



COURSE UNIT DESCRIPTION

Course unit title	Course unit code
Storytelling and trauma	

Name of lecturer	Department
Dr. Neringa Latvytė	Faculty of Communication

Study cycle	Course unit level	Course unit type
Bachelor		Optional

Study method	Semester	Language of instruction
Classroom work	Autumn	English

Requirements for students	

ECTS credits	The entire student workload	Contact hours	Self-learning hours
5	130	34	96

Aim of the module (course unit): competences foreseen by the study programme		
<p>The course aims to explore the intricate relationship between storytelling and trauma, emphasizing the significant role narratives play in the processing and healing of traumatic experiences. Through various mediums such as personal narratives, literature, art, and participatory activities at the memory institutions, individuals find possibilities to express and comprehend their trauma. Furthermore, the course delves into topics such as transgenerational trauma transmission, challenges in communicating traumatic experiences at the authentic sites, and the dynamics of remembering and forgetting within contemporary society. Students will develop analytical competencies and will improve skills in independent work, critical thinking, and evaluation. Practical application of theoretical concepts will be emphasized throughout the course.</p>		
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 trauma, basic principles, and terminology related to the communication of traumatic memories.	Problem-based teaching, active learning (group discussions, visits to the memory institutions)	Exam in a form of test
Students will be able to analyse strategies of trauma 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
Student will be able critically and independently recognize, analyze and summarize various representations of the traumatic past in a daily life of contemporary society.	Active learning (individual studying, case studies, problem discourse)	Presentations

Themes	Contact work hours	Time and tasks for individual work

	Lectures	Consultations	Seminars	Practical work	Laboratory work	Placements	Total contact work	Individual work	Tasks
1. 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	14	<u>Seminars</u> I. Analysis of the articles, presentations and discussions: 1. KELPŠIENĖ I. et al, p. 3137-3164. 2. VIOLI, P., p. 23-35; 3. BUDRYTĖ, D. (2016), p. 1-13. II. Analysis of webinar and preparation for discussion: VIRGOLET HROBAT, Katja. <i>In the Silence of Memory. "Exodus" and Istria</i> . https://i-on.museum/webinars/
2. Roles and communicative practices of memory actors and agents in the construction and representation of traumatic narratives.	2		2				4	16	<u>Seminars</u> I. Analysis of the articles, 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): https://www.youtube.com/watch?v=MLR3g6E2pZA&ab_channel=Mosfil 2. M. Romm. <i>Ordinary Fascism</i> (1964): https://www.youtube.com/watch?v=99KTWwpSAUY&ab_channel=alteridades
3. Witnessing trauma: methodology for working with sensitive personal narratives.	4		4				8	24	<u>Seminars</u> I. Analysis of webinar and preparation for discussion: MEYER, Danie. <i>Imparting the narrative: Memory theory and practice in sensitive interviewing</i> . https://i-on.museum/webinars/

									<p>II. Analysis of oral testimonies of survivors: <i>USC Shoah Foundation Visual History Archive.</i> https://vha.usc.edu/home</p> <p>III. Analysis of the articles, presentations and discussions: 1. POLLIN-Galay, H., p. 1-13. 2. LATVYTĖ, N. (2023), p. 226-242.</p> <p>IV. Visit to the <i>Holocaust Exhibition of the Vilna Gaon Jewish History Museum</i></p>
4. Using storytelling to design museum experiences: communication strategies.	4		4				8	16	<p><u>Seminars</u></p> <p>I. Analysis of webinar and preparation for discussion: KRVAVAC, Amina. War childhood museum – from project to museum, from a museum to a global movement [interaktyvus]. https://i-on.museum/webinars/</p> <p>II. Visit to the <i>Museum of Occupations and Freedom Fights.</i></p>
5. Literary representations of trauma.	2		2				8	12	<p><u>Seminars</u></p> <p>Analysis of the excerpts for the books: KANOVICH, p. 15 (one individually selected chapter). ŠEPETYS, Rūta. <i>Between Shades of Gray.</i> London: Penguin, 2011, p. 15 individually selected pages.</p>
6. Storytelling topography at the authentic places of difficult heritage.	2	2	2				8	12	<p><u>Seminars</u></p> <p>I. Analysis of the articles, presentations and discussions: 1. LATVYTĖ, N., p. 86-102. 2. SUCIYAN, T., p. 167-176.</p> <p>II. Visits to the <i>Paneriai Memorial of the Vilna Gaon Museum of Jewish History.</i></p>
Total:	16	2	16				34	96	

Assessment strategy	Weight in %	Deadlines	Assessment criteria
Research paper (15,000 characters, approximately 6 pages; excluding appendices and bibliography).	50%	During the semester	<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 and visits to the memory institutions	30%		<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 answered 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 examination session	<p>Evaluation:</p> <p>The test will consist of 10 open questions.</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 the grade of 9 (very good) and so on.</p>

Author	Year of issue	Title	No of periodical or volume	Place of printing. Printing house or internet link
Compulsory literature				

BUDRYTĖ, D.	2016	Decolonization of Trauma and Memory Politics: Insights from Eastern Europe	<i>Humanities</i> 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.	<i>Parliamentary Studies</i> , No. 32,	https://journals.lnb.lt/parliamentary-studies/article/view/803/787 p. 11-30.
DAVOLIŪTĖ, V.	2020	Fractured and Contested Memory Regimes	<i>Constructions and Instrumentalization of the Past A Comparative Study on Memory Management in the Region</i>	Centre for Baltic and East European Studies, CBEES, Sertn University, p. 131-150.
KELPŠIENĖ, I., ARMAKAUSKAITĖ, D., DENISENKO, V., KIRTIKLIS, K., LAUŽIKAS, R., STONYTĖ, R., MURINIENĖ, L., DALLAS, C.	2023	Difficult heritage on social network sites: An integrative review	<i>New Media and Society</i> 25 (11).	https://doi.org/10.1177/1461448221122186 , p. 3137-3164.
KANOVICH, G.	2019	<i>Devilspel</i>		Nottingham: Noir Press, p. 15 (one individually selected chapter).
KUCIA, M.	2017	(Non-) Remembrance of the Destruction of the Jews: Holocaust Memorials in Lithuania and Poland	<i>The Holocaust in the Eastern and Western European States Occupied by the Nazis: Studies and Memory</i>	Kaunas: Spindulio spaustuvė, 2017, p. 148-176.
LATVYTĖ, N.	2023	Muted narratives of traumatic experiences of the Lithuanian Jewish women in the anti-Nazi Partisan Resistance	<i>Genocidas ir rezistencija</i> , 2(54)	Vilnius: Lietuvos gyventojų genocido ir rezistencijos tyrimų centras, 2023, p. 226-242.
LATVYTĖ, N.	2021	#Never Forget: teaching trauma experiences at historical places	<i>Engaging with Historical Traumas</i>	London, New York: Routledge, p. 86-102.
POLLIN-Galay, H.	2018	Ecologies of Witnessing: Language, Place, and Holocaust Testimony		New Haven, London: Yale University Press, p. 1-13.
SUCIYAN, T.	2020	Commemoration or Complicity: The [Im]possibility of Memorializing the Victims in a State of Denial	<i>Constructions and Instrumentalization of the Past A Comparative Study on Memory Management in the Region</i>	Centre for Baltic and East European Studies, CBEES, Sertn University. https://irep.ntu.ac.uk/id/eprint/44441/1/1404562_Wu%20stenber%20g.pdf , p. 167-176.
ŠEPETYS, R.	2011	<i>Between Shades of Gray</i>		London: Penguin, p. 15 individually selected pages.
VIOLI, P.	2017	<i>Landscapes of Memory: Trauma, Space, History</i>		Oxford, Bern, Belin: Peter Lang, p. 23-35.
Additional literature				
ASSMANN, A.	2008	Transformations between History and Memory	<i>Social Research</i> 75 (1): Spring	https://www.jstor.org/stable/40972052 , p. 49-72.
DAVOLIŪTĖ, V.	2015	Multidirectional Memory of the Deportations of Lithuanian Jews	<i>Ethnicity studies</i> , 2015/2	http://www.ces.lt/wp-content/uploads/2016/01/8-ETn_St_Davoliute_Multidirectional-memory.pdf p. 131-150.
TART-AARELAID, A.	2009	Cultural Trauma as the Mnemonic Device of Collective Memory	<i>The burden of remembering. Recollections & representations of the 20th century</i>	Helsinki, Finish Literature Society, p. 197-121.
SUŽIEDĖLIS S., LIEKIS, Š.	2013	Conflicting Memories: The Reception of the Holocaust in Lithuania	<i>Bringing the Dark Past to Light: The Reception of the Holocaust in</i>	Lincoln, Nebraska: University of Nebraska Press, p. 319-351.

			<i>Postcommunist Europe</i>	
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