

Аннотация

Название дисциплины	История коллективной памяти и социальных репрезентаций		
Образовательная программа	История		
Тип дисциплины	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Для освоения учебной дисциплины студенты должны знать общий исторический контекст обсуждаемых периодов и уметь анализировать исторические источники на английском языке.		
Объем з.е.	4		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	60	92	152
Краткое описание курса	Целями освоения дисциплины <i>История коллективной памяти и социальных репрезентаций</i> является ознакомление студентов с основными подходами и проблемами в исследованиях памяти, основными формами репрезентации, конструировании и поддержания коллективной памяти в различные исторические периоды — от античности до современности.		
Образовательные результаты по дисциплине	В результате освоения дисциплины студенты учатся решать проблемы в профессиональной деятельности на основе анализа и синтеза, оценивать потребность в ресурсах и планировать их использование при решении задач в профессиональной деятельности, находить, оценивать и использовать информацию из различных источников, необходимую для решения научных и профессиональных задач, критически оценивать и переосмысливать накопленный опыт (собственный и чужой), рефлексировать профессиональную и социальную деятельность в международной среде, письменной и устной коммуникации на иностранном языке, осваивать специальную литературу на иностранном языке, определять новизну и актуальность профессиональных задач, исходя из современного состояния исторической науки, формулировать и решать профессиональные задачи с применением междисциплинарных подходов.		
Краткое содержание дисциплины	Курс состоит из семи частей: подходы к исследованию памяти; память в древних обществах; память в средние века и раннее Новое время; память и национализм; память о насилии: войны и травмы; институционализация памяти, политика памяти; память и медиа.		
Образовательные технологии	Курс состоит из лекций и семинарских занятий.		

Формы контроля	<p><u>Текущий</u>: рецензия, работа на семинарах</p> <p><u>Итоговый</u>: экзамен.</p>
Преподаватели	Феликс Евгеньевич Левин

Course descriptor

Title of the course	History of collective memory and social representations		
Title of the Academic Programme	History		
Type of the course	Elective		
Prerequisites	It is required that the students taking the course should be familiar with the general historical context of each period discussed and to be able to comprehend sources written in English.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	The main aims of the course of <i>History of collective memory and social representations</i> are to familiarise the students with the major approaches and issues in memory studies; with the main forms of representation, production and preservation of collective memory in different historical periods from antiquity to contemporary time.		
Intended Learning Outcomes (ILO)	At the end of the course students will learn to solve problems in professional activity on the basis of analysis and synthesis, assess the need for resources and plan their use while solving problems in professional activity, find, evaluate and use information from various sources, which is necessary to solve scientific and professional problems, critically evaluate and rethink the accumulated experience (one's own and that of colleagues), reflect upon professional and social activities in the international environment, written and oral communication in a foreign language, master special literature in a foreign language, determine the novelty and relevance of professional tasks on the basis of the modern condition of historical science, formulate and solve professional problems using interdisciplinary approaches.		
Indicative Course Content	The course is divided into seven thematic clusters connected with certain issues of memory studies: approaches to collective memory; memory in ancient societies; memory in Medieval and early modern Europe; memory and nationalism; remembrances of violence: wars, traumas, working through past; institutionalization of memory, memory politics; memory and media.		

Teaching and Learning Methods	The course consists of lectures and seminars.
Indicative Assessment Methods and Strategy	<u>Interim</u> : review, seminar discussions. <u>Final</u> : exam.
Course Instructors	Feliks Levin

Course Syllabus

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	It is required that the students taking the course should be familiar with the general historical context of each period discussed and to be able to comprehend sources written in English.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>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 demonstrate that different epochs are characterized by specific forms of preservation of memory, and to explore the language of the narratives of memory: how they are constructed and produced. The course is divided into seven thematic clusters connected with certain issues of memory studies: approaches to collective memory; memory in ancient societies; memory in Medieval and early modern Europe; memory and nationalism; remembrances of violence: wars, traumas, working through past; institutionalization of memory, memory politics; memory and media. The course will be comprised of different historical cases ranging from Antiquity to contemporary history.</p> <p>At the seminars students are expected to read high quality scholarly literature on different key issues in memory studies and to discuss them.</p>		
Intended Learning Outcomes (ILO)	<p>Is able to analyze, verify, evaluate the completeness of information in the course of professional activities, to add and synthesize missing information if necessary (CK-6)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (IK-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review</p>		

	<p>scientific literature in Russian and foreign languages (IIK-3)</p> <p>Is able to postulate topical scientific problems, the study of which can enrich historical science, and to solve promising research and application problems (IIK-7)</p> <p>Able to perform scientific expertise, based on retrospective information on aspects of the activities of public, State and municipal institutions and organizations, the media and cultural institutions, including the usage of information and communication technologies of searching and processing of relevant information (IIK-10)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (IIK-17)</p>
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Teaching and Learning Methods	The course consists of lectures and seminars. Seminar classes consist of a discussion of the literature given for mandatory reading, as well as guidance to students during discussions.
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Approaches to collective memory	16	4	4	8
2	Memory in ancient societies	8	2	2	4
3	Memory in medieval and early modern Europe	28	4	6	12
4	Memory and nationalism	14	2	4	8
5	Remembrances of violence: wars and traumas.	20	2	6	12
6	Institutionalization of memory, memory politics	46	0	16	36
7	Memory and media	20	2	6	12
Total study hours		152	16	44	92

Indicative Assessment Methods and Strategy	<p>The students' final grade will be determined based on:</p> <p>1) <i>In-class participation</i> The grade is calculated as an average accumulated grade for the seminars (starting from 4 points only for attendance).</p> <p>2) <i>Review</i> The student has to write a review on the book exploring one of the aspects of memory studies. The length of the review – 10000 characters with spaces.</p> <p>3) <i>Final exam</i> The final exam is a written report on the research project concerned with the research into memory and social representations. The length of the report – 15000 characters with spaces.</p> <p>The resulted grade for the course is calculated as follows:</p>
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$$N_{\text{resulted}(1)} = 0.6 N_{\text{cumulative}(1)} + 0.4 N_{\text{review}}$$

The final grade for the course is calculated as follows:

$$N_{\text{final}} = 0.6 N_{\text{resulted}(1)} + 0.4 N_{\text{project}}$$

If a student's **resulted grade** is higher or equal to **8**, she/he is exempt from the final exam, and her/his resulted grade is considered the **final** one.

Readings / Indicative Learning Resources

Mandatory

A companion to cultural memory studies: an international and interdisciplinary handbook, eds. Astrid Erll, Ansgar Nünning, and Sara Young (Berlin, New York: De Gruyter, 2008)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=364668&query=cultural+memory+studies>

Barbara A. Misztal, *Theories of social remembering* (Maidenhead, Berkshire, England ; Philadelphia, PA : Open University Press, 2003)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=292138&query=THEORIES+OF+SOCIAL+REMEMBERING>

Pierre Nora, 'Between Memory and History: Les Lieux de Mémoire', *Representations* 26 (1989), pp.7-24.

Wulf Kansteiner, 'Finding meaning in memory: a methodological critique of collective memory studies', *History and Theory* 41, no. 2 (2002), pp. 179-197.

Alon Confino, 'Collective memory and cultural history: problems of method', *The American Historical Review* 102, no.5 (1997), pp. 1386-1403.

Jan Vansina, *Oral Tradition as History* (Madison: The University of Wisconsin Press, 1985)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3445124&query=Oral+Tradition+as+>

Hugh Trevor-Roper, 'The invention of tradition: The Highland tradition of Scotland' in *The invention of tradition*, ed. Hugh Trevor Roper (Cambridge: Cambridge University Press, 2012), pp. 15-43.

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1864711&query=The+invention+of+tradition>

Paloma Aguilar, Carsten Humlebæk (2002), 'Collective memory and national identity in the Spanish democracy: the legacies of Francoism and the Civil War', *History and Memory* 14, no. 1-2, pp. 121-164.

Contested pasts: the politics of memory, eds. Katharina Hodgkin, Susannah Radstone (London: Routledge, 2003)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=171352&query=Contested+pasts>

Jeffrey Herf, *Divided memory. The Nazi past in the two Germanys* (Cambridge: Harvard University Press, 1997)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3301381&query=Divided+Memory>

Robert Aldrich, *Vestiges of the colonial empire in France* (Houndmills and New York: Palgrave Macmillan, 2004)

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=343777&query=Vestiges+of+the+colonial+empire+>

Optional

Maurice Halbwachs, *The collective memory* (New York: Harper Books, 1980)

Jack Goody, *The power of the written Tradition* (Washington: Smithsonian Institution, 2000)

Donnchadh Ó Corráin, 'Irish origin-legends and genealogies: recurrent aetiologies' in *History and heroic tale. A symposium*, ed. Tore Nyberg (Odense: Odense University Press, 1995), pp. 51-87.

John Carey, 'Lebor Gabála and the legendary history of Ireland' in *Medieval Celtic Literature and Society*, ed. Helen Fulton (Dublin: Four Courts Press, 2006), pp. 32-48.

Lebor Gabála Éirenn. The book of the taking of Ireland: Part II, ed. R. A. Stewart Macalister. (Dublin: Irish Texts Society, 1939).

<https://archive.org/details/LeborGablarennTheBookOfTheTakingOfIreland-Volume21939/page/n3>

Lebor Gabála Éirenn. The book of the taking of Ireland: Part III, ed. by R. A. Stewart Macalister (Dublin: Irish Texts Society, 1940).

<https://archive.org/details/leborgablare03macauoft>

Lebor Gabála Éirenn. The book of the taking of Ireland: Part V, ed. by R. A. Stewart Macalister (Dublin: Irish Texts Society, 1956).

<https://archive.org/details/leborgablare00macauoft>

The Metrical Dindshenchas, ed. Edward Gwynn, vol. 1 (Dublin: School of Celtic studies, 1991),

<https://celt.ucc.ie//published/T106500A/index.html>

Georges Duby, *The legend of Bouvines: war, religion and culture in the Middle Ages* (Cambridge: Polity Press, 1990)

Graham Parry, *The trophies of time: English antiquarians of the 17th century* (Oxford: Oxford University Press, 1996)

William Camden, *Britannia*, ed. D. F. Sutton,

<http://www.philological.bham.ac.uk/cambrit/>

Benedict Anderson, *Imagined communities: reflections on the origin and spread of nationalism* (London: Verso, 1986)

Ernest Renan, 'What is a nation?' in *Becoming national. A reader*, ed. Geoff Eley, Ronald Grigor Suny (New York: Oxford University Press, 1996)

Barry Schwartz, 'The reconstruction of Abraham Lincoln' in *Collective remembering*, eds. David Middleton, Derek Edwards (London: Sage, 1990).

Paul Fussell, *The Great War and modern memory* (New York: Oxford University Press, 1975).

Jay Winter, *Sites of Memory, sites of mourning. The Great War in European cultural history* (Cambridge: Cambridge University Press, 2014)

Dominick LaCapra, *Writing history, writing trauma* (Maryland: John Hopkins University Press, 2014)

Benjamin Wilkomirski, *Fragments: memories of a childhood, 1939-1948* (London: Picador, 1996)

Frederick Corney, *Telling October: memory and the making of the bolshevik revolution* (Cornell University Press, 2004)

History of the Communist Party of the Soviet Union (Bolsheviks). Short course. 1939. chap. VII.
<https://www.marxists.org/reference/archive/stalin/works/1939/x01/index.htm>

Theodor W. Adorno, 'The Meaning of Working Through the Past' in *Critical Models: Interventions and Catchwords* (New York: Columbia University Press, 2005), pp. 89-103.

Nikolaj Koposov, *Memory laws, memory wars: the politics of the past in Europe and Russia* (Cambridge: Cambridge University Press, 2017)

Rethinking antifascism: history, memory and politics, 1922 to the present, eds. Hugí García et al. (New York: Berghahn Books, 2016)

Andrew Thompson, *The Empire strikes back?: the impact of imperialism on Britain from the mid-nineteenth century* (Harlow: Longman, 2005)

Niall Ferguson, *Empire: how Britain made the modern world* (London: Penguin Books, 2003), pp. 687-702.

Britta Schilling, *Postcolonial Germany. Memories of empire in a decolonised nation* (Oxford: Oxford University Press, 2014)

Mark Ferro, *Use and abuse of history: or, how the past is taught to children* (New York: Routledge, 1984)

James W. Loewen, *Lies my teacher told me: everything your American history textbook got wrong* (New York, 1995)

Kirk Simpson, *Unionist voices and the politics of remembering the past in Northern Ireland* (Houndmills and New York: Palgrave Macmillan, 2009)

The Northern Ireland troubles in Britain: impacts, engagements, legacies and memories, ed. G.Dawson, J.Dover, S. Hopkins (Manchester: Manchester University Press, 2016)

Svetlana Boym, *Future for nostalgia* (New York: Basic Books, 2001)

Susannah Radstone, 'Cinema and memory' in *Memory. History, theories, debates*, eds. Susannah Radstone, Barry Schwartz (Fordham: Fordham University Press, 2010)

Stefan Zweig, *The world of yesterday* (New York: Viking Press, 1943)

David Lowenthal, *The heritage crusade and the spoils of history* (Cambridge: Cambridge University Press, 2009)

Jan Assmann, 'Globalization, universalism, and the erosion of cultural memory' in *Memory in a global age: discourses, practices and trajectories*, eds. Aleida Assmann, Sebastian Conrad (Basingstoke: Palgrave Macmillan, 2010), pp. 121-137.

Andrew Hoskins, 'Television and the collapse of memory', *Time & Society* 13, no. 1 (2004), pp. 109-127.

Marianne Hirsch, 'The generation of postmemory', *Poetics Today* 29, no. 1 (2008), pp. 103-125.

Indicative Self- Study Strategies	Type	+/-	Hours
Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		+	
Assignments for seminars / tutorials / labs		-	
E-learning / distance learning (MOOC / LMS)		-	

	Fieldwork	-	
	Project work	+	
	Review	+	
	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	Feliks Levin		

Annex 1

Course Content

I. Approaches to collective memory

1. Different approaches to memory (sociology, psychology, history, and cultural studies) (lecture)

Sociological approaches to memory (E. Durkheim and his concept of social representations. M. Halbwachs and the social frameworks of memory); Social constructionism and memory (sphere of the imaginary); psychological approaches to memory (F. Bartlett; S. Moscovici); collected and collective memory; memorial turn in history and cultural studies; (“places of memory” (P. Nora); “cultural and communicative memory” (J.Assmann); canon and archive (A.Assmann)); contemporary research into memory

Seminar 1. Collective memory – defining the key concept of the research

Maurice Halbwachs, *The collective memory* (New York: Harper Books, 1980), pp. 50-83.

Pierre Nora, ‘Between memory and history: Les Lieux de Mémoire’, *Representations* 26 (1989), pp.7-24.

Seminar 2. Beyond collective and individual: contemporary criticism of the methodology of memory studies.

Wulf Kansteiner, ‘Finding meaning in memory: a methodological critique of collective memory studies’, *History and Theory* 41, no. 2 (2002), pp. 179-197.

Alon Confino, ‘Collective memory and cultural history: problems of method’, *The American Historical Review* 102, no.5 (1997), pp. 1386-1403.

2. Memory and history writing (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 memory, historical consciousness and historical culture

II. Memory in ancient societies

3. The forms of preservation of memory in ancient societies (lecture)

Ritual and festival, theatre and myth, oral tradition and storytelling, ‘hot’ and ‘cold societies’, memory and religion, early written cultures and the formation of canon, preservation of memory in ancient Greece and Rome; art of memory and rhetoric

Seminar 3. Memory and orality.

Jack Goody, *The power of the written tradition* (Washington: Smithsonian Institution, 2000), pp. 26-46.

Jan Vansina, *Oral tradition as history* (Madison: The University of Wisconsin Press, 1985), pp. 34-48, 94-100.

III. Memory in medieval and early modern Europe

4. Use of the past in the early Middle ages (lecture)

Christianization of memory; commemoration of the dead; orality and literacy; medieval concepts of the past; Old Testament and the notion of ethnicity; memory and kingship;

forms of dynastic myths (origines regum); Troyan myth; medieval ethnic myths (origines gentium) and their topoi; art of memory in the middle ages

Seminar 4. Foundational myths, temporality, and fear of oblivion.

Donnchadh Ó Corráin, 'Irish origin-legends and genealogies: recurrent aetiologies' in *History and heroic tale. A symposium*, ed. Tore Nyberg (Odense: Odense University Press, 1995), pp. 51-87.

John Carey, 'Lebor Gabála and the legendary history of Ireland' in *Medieval Celtic literature and society*, ed. Helen Fulton (Dublin: Four Courts Press, 2006), pp. 32-48.

Lebor Gabála Éirenn. The book of the taking of Ireland: Part II, ed. R. A. Stewart Macalister. (Dublin: Irish Texts Society, 1939), pp. 269-273.

Lebor Gabála Éirenn. The book of the taking of Ireland: Part III, ed. by R. A. Stewart Macalister (Dublin: Irish Texts Society, 1940), pp. 183-195, 19-23, 43.

Lebor Gabála Éirenn. The book of the taking of Ireland: Part V, ed. R. A. Stewart Macalister (Dublin: Irish Texts Society, 1956), pp. 235, 301.

The Metrical Dindshenchas, ed. Edward Gwynn, vol. 1 (Dublin: School of Celtic studies, 1991), pp.3-5.

5. Changing attitudes to memory in the High Middle Ages and the Renaissance

From memory to written record (documents, archives), memory and state-building, new concepts of memory and art of memory, innovations in history-writing and understandings of past in Italian and Northern humanism

Seminar 5. Turning an event into a myth.

Georges Duby, *The Legend of Bouvines: war, religion and culture in the Middle Ages* (Cambridge: Polity Press, 1990), pp. 153-181, 192-214.

Seminar 6. Antiquities and antiquarians in the 17th century.

Graham Parry, *The trophies of time: English antiquarians of the 17th century* (Oxford: Oxford University Press, 1996), pp.1-48.

William Camden, 'Introduction' in *Britannia*, ed. D. F. Sutton,

<http://www.philological.bham.ac.uk/cambrit/>

William Camden, 'Essex' in *Britannia*, ed. D. F. Sutton,

<http://www.philological.bham.ac.uk/cambrit/>

IV. Memory and nationalism

6. Memory and nationalism in the nineteenth century (lecture)

Anderson and "imagined communities"; E. Hobsbawm and invention of tradition; Anthony Smith about the role of memories; nation states and official past; nationalization of the masses; construction of public memory; performativity of memory.

Seminar 7. Memory, oblivion, and the construction of the nation.

Benedict Anderson, *Imagined communities: reflections on the origin and spread of nationalism* (London: Verso, 1986), pp. 187-206.

Ernest Renan, 'What is a nation?' in *Becoming national. A reader*, ed. Geoff Eley, Ronald Grigor Suny (New York: Oxford University Press, 1996), pp. 42-59.

Seminar 8. Invention of tradition and heroes.

Hugh Trevor-Roper, 'The invention of tradition: The Highland tradition of Scotland' in *The invention of tradition*, ed. Hugh Trevor Roper (Cambridge: Cambridge University Press, 2012), pp. 15-43.

Barry Schwartz, 'The reconstruction of Abraham Lincoln' in *Collective remembering*, eds. David Middleton, Derek Edwards (London: Sage, 1990).

V. Remembrances of violence: wars and traumas.

Seminar 9. Remembrances of violence: The Great War

Paul Fussell, *The Great War and modern memory* (New York: Oxford University Press, 1975), pp. 310-336.

Jay Winter, *Sites of memory, sites of mourning. The Great War in European cultural history* (Cambridge: Cambridge University Press, 2014), pp. 78-116.

7. Trauma studies (lecture)

The concept of trauma; testimonies after catastrophe; cultural trauma; memory-acting-out (D.LaCapra); criticism of trauma studies

Seminar 10. Traumatic accounts of the Holocaust: personal interviews and accounts

Dominick LaCapra, *Writing history, writing trauma* (Maryland: John Hopkins University Press, 2014), pp. 86-113.

Claude Lanzmann, 'Shoah' https://www.youtube.com/watch?v=n7_gSUVCwc

Survivors of Kristallnachts — interviews.

<https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/kristallnacht>

Excursions in Vilnius ghetto. <https://vimeo.com/142048428>

Seminar 11. False memories?

Benjamin Wilkomirski, *Fragments: memories of a childhood, 1939-1948* (London: Picador, 1996), pp. 69-79.

Alessandro Portelli, 'The massacre at the Fosse Ardeatine: history, myth, ritual and symbol' in *Contested pasts: the politics of memory*, ed. Katharina Hodgkin, Susannah Radstone (London: Routledge, 2003), pp. 29-41.

VI. Institutionalization of memory, memory politics

Seminar 12. Institutionalization of memory

Frederick Corney, *Telling October: Memory and the Making of the Bolshevik Revolution* (Cornell University Press, 2004), pp. 100-125, 175-199.

History of the Communist Party of the Soviet Union (Bolsheviks). Short course. 1939. chap. VII.

<https://www.marxists.org/reference/archive/stalin/works/1939/x01/index.htm>

Seminar 13. Strategies of working through the past

Theodor W. Adorno, 'The meaning of working through the past' in Theodor W. Adorno, *Critical models: interventions and catchwords* (New York: Columbia University Press, 2005), pp. 89-103.

Jeffrey Herf, *Divided Memory. The Nazi past in the two Germanys* (Cambridge: Harvard University Press, 1997), 162-200, 334-372.

Seminar 14. Memories in transition — the ghosts of Civil Wars and revisionism

Paloma Aguilar, Carsten Humlebæk (2002), 'Collective memory and national identity in the Spanish democracy: the legacies of Francoism and the Civil War', *History and Memory* 14, no. 1-2, pp. 121-164.

Stéfanie Prezioso, 'Did revisionism win? Italy between loss of historical consciousness and nostalgia for the past' in *Rethinking antifascism: history, memory and politics, 1922 to the present*, eds. Hugi García et al. (New York: Berghahn Books, 2016), pp. 241-257.

Filippo Focardi, 'Antifascism and the resistance: public Debate and politics of memory in Italy from the 1990s to the Present' in *Rethinking antifascism: history, memory and politics, 1922 to the present*, eds. Hugi García et al. (New York: Berghahn Books, 2016), pp. 258-275.

Seminar 15. Different empires — different memories?

Robert Aldrich, *Vestiges of the colonial empire in France* (Houndmills and New York: Palgrave Macmillan, 2004), pp. 105-156.

Andrew Thompson, *The Empire strikes back?: the impact of imperialism on Britain from the mid-nineteenth century* (Harlow: Longman, 2005), pp. 201-238.

Niall Ferguson, *Empire: how Britain made the modern world* (London: Penguin Books, 2003), pp. 687-702.

Britta Schilling, *Postcolonial Germany. Memories of empire in a decolonised nation* (Oxford: Oxford University Press, 2014), pp. 155-194.

Seminar 16. Construction of school narratives

Mark Ferro, *Use and abuse of history: or, how the past is taught to children* (New York: Routledge, 1984), pp.1-27

James W. Loewen, *Lies my teacher told me: everything your American history textbook got wrong* (New York, 1995), pp.131-164.

Seminar 17. Politics of memory in contemporary Russia

Nikolaj Kuposov, *Memory laws, memory wars: the politics of the past in Europe and Russia* (Cambridge: Cambridge University Press, 2017), pp. 177-237

Seminar 18. Countermemories and contested memories.

Belfast murals. <http://www.belfast-murals.co.uk/>

Kirk Simpson, *Unionist voices and the politics of remembering the past in Northern Ireland* (Houndmills and New York: Palgrave Macmillan, 2009), pp.34-60.

The Northern Ireland troubles in Britain: impacts, engagements, legacies and memories, ed. G.Dawson, J.Dover, S. Hopkins (Manchester: Manchester University Press, 2016), pp.111-126.

Seminar 19. Nostalgia

Svetlana Boym, *Future for nostalgia* (New York: Basic Books, 2001), pp. 41-74.

Stefan Zweig, *The world of yesterday* (New York: Viking Press, 1943), pp.1-28.

VII. Memory and media.

8. Media studies and memory studies— forms of coexistence (lecture)

Concepts of media, mediation of memory, memory and communication, materiality of memory, memory and television, mediated memories in the digital age, digital forms of fixation of memories

Seminar 20. Films and cultural memory

Susannah Radstone, 'Cinema and memory' in *Memory. History, theories, debates*, eds. Susannah Radstone, Barry Schwartz (Fordham: Fordham University Pres, 2010), pp. 325-342.

Alexander Eisenshtein, *Alexander Nevsky*, <https://www.youtube.com/watch?v=JaizoFMenfA>

Seminar 21. Museum and the issue of heritage

David Lowenthal, *The heritage crusade and the spoils of history* (Cambridge: Cambridge University Press, 2009), pp. 55-87, 148-172.

Seminar 22. Memory in the digital and global age.

Jan Assmann, 'Globalization, universalism, and the erosion of cultural memory' in *Memory in a global age: discourses, practices and trajectories*, eds. Aleida Assmann, Sebastian Conrad (Basingstoke: Palgrave Macmillan, 2010), pp. 121-137.

Andrew Hoskins, 'Television and the collapse of memory', *Time & Society* 13, no. 1 (2004), pp. 109-127.

Marianne Hirsch, 'The generation of postmemory', *Poetics Today* 29, no. 1 (2008), pp. 103-125.

Annex 2

Assessment Methods and Criteria

Assessment Methods

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

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Substantial 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 incomplete or partly irrelevant answers.
«Fail» (0-3)	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.

Review

Grades	Assessment Criteria
«Excellent» (8-10)	The review is well-structured, has a clear and justified argument concerning the reviewed book. The book is well summarized, and its main contributions are critically evaluated. The review is arranged properly in terms of referencing.

«Good» (6-7)	The review follows the plan but the text is not always logical. The argument is clear but is not justified very well. The book is more summarized than critically evaluated. The review is arranged properly in terms of referencing.
«Satisfactory» (4-5)	The review is not well-structured. The argument is not very clear and not often justified. The book is poorly summarized. There is practically no critical evaluation of its contributions. The review is arranged inappropriately in terms of referencing. The review is less than the required word limit.
«Fail» (0-3)	Fails to demonstrate the fact that the book has been read at all. The review is less than the required word limit.

Research project

Grades	Assessment Criteria
«Excellent» (8-10)	The report on the research project is well-structured and analytical which demonstrates critical and original thinking of the student. The research question is stated and clearly explained. The student explains the approach to memory and consistently applies it in the project. The project shows strong evidence and broad background knowledge. The research question is developed fully in the research project. There is a clear and well justified argument in the research project. The project is arranged properly in terms of referencing.
«Good» (6-7)	The report on the research project is mostly structured and demonstrates student's awareness of the approaches used in memory studies. Yet the approach is not specified and is not used consistently in the work. The research question is indicated but is not developed consistently throughout the research project. The argument is not always clear and is not always well justified. The project is arranged properly in terms of referencing.
«Satisfactory» (4-5)	The report on the research project is very basic without any elements of originality. The research question has not been stated. The approach is not specified at all. The project is not logical and structured. The argument is not clear and is hardly justified. The project is arranged inappropriately in terms of referencing.
«Fail» (0-3)	The project hardly contains any original data.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systematize theoretical knowledge received at lectures;
- Extend theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Develop cognitive and soft skills: creativity and self-sufficiency;
- Enhance critical thinking and personal development skills;
- Develop of research skills;
- Obtain skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but is aimed at extending knowledge about the subject, is up to the student's own initiative. Relevant resources for self-study and methods for self-study are recommended and defined. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and the extent of difficulty of the task. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- To make a plan for 3-5 presentation which will include the topic of the research, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- To supply the presentation with illustrations. They should be defined by an actual task of the teacher.

Recommendations for the review

A review is dedicated to critical evaluation of the book, chosen by a student and approved by an instructor. The book for the review has to be chosen until **October 15, 2019**. The review must be submitted until **December 9, 2019**. The length of the review – **10000** characters with spaces.

The aim of a review is to assess a student's ability to present an argument and sustain it with evidence. The review should not merely be a summary, but present student's own critical thinking, comments and evaluation of the text, supported by evidence (taken from scholarly literature).

How to write a review:

1) Who are the authors of the text? Is it the first time of examination of the question? Who else studied it?

2) What are the questions posed by the author?

3) What are the main aims of the text? Is it a new research or does it engage with previous historiography? Does it aim at changing our idea of the subject?

4) Which arguments are presented by the text? Are they convincing? Do they correspond to the aims of the text?

5) What are the theoretical foundations of the author's work (if any)? Are they discussed explicitly? (Look for statements in the preface, etc. and follow them up in the rest of the work.) Is the approach specified in the article? Do you agree with the approach the author is using to the sources?

6) Analyze the text's narrative: is its structure logical and clear? What are the questions, which the authors did not provide answer to or did not touch upon at all? Try to argue, why should they have done it?

7) Summarize the authors' contribution to the field: is this text ground-breaking, revisionist, or part of the existing discourse?

8) Make sure your review has an introduction, a main part and a conclusion. Support your ideas with quotes from the text.

Your written work must be original and acknowledge the work of others. Students are recommended to use the following citation examples:

Book: David Lowenthal, *The heritage crusade and the spoils of history* (Cambridge: Cambridge University Press, 2009), p. 156.

Article: Wulf Kansteiner, 'Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies', *History and Theory* 41, no. 2 (2002), pp. 179-197.

Internet resource: <http://www.belfast-murals.co.uk/> (last accessed December 13, 2019).

Recommendations for the research project

The research project is the original research carried out on one of the aspects connected with memory studies. The results of the research project are presented in the written form. The topic of the research project has to be chosen until **September 30, 2019**. The project should include a clear statement of the research question; indication of the sources which are analyzed. The length of the report on the research project – **15000** characters with spaces.

Structure of the research project:

1. *Introduction and formulation of a research question.*
2. *Presentation of the sources which are analyzed in the project*
3. The main part of the research project which involves the analysis of representation/production/changes etc. of memory on the basis of the examined sources.
4. *Conclusion*

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.