



## COURSE UNIT DESCRIPTION

Course unit title	Course unit code
<b>Memory Communication</b>	

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	Spring	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 introduces the main theories of memory and their representations, exploring the role and strategies of memory institutions in communicating cultural memory and shaping public identity. It also involves examining society's engagement in participatory activities and practices that render cultural heritage visible and preserve cultural memory for future generations.</p> <p>The course aims to develop basic communication and information science skills, including information search and selection, communication within the context of the main theories of cultural memory, traditional and modern practices and representations of memory institutions, community-built participatory activities, and challenges of cultural heritage communication and actualization.</p>		
Learning outcomes of the module (course unit)	Teaching/learning methods	Assessment methods
Students will gain knowledge of the development of individual, collective, and cultural memory ideas and contemporary tendencies. They will learn about the most important theories, principles, and terminology of cultural memory communication, as well as mediators and participatory practices related to representations of cultural memory.	Problem-based teaching, active learning (group discussions, visits to the memory institutions)	Exam in a form of test
Student will be able to find, analyse and summarize interpretations and communication strategies of cultural memory.	Active learning (independent research), research methods (search for information, critical literature analysis)	Research paper
Students will be able to present various examples of representations of cultural memory in 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. Construction of cultural memory and its interaction with individual, collective and communicative memory.	4		4				8	22	<u>Seminars:</u> I. Analysis of literature, preparation for discussions and presentations: 1. ASSMANN, A., p. 49-72. 2. ROEDIGER, L. H., p. 1388-1400. 3. ASSMANN, J., p. 15-27.
2. Importance of memory institutions in communicating cultural memory and serving public interests; Changes in representations and community-built practices: From curatorial approaches to participatory practices.	4		4				8	24	Seminars: I. Analysis of literature, preparation for discussions and presentations: 1. TRILUPAITYTĖ, S., p. 246-260. 2. RIGNEY, A., p. 21-27. 3. JIN, L. et al, p. 1-10. 4. SIMON, N., p. 8-32. 5. KNUDSEN, B., STAGE T. C., p. 418-436.  II. Visits to cultural memory institutions that implement participatory practices: <i>Vilnius Urban Wooden Heritage Museum;</i> <i>Vilnius City Museum.</i>
3. Processes of change in the relevance of cultural memory among various ethnic communities in Lithuania.	4		4				8	24	Seminars: I. Analysis of literature, preparation for discussions and presentations: 1. PILARCZYK-PALAITIS, A., p. 5-18. 2. AVIN, A., PILARCZYK-PALAITIS, A., p. 87-102. II. Analysis of online database <i>Jewish Heritage Lithuania</i> : <a href="https://www.jewish-heritage-lithuania.org/">https://www.jewish-heritage-lithuania.org/</a>  III. Guided tour exploring multicultural Vilnius.

									IV. Visit to the <i>Vilna Gaon Jewish History Museum</i> that represents cultural heritage of the Jewish community in Lithuania.
4. Communication and representation of cultural trauma: Contested sites, museums, and public spaces.	4	2	4				10	26	<p>Seminars</p> <p>I. Analysis of literature, preparation for discussions and presentations:</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. Analysis of online databases:</p> <p><i>Lithuanian partisan memorial in Kryžkalnis:</i>  <a href="https://partizanumemorialas.lt/en/">https://partizanumemorialas.lt/en/</a></p> <p><i>Holocaust Atlas of Lithuania:</i>  <a href="http://holocaustatlas.lt/EN/">http://holocaustatlas.lt/EN/</a></p> <p>III. Visit to the biggest mass extermination place of Lithuanian Jews: the <i>Paneriai memorial site</i>.</p>
<b>Total:</b>	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, 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 preparing 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 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	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
<b>Required reading</b>				
ASSMANN, A.	2008	Transformations between History and Memory	<i>Social Research</i> 75(1): Spring	<a href="https://muse.jhu.edu/article/527984/pdf">https://muse.jhu.edu/article/527984/pdf</a> , p. 49-72.
ASSMANN, J.	2011	Communicative and Cultural Memory	<i>Cultural Memories. The Geographical Point of View (Knowledge and Space 4)</i>	<a href="https://archiv.ub.uni-heidelberg.de/propylaeumdok/4111/1/Assmann_Communicative_and_Cultural_Memory_2011.pdf">https://archiv.ub.uni-heidelberg.de/propylaeumdok/4111/1/Assmann_Communicative_and_Cultural_Memory_2011.pdf</a> , p. 15-27.
AVIN, A., PILARCZYK-PALAITIS, A.	2022	On the way to visibility: the process of creating cultural memory of the genocide of the Lithuanian Roma	<i>Journal Baltic Studies</i> , 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.
HALICKA, B.	2023	National or Multicultural? A Common Narrative about History in the Baltic States after 1991	<i>Social Science</i> , 12(8)	<a href="https://doi.org/10.3390/socsci12080439">https://doi.org/10.3390/socsci12080439</a> , p. 1-16.
JIN, L., XIAOB H., SHEN H.	2020	Experiential authenticity in heritage museums	<i>Journal of Destination Marketing &amp; Management</i> (18)	<a href="https://www.sciencedirect.com/science/article/pii/S2212571X20301153">https://www.sciencedirect.com/science/article/pii/S2212571X20301153</a> p. 1-10.
KNUDSEN, B., STAGE T. C.,	2013	Online war memorials: YouTube as a democratic space of commemoration exemplified through video tributes to fallen Danish soldiers	<i>Memory Studies</i> , 6 (4)	<a href="https://journals.sagepub.com/doi/10.1177/1750698012458309">https://journals.sagepub.com/doi/10.1177/1750698012458309</a> , p. 418-436.

LATVYTĒ, N.	2021	#Never Forget: teaching trauma experiences at historical places	<i>Engaging with Historical Traumas. Experiential Learning and Pedagogies of Resilience.</i>	London, New York: Routledge, p. 86-102.
MAKHOTINA, E.	2021	Between heritage and (identity) politics: dealing with the signs of communism in post-Soviet Lithuania	<i>National identities</i> , 23(5)	<a href="https://doi.org/10.1080/1460894.4.2020.1784123">https://doi.org/10.1080/1460894.4.2020.1784123</a> , p. 511-530.
PILARCZYK-PALAITIS, A.	2021	Between remembering and forgetting – processes of changing topicality of Polish heritage in contemporary Lithuania	<i>Torun International Studies</i> , 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.
RIGNEY, A.	2023	Decommissioning monuments, mobilizing materialities	<i>The Routledge handbook of memory activism</i>	<a href="https://www.taylorfrancis.com/books/edit/10.4324/9781003127550/routledge-handbook-memory-activism-yifat-gutman-jenny-w%C3%BCstenberg">https://www.taylorfrancis.com/books/edit/10.4324/9781003127550/routledge-handbook-memory-activism-yifat-gutman-jenny-w%C3%BCstenberg</a> p. 21-27.
ROEDIGER, H. L.	2021	Three facets of collective memory.	<i>American Psychologist</i> , 76 (9)	<a href="https://doi.org/10.1037/amp0000938">https://doi.org/10.1037/amp0000938</a> , p. 1388-1400.
SIMON, N.	2010	The Participatory Museum	Santa Cruz, CA: Museum 2.0.	<a href="https://participatorymuseum.org/read/">https://participatorymuseum.org/read/</a> , p. 8-32.
TRILUPAITYTE, S.	2021	Disagreement over monuments: cultural planning of national jubilees and public spaces in Vilnius	<i>International journal of cultural policy</i> , vol. 27, no. 2	<a href="https://doi.org/10.1080/10286632.2021.1873969">https://doi.org/10.1080/10286632.2021.1873969</a> , p. 246-260.
<b>Recommended reading</b>				
CRAIG, R. T.	2004	Communication as Practice	<i>Communication as ...: Stances on Theory</i>	Thousand Oaks, CA: Sage, p. 38-47.
ERLL, A.	2010	Literature, Film, and Mediality of Cultural Memory	<i>A Companion to Cultural Memory Studies</i>	Berlin, New York: Walter de Gruyter, p. 389-398.
HARTH, D.	2010	Invention of Cultural Memory	<i>A Companion to Cultural Memory Studies</i>	Berlin, New York: Walter de Gruyter, p. 85-96.
VUKOV, N.	2009	Protean Memories, 'Permanent' Visualizations. Monuments and History Museum in Post-Communist Eastern Europe	<i>The burden of remembering. Recollections &amp; representations of the 20th century</i>	Helsinki, Finish Literature Society, 2009, p. 139-159.