**TEMPLATE**

**Course Syllabus**

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| Title of the course | | **History of collective memory and social representations** | | | | | | |
| Title of the Academic Programme | | BA Programme in History | | | | | | |
| Type of the course | | Elective | | | | | | |
| Prerequisites | |  | | | | | | |
| ECTS workload | | 4 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
| 40 | | 112 | | | 152 | |
| Course Overview | | This is a general course dedicated to the issues of memory and social representations in different historical perspectives. Its main focus is on the utility of the past which is employed by different social actors, that is why memory is always contested and depends on current socio-political contexts. Another objective of the course is to explore the language of the narratives of memory: how they are constructed and produced. The course is divided into six thematic clusters connected with certain issues of memory studies: approaches to collective memory; memory in ancient societies; memory, history and ethnicity; remembrances of violence: wars, traumas, working through past; memory and power relations; memory in the global world. The course will be comprised of different historical cases ranging from Antiquity to Contemporary history.  At the seminars students are expected to read high quality scholarly literature on different key issues in memory studies and to discuss them. Students will obtain experience of analysis of the primary sources through the perspective of CDA (critical discourse-analysis). | | | | | | |
| Intended Learning Outcomes (ILO) | | 1. Understanding of topical issues in memory studies 2. Ability to use various approaches to the research of the issues of collective memory 3. Ability to contextualize commemorative practices | | | | | | |
| Teaching and Learning Methods | | The course consists of 5 lectures and 15 seminars. The seminars involve discussions of literature, analysis of written and visual sources. | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
| 1 | Social approaches to memory (sociology and psychology): social representations | | 2 | | 2 | 0 | | 0 |
| 2 | Memorial turn in history and cultural studies. Formation of memory studies | | 10 | | 0 | 2 | | 8 |
| 3 | Forms of maintenance of memory in ancient societies | | 2 | | 2 | 0 | | 0 |
| 4 | Oral tradition, genealogies and the relationships between memory and oblivion | | 9 | | 0 | 2 | | 7 |
| 5 | The issue of memory and history | | 2 | | 2 | 0 | | 0 |
| 6 | Uses of the past in the Middle ages: ethnogenetic myths | | 12 | | 0 | 2 | | 10 |
| 7 | Nation and memory: nationalism and the invention of tradition | | 2 | | 2 | 0 | | 0 |
| 8 | Performativity of memory in the 19th century | | 6 | | 0 | 2 | | 4 |
| 9 | Dynamics of collective remembering | | 9 | | 0 | 2 | | 7 |
| 10 | Memory and the Great War | | 12 | | 0 | 2 | | 10 |
| 11 | Traumatic memory – narrating violence | | 9 | | 0 | 2 | | 7 |
| 12 | Traumatic memory — the case of interviews and personal accounts | | 10 | | 0 | 2 | | 8 |
| 13 | Strategies of working through the past | | 9 | | 0 | 2 | | 7 |
| 14 | Institutionalization of memory and counter-memories | | 10 | | 0 | 2 | | 8 |
| 15 | Contested memories | | 9 | | 0 | 2 | | 7 |
| 16 | Politics of memory in Post-Soviet states— construction of (new) identities | | 2 | | 2 | 0 | | 0 |
| 17 | Politics of memory in contemporary Russia | | 9 | | 0 | 2 | | 7 |
| 18 | Construction of school narratives | | 10 | | 0 | 2 | | 8 |
| 19 | Archives of memory in contemporary world | | 9 | | 0 | 2 | | 7 |
| 20 | Memory in the Global world | | 9 | | 0 | 2 | | 7 |
| **Total study hours** | | | 152 | | 10 | 30 | | 112 |
| Indicative Assessment Methods and Strategy | | The students’ final grade will be measured as follows:  1) *Activities in class*  The grade is calculated as an average accumulated grade for the seminars (starting from 4 points only for attendance).  2) *Review*  The student has to write a review on two articles which are dedicated to one of the aspect of memory studies  3) *Final exam*  The final exam is the presentation of the project concerned with the research of memory and social representations    The resulted grade for the course is calculated as follows:  *N* resulted(1) = 0.6 *N* accumulated(1) + 0.4 *N* reviews  The final grade for the course is calculated as follows:  *N* final =0.5 *N* resulted (1) + 0.5 *N* presentation | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory  Optional | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | |  | | 82 |
| Assignments for seminars / tutorials / labs | | | |  | |  |
| E-learning / distance learning (MOOC / LMS) | | | |  | |  |
| Fieldwork | | | |  | |  |
| Project work | | | |  | | 40 |
| Other (please specify) | | | |  | |  |
| Preparation for the exam | | | |  | |  |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | |
| Facilities, Equipment and Software | | (If required) | | | | | | |
| Course Instructor | |  | | | | | | |

**Intended Learning Outcomes (ILO) Delivering**

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| **Programme ILO(s)** | **Course**  **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
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**Annex 1**

**Course Content**

1. **Approaches to collective memory**
2. **Social approaches to memory (sociology and psychology): social representations (lecture)**

E. Durkheim and his concept of social representations. M. Halbwachs and the social frameworks of memory. F. Bartlett and reconstructive remembering. S. Moscovici and social representation theory. J. Abric and central core theory.

1. **Memorial turn in history and cultural studies. Formation of memory studies (seminar)**

“Cultural and communicative memory” (J.Assmann). “Functional and archival memory” (A.Assmann). “Places of memory” (P. Nora). Contemporary criticism of the methodology of memory studies.

1. **Memory in ancient societies**
2. **Forms of maintenance of memory in ancient societies (lecture)**

Ritual and festival, oral tradition and storytelling, ‘hot’ and ‘cold societies’, memory and religion, early written cultures and formation of canon

1. **Oral tradition, genealogies and the relationships between memory and oblivion (seminar)**

Genealogies and floating gap (J. Vansina) The case of medieval Ireland and Wales: saga “How (the) Táin bó Cúailnge was found” and the role of the learned community; the role of genealogies in medieval Ireland and Wales.

1. **Memory, history and ethnicity**
2. **The issue of memory and history (lecture)**

The distinction between memory and history (R. Collingwood); Memory and history (J. Le Goff); memory vs history (P. Nora); criticism of Nora; history as an art of memory (P. Hutton); historical consciousness and historical culture

1. **Uses of the past in the Middle ages: ethnogenetic myths (seminar)**

Medieval concepts of the past; Old Testament and the notion of ethnicity; Vienna school (R. Venskus) and Toronto school (W. Goffart); forms of dynastic myths (origines regum); Troyan myth; medieval ethnic myths (origines gentium) and their topoi.

1. **Nation and memory: nationalism and the invention of tradition (lecture)**

Anderson and “imagined communities”; E. Hobsbawm and invention of tradition; nation states and official past; nationalization of the masses; construction of public memory; performativity of memory;

1. **Performativity of memory in the 19th century (seminar)**The cult of heroes; emergence of national holidays in France and Germany; commemorative practices in the 19th century; Renan about nation.
2. **Dynamics of collective remembering (seminar)**

Changes in Zionist constructions of the past (E. Zerubavel); changing image of Abraham Lincoln (B. Schwartz); transformation of memories and continuity; temporal dimension of memory; complex relationships between present and past

1. **Remembrances of violence: wars, traumas, working through past**
2. **Memory and the Great War (seminar)**

Great war and Modern memory (F. Fussnell); J. Winter about practices of remembrance and memory theatres; martyrdom

1. **Traumatic memory – narrating violence** (**seminar**)

The concept of trauma; testimonies after catastrophe; memories of Holocaust; victim’s voices; memory-acting-out (D.LaCapra); memories of the survivors of the siege of Leningrad

1. **Traumatic memory — the case of interviews and personal accounts (seminar)**

Claude Lanzmann “Shoah”; remembrances of Krystalnacht; M. Rolnikaite and her excursions to ghetto in Vilnius

1. **Strategies of working through the past (seminar)**

Vergangenheitsbewältigung in Germany; divided memories in FRG and GDR; practices of forgetting; denial and silences on state violence

1. **Memory and power relations: enforcement and resistance**
2. **Institutionalization of memory and counter-memories (seminar)**

Memories of October Revolution (F. Corney); L. Trotsky ‘Lessons of October’; recognition of memories (seminars); Eizenstein’s films

1. **Contested memories (seminar)**

Memories of Finnish and Spanish Civil wars; memories of left movements; diversity of representations of the Northern Ireland Troubles.

1. **Politics of memory in Post-Soviet States— construction of (new) identities (lecture)**

Peculiarities of historical policies in Post-Soviet states and Eastern Europe; emergence of new national narratives; new realms of memory; oblivion and nostalgia

1. **Politics of memory in contemporary Russia (seminar)**

Memorial laws (N. Koposov) and policing the boundaries of memory in contemporary Russia

1. **Construction of school narratives (seminar)**

American textbooks (J. Loewen); ideological clichés and patterns in Russian history textbooks

1. **Memory in the Global world**
2. **Archives of memory in contemporary world (seminar)**

Heritage crusade (D. Loewenthal); muzeumization of memory

1. **Memory in the Global world (seminar)**

The issue of erosion of cultural memory; transnational memory; memory in the digital age

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**

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| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test |  |  |  |  |
| Essay |  |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  |  |  |  |
| In-class Participation |  |  |  |  |
| Other (review of 2 articles) |  |  | \* | \* |
| Interim Assessment  (if required) | Assignment (e.g. written assignment) |  |  |  |  |
| Summative Assessment | Project |  |  |  | \* |

**Assessment Criteria**

**In-class Participation**

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| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Project Work**

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| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

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| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |