



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Adaptacijų dirbtuvės: Vilniaus kultūrų komunikacija	

Kūrybos komunikacijos studentams bus dėstomas lietuvių kalba

Academic staff	Core academic unit(s)
Coordinating: dr. Neringa Latvytė	Faculty of Communication Saulėtekio al. 9, I rūmai, LT-10222 Vilnius

Study cycle	Type of the course unit
Bachelor	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Classroom and experiential based learning	Spring	Lithuanian

Requisites	
Prerequisites:	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	28	102

Purpose of the course unit		
This course explores theories and practices of memory and intercultural communication in Vilnius as a historically multicultural city. By combining lectures, seminars, and visits to heritage sites, students will examine how diverse cultural communities have shaped Vilnius and continue to interact today. The city's heritage as cultural memory will be explored through material and symbolic signs in public space and overlaps in the cityscape with the purpose to understand how cultural meanings circulate, intersect, and transform within urban spaces.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Explain key concepts and theories of memory and intercultural communication.	Lectures, discussions, case studies	Individual seminar work and participation (analytical tasks and reflections)
Identify and analyse historical and contemporary dimensions of Vilnius as a multicultural and memory-rich cityscape.	Lectures, study visits to the heritage sites, memory institutions, group workshops, supervised teamwork	Group workshop analysis and presentation (team-based research and applied analysis)
Recognize and interpret verbal, nonverbal, and symbolic signs across different cultural and historical contexts in Vilnius.	Lectures, study visits to the heritage sites, memory institutions, group workshops, supervised teamwork	Group workshop analysis and presentation (team-based research and applied analysis)
Critically reflect on personal and collective experiences of intercultural encounters in urban spaces.	Interactive lectures, demonstrations, discussions	Group presentations (team-based research and applied analysis)
Design small-scale, culturally-aware initiatives or projects that promote intercultural dialogue, inclusivity, and memory awareness.	Feedback discussions	Final mini-projects presentation (group presentations at the end of the semester)

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Cultural memory and intercultural communication: Assmann, ErlI and Lotman's frameworks.	2		2				4	4	Seminar: Scientific literature analysis and preparation for the discussion: Assmann, p. 97–107.
2. Vilnius as a multicultural city: historical and contemporary perspectives, diversity and representations (Polish, Jewish, Romani, Russian, Belarusian, Karaim, Ukrainian, German and other communities).	4		4				8	24	Seminars: I. Scientific literature analysis: Čepaitienė, p. 164–179. Analysis of the movie and preparation for discussions: Edita Mildažytė. Fania's Vilnius (English), 2013: https://www.youtube.com/watch?v=pQw9PRxqq6w Analysis of the Karaim culture and History route in Vilnius and preparation for discussion: https://www.karaim.eu/vilnius/index.html II. Group presentation based on the guided tour in the multicultural Vilnius Old City.
3. Linguistic landscape: how language in the city reflects, integrates, or marginalizes different communities; what kinds of signs can be found and what languages are used; and what types of information are communicated.	2		2				4	18	Seminar: Scientific literature analysis and presentations of the case studies: Syrjälä, p. 1–13.

4. Intercultural interaction in everyday life: common stereotypes and prejudices that may prevent communication; practical strategies for fostering inclusive and respectful dialogue between diverse cultural groups.	2		2				4	14	Seminars: I. Scientific literature analysis: Avin, Pilarczyk-Palaitis, p. 5–18; Pilarczyk-Palaitis, p. 87–102; Gabrilavičiūtė's article, https://www.lrt.lt/en/news-in-english/19/2175603/how-ethnic-composition-of-vilnius-changed-over-time?srltid=AfmBOoqAGswUJgNvMj0J5004clV7aSKepar7yQjJu-6PilV8PpuLWne II. Experiential tour: Vilnius: a taste of stories – an immersive experience at the Vilnius tourist information centre and visit to the Jewish food place “Baleboste” (Hales market).
5. Reflection and synthesis: intercultural communication in practice.	2	2	2				6	24	Presentations of mini-projects and session of Q&A.
Preparation for exam.								18	
Review of exam score.		2					2		
Total	12	4	12				28	102	

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation during seminars and preparations for the seminars	50 %	During 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.
Exam	50%	During 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 volume of a publication	Publishing house or web link
Required reading				
1. Assmann, Aleida	2010	Cannon and Archive	<i>A Companion to Cultural Memory Studies</i> , p. 97–107.	Berlin, New York: Walter De Gruyter https://www.researchgate.net/publication/256096723_Cultural_Memory_Studies
2. Avin, Agnieška, Pilarczyk-Palaitis, Anna Ewa	2022	On the way to visibility: the process of creating cultural memory of the genocide of the Lithuanian Roma	Vol. 54 (1), p. 87–102.	<i>Journal Baltic Studies</i> , https://doi.org/10.1080/01629778.2023.2153889
3. Pilarczyk-Palaitis, Anna Ewa	2021	Between Remembering and Forgetting - Processes of Changing Topicality of Polish Heritage in Contemporary Lithuania	No. 1 (14), p. 5–18.	<i>Torun International Studies</i> . http://doi.org/10.12775/TIS.2021.001
4. Čepaitienė, Rasa	2013	Memory politics in a multiethnic city: the case of Vilnius	Vol. 1, no. 1/2, p. 164 – 179.	<i>Plural: history, culture, society</i> . https://etalpykla.lituanistik.a.lt/fedora/objects/LT-LDB-0001:J.04~2013~1537880_260436/datastreams/DS.002.1.01.ARTIC/content
5. Gabrilavičiūtė, Daiva	2024	How ethnic composition of Vilnius changed over time		https://www.lrt.lt/en/news-in-english/19/2175603/how-ethnic-composition-of-vilnius-changed-over-time?srsId=AfmBOoqAGswUJgNvMj0J5004clV7aSKepar7yQjJu-6PiLV8PpuLWne
6. Syrjälä, Väinö	2022	Linguistic Landscapes in the Stockholm Archipelago – Producing and Reflecting a Sense of Place	Vol.7 (1), no. 37, p. 1–13.	<i>Languages</i> https://doi.org/10.3390/languages7010037
Recommended reading				
Connerton, Paul	2003	<i>How societies remember</i>	p. 1–40.	Cambridge University Press
Sabaliauskaitė, Kristina	2012	<i>Vilnius, Wilno, Vilna</i>		Vilnius: Baltos lankos
Briedis, Laimonas	2024	<i>Vilnius City of Strangers</i>		Vilnius: Baltos lankos
Petreikis, Tomas (sud.)	2023	<i>Vilnius. Bibliografijos rodyklė. Mokslo darbai 1990–2022.</i>	1 dalis.	Vilnius: Lietuvos nacionalinė Martyno Mažvydo biblioteka https://ibiblioteka.lt/metis/

				publication/LIBIS000000520584?q=2bux2ku34
Gintautas Sliesoriūnas et al. (sud.)	2024	<i>Vilniaus istorija. XIII a. – 1795 m.</i>	I tomas.	Vilnius: Lietuvos istorijos institutas.
Virgilijus Pugačiauskas et al. (sud.)	2024	<i>Vilniaus istorija. 1795–1914 metai.</i>	II tomas.	Vilnius: Lietuvos istorijos institutas.
Vitalija Stravinskienė et al. (sud.)	2024	<i>Vilniaus istorija. 1914–1990 metai.</i>	III tomas.	Vilnius: Lietuvos istorijos institutas.

NOTE: Including Open Educational Resources in the reading list is recommended