972052, p. 49-72.
Davoliūtė, V.	2015	Multidirectional Memory of the Deportations of Lithuanian Jews	Ethnicity studies, 2015/2	http://www.ces.lt/wp-content/uploads/2016/01/8-ETn_St_Davoliūtė_Multidirectional-memory.pdf p. 131-150.