

Syllabus  
**Memory Studies**  
(3 ECTS)

Author, lecturer: Aleksey Kamenskikh, [akamenskih@hse.ru](mailto:akamenskih@hse.ru),  
<https://www.hse.ru/en/org/persons/44225753>

Department of Humanities (Perm branch of NRU HSE)  
Meeting Minute # \_\_\_\_\_ dated \_\_\_\_\_ 2019

## **1. Course Description**

### **a) Pre-requisites**

- English;
- Philosophy;
- History of political, law, and social doctrines;
- History of Russia;
- Universal history;
- History and philosophy of science.

### **b) Abstract**

The course offers a deep and detailed study of forms and mechanisms of social and individual memory and oblivion, it represents the analysis the ways of constructing and reconstructing of history: what are "the places of memory" (*les lieux de mémoire*); how do work "canon" and "archive" of historical memory; what are the wars of historical memories in contemporary world and in Russia and how can these wars be reconciled? What are the historical narratives and how they determine our individual or local memories? What are the traumas of social memory and how can they be pushed out or healed? Why the analysis of the ways in which we represent our past say more about our present and future? So, using Paul Connerton's statements – how societies remember and how modernity forgets?

## **2. Learning Objectives**

The course is an introduction to the professional complex study of historical memory. It consists of the four thematic blocks:

- 1) *theoretical introduction* into the complex of problems, connected with the social memory: key notions of collective and individual memory, collective and individual identity (reading and discussion the classical works of Maurice Halbwachs, Paul Connerton, Aleida Assmann);
- 2) theoretical and practical study *the methods of the historical narratives' analyzing* (here the main role belongs to the study of the works of Hayden White and Frank Ankersmit and to practical analytical classes);
- 3) study the problems of *the politics of memory*; the conflicts and reconciliation of memories – in Russia and in the world;

4) *the traumas of social memory* and forms of crowding out of the traumatic content; the ways of expression and transmission of traumatic experience.

### 3. Learning Outcomes

A student taking the course

- will orient he/she-self in variety of conceptual approaches to the phenomena of social memory, will understand its connection with the problematics of values and identity (collective and individual), its dependence on the social and political changes;
- will own the methods of revealing and analysis of historical narratives;
- will know the history of the main forms of memorial practices, state and civil, in Russia and in the world;
- will understand the value complexes which underlie the competitive forms of historical memories;
- will be able to prepare, present and discuss the projects of researches and of commemorative practices.

### 4. Course Plan

Course Sections	Academic hours		Planned Results of Education	Forms of Control	
Section 1. Memory, individual and collective. Social frameworks of memory. Memory and identity. Social mechanisms of remembrance and oblivion. Aleida Assmann's concepts of "canon" and "archive" of social memory	Lect.	2	A student orients he/she-self in variety of conceptual approaches to the phenomena of social memory, its connection with the problematics of values and identity, its dependence on the social and political changes	Reading class, participation in discussion, seminar report	
	Sem.	4			
	Ind.W.	20			
Section 2. Types of historical narratives and methods of their analysis: Hayden White, Frank Ankersmit, Aleida Assmann	Lect.	2	A student owns the methods of revealing and analysis of historical narratives	Participation in discussion, a seminar report	
	Sem.	4			
	Ind.W.	20			
Section 3. Memory and state: the politics of memory. Practices of the civil commemoration. Contention of historical narratives. Conflicts and reconciliation of memories	Lect.	6	A student knows the history of the main forms of memorial practices, state and civil, in Russia and in the world; understands the value complexes which underlie the competitive forms of historical memories	Participation in discussion, a seminar report	
	Sem.	4			
	Ind.W.	20			
Section 4. Traumatic memory and the ways of its expression and transmission. Memory and responsibility	Lect.	4	A student prepares, presents and discuss the projects of researches and of commemorative practices	Presentation of an essay or research project	
	Sem.	4			
	Ind.W.	24			
	Lectures		<b>14</b>		
	Seminars		<b>16</b>		
	Independent work of students		<b>84</b>		
<b>Total:</b>	<b>114</b>				

## 5. Reading List

### c) Required

N. Maurantonio, "The Politics of Memory", in: *The Oxford Handbook of Political Communication*, K. Kenski and K.H. Jamieson, eds, Oxford, Oxford University Press, 2017, 219-232. -

<https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199793471.001.0001/oxfordhb-9780199793471-e-026?rskey=UNZzzK&result=3>

Jan Assmann, "Memory and Culture", in *Memory: A History*, Dmitri Nikulin, ed., Oxford, Oxford University Press, 2015, 325-349. -

<https://proxylibrary.hse.ru:4280/view/10.1093/acprof:oso/9780199793839.001.0001/acprof-9780199793839-chapter-16>

*Between Memory and Mythology: The Construction of Memory of Modern Wars*, N. Starostina, ed., Cambridge, Cambridge Scholars Publisher, 2015. -

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=2076506>

*Disputed Memory: Emotions and Memory Politics in Central, Eastern and South-Eastern Europe*, T.S. Andersen and B. Törnquist-Plewa, eds, Berlin, De Gruyter, 2016. -

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=5119739>

François Hartog, *Regimes of Historicity: Presentism and Experiences of Time*, New York, Columbia University Press, 2017. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1835954>

Onur Bakiner, *Truth Commissions: Memory, Power, and Legitimacy*, University of Pennsylvania Press, 2016. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4321855&query=Memory+and+Political+Change>

Bernhard Giesen, *Triumph and Trauma*, London, Routledge, 2016. -

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4186286>

Jeremy Black, *Clio's Battles: Historiography in Practice*, Bloomington, Indiana University Press, 2015. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=2050794>

*Remembrance, History, and Justice: Coming to terms with traumatic pasts in democratic societies*, Vladimir Tismaneanu and Bogdan C. Iacob, eds, Budapest, Central European University Press, 2015. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4443140>

*Excavating Memory: Sites of Remembering and Forgetting*, Maria Theresia Starzmann and John R. Roby, eds, Gainesville, University press of Florida, 2016. -

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4227206>

### d) Optional

Frank Ankersmit, *Meaning, Truth, and Reference in Historical Representation*, Ithaca, Cornell University Press, 2012. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3138340&query=>

Aleida Assmann, "Memory, Individual and Collective", in *The Oxford Handbook of Contextual Political Analysis*, R.E. Goodin and Ch.Tilly, eds, Oxford, Oxford University Press, 2006, 210-224. -

<https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199270439.001.0001/oxfordhb-9780199270439-e-011?rskey=BWogz5&result=1>

*Cultural Memory Studies: An International and Interdisciplinary Handbook*, Astrid Erll and Ansgar Nünning, eds, Berlin, Walter de Gruyter, 2008. -

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=364668&query=Cultural+Memory+Studies>

Anna Green, “Can Memory Be Collective?”, in: *The Oxford Handbook of Oral History*, D.A. Ritchie, ed., Oxford, Oxford University Press, 2010, 96-108. -  
<https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780195339550.001.0001/oxfordhb-9780195339550-e-7?rskey=bkKND3&result=1>

Pierre Nora, “Between Memory and History: Les Lieux de Mémoire”, *Representations*, 26, Special Issue: Memory and Counter-Memory (Spring, 1989), 7-24. -  
[https://www.jstor.org/stable/2928520?read-now=1&seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/2928520?read-now=1&seq=1#page_scan_tab_contents)

Michael Rothberg, *Traumatic Realism: The Demands of Holocaust Representation*, University of Minnesota Press, 2000. - <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=310503>

## 6. Grading System

Current control in the course “Memory Study” includes the following elements: 1) passing the control point: written preparation and presentation at the seminar of an essay or of the project of a research or the project of a form of commemoration; 2) activity at the seminar: participance in reading class or in discussion; 4) independent work: a report at the seminar on a given topic, study of the bibliography, preparation to seminars and to exam.

Intermediate certification in the course is carried out in the form of an exam. The examination is carried out orally with a preliminary writing of the answer. The exam is conducted on tickets, each of which has 2 questions (the list of exam questions see below).

Exam is the blocking element of the control. The retake of the exam is carried out in accordance with the Regulation on the organization of intermediate certification and the current control of knowledge of students at the Higher School of Economics.

Assessment by the course ( $A_c$ ) is defined as the weighted sum of assessments for all types of control and is calculated by the following formula:

$$A_c = 0,2_{\text{contr.point}} + 0,3_{\text{sem.}} + 0,1_{\text{ind.w.}} + 0,4_{\text{exam}}$$

The method of rounding the assessments is arithmetic.

*Criteria for evaluating a control work (essay/project of a research/project of a form of commemoration):*

A student must complete a written work (essay/project of a research/project of a form of commemoration) and submit its result for discussion at the seminar (7-10 minutes). For a positive assessment, the student is required to: demonstrate familiarity with the necessary and sufficient amount of scientific literature; the completeness of the answer, the ability to analyze, argue, the originality of his/her approach.

*Criteria for evaluating of the independent work: report on a given topic:*

- Originality of the report, the formulation of a new aspect of the well-known problem in establishing new relationships (interdisciplinary, intradisciplinary, integration);

- ability to work with research, critical literature, systematize and structure the material;

The degree of disclosure of the essence of the issue:

a) the relevance of the plan to the theme;

b) compliance of the content with the theme and plan;

c) the completeness and depth of knowledge on the topic;

d) the validity of working methods with the material;

e) the ability to generalize, draw conclusions, compare different points of view on one issue.

- Justification of the choice of sources, assessment of the literature used: are the most famous works on the topic of research;
- compliance with presentation requirements, report literacy;
- completeness and quality of answers to questions.

*Seminar evaluating criteria:*

Attendance at seminars (at least 80%; if the seminar is missed, it is possible to work out in the form of an interview during the hours of a teacher's consultation).

Quality of answers: participation in discussions (speeches, additions), presentation of reports, questions to speakers, answers to questions, reviews. Evaluation is set depending on: completeness and originality; use of sources and literature; originality and quality of issues; independence of conclusions; logical and substantial correctness of argumentation during.

In the event that a student goes to the exam with an accumulated score of at least 8 points, he/she has the right to a "semiautomatic" form of exam: such student can prepare in advance on any two of the exam questions and pass the exam in the form of an interview.

*Exam Assessment Criteria:*

On the exam, the student must demonstrate general knowledge throughout the course and the ability to generalize the material. The exam takes 40 minutes to prepare for an oral answer to two questions in writing. The completeness of the answer, knowledge of names and terms, understanding of theoretical and empirical problems and concepts, the ability to give typical examples will be assessed.

To get 10, 9 or 8 points (excellent mark), the student must demonstrate general knowledge throughout the course, including familiarity with the main scientific works on the topic, the ability to compare theoretical models, analyze conceptual material, to identify the philosophical and historical background in concrete historical texts, both academic and journalistic.

7 and 6 points (rating "good") are set if there are minor flaws and inaccuracies in the answer, if the student was not able to fully cover secondary aspects of the topic.

5 and 4 points (the rating is "satisfactory") is set if the student has demonstrated sufficient minimum knowledge on the topic, but could not answer / answered with errors, shortcomings to the questions of the examiner.

3, 2 and 1 points (rating "unsatisfactory") are given if the answer does not contain sufficient minimum knowledge on the topic, does not reveal the topic, is accompanied by gross errors and shortcomings. A rating of "0" can be used as a sign of a student's disciplinary offense (cheating or other violation of academic standards).

## **7. Examination Type**

The exam takes 40 minutes to prepare for an oral answer to two questions in writing. The completeness of the answer, knowledge of names and terms, understanding of theoretical and empirical problems and concepts, the ability to give typical examples will be assessed.

*The list of the exam questions:*

1. The projects of public commemoration: "The returning of names", "The stumbling blocks" and "The last address": their history and comparative analysis
2. Museums of memory on Holocaust: Yad Vashem (Jerusalem), Polin (Warsaw), Babiy Yar (Kyev). Comparative analysis of the expositions
3. Aleida Assmann on the concepts of "canon" and "archive" of memory
4. M. Halbwachs on the "social frameworks of memory"

5. “Commission of truth and reconciliation” in the SAR
6. Traumatic contents of memory: Russia
7. Traumatic contents of memory: Poland
8. Traumatic contents of memory: Germany
9. Traumatic contents of memory: Spain
10. Pierre Nora on the “Les Lieux de Mémoire”
11. Hayden White’s method of analysis of historical narratives
12. Graphic novel “Maus: A Survivor’s Tale” by Art Spiegelman as an example of expression of the experience of Shoah
13. Paul Connerton on the mechanisms of social remembrance and oblivion
14. Aleida Assmann on the forms of individual and collective memory
15. Museums of the “Communist past” in the Eastern Europe: analysis of narratives
16. Memory and responsibility: the ethical analysis
17. Politics of memory in contemporary Russia
18. “Memorial laws” in Poland
19. Exclusive and inclusive types of historical narratives
20. Expression of traumatic memory in public art: European experience

## **21. Methods of Instruction**

Lectures, study of literature on the topics, reading classes, discussions on the seminars. Independent work: preparation and presentation at the seminar for the further discussion – by choice – a) an essay, or b) a plan of research work, c) a memorial project.

## **22. Special Equipment and Software Support (if required)**

<b>Nº</b>	<b>Title</b>	<b>Access / Download Terms</b>
	Windows 10 and MicrosoftOffice	<i>a license agreement</i>