**Course Content**

The course approaches the history and memory of the twentieth century from two complementary angles: (a) a theoretical and methodological one, grounded in the most important challenges faced by historical studies (both as discipline and as discourse) at the turn of the millennium; (b) a more traditional one, integrating the sources and the secondary literature pertaining to a number of paradigmatic case studies. Bridging the gap between the two approaches (viewed by many as mutually exclusive) means enhancing them both, and coming closer to an understanding of both. Thus, the current public debates on (various aspects of) historical memory, as well as the dynamics of several 'communities of memory' (ranging from the local to the global) are being systematically explored, interpreted, and analyzed.

The course starts with a critical introduction to the recent relevant scholarship in several countries, areas, and languages; such an introduction is meant to communicate the major guidelines of the course, as well as to suggest its most important challenges.

Once the ground is laid, the course deals with the construction and reproduction of normative memories, ranging from textbooks to official histories, from laws to national historical vulgates and other (competing) mnemonic canons. In close connection with the vicissitudes (and pathologies) of (normative) memory, various ways of distancing the past are examined, from the paradigmatic German one (*Vergangenheitsbewältigung*) to some of its European, Asian, African, and American counterparts.

To understand the dynamics of social memory, its infrastructure (archives, museums, libraries, monuments, and other sites of memory) is discussed. Also, as the practical questions raised by this infrastructure are highly controversial (collection, preservation, retrieval, access, etc.), theoretical questions are also asked and answered: sources and their status (epistemological, evidentiary, ontological, etc.); the influence of the various regimes of historicity on the theory and practice of social memory; the limits of representation and the limits of memory (is there truth? can trauma and other extreme historical occurrences be represented? etc.); is there a transgenerational responsibility? is there responsibility transfer from states to societies to groups to individuals (and back)?

The final colloquium is meant to be a culmination of the course by means of a thorough, lively intellectual exchange between resource persons and course participants.

**Course Syllabus**

*Day 1: Monday*

Presentation and organization of the course (Antohi)

Memory and history: A critical introduction to recent scholarship (Antohi)

*Day 2: Tuesday*

Pathologies of social memory: Amnesia, hypermnesia, pseudomnesia (Antohi)

The institutional construction of memory: Archives in the new millennium (Rév)

*Day 3: Wednesday*

Normative memory: National historical vulgates, textbooks, and other mnemonic canons (Antohi)

Distancing the Communist past: The Eastern European experience (Rév)

*Day 4: Thursday*

Constructing historical pasts (White)

The evidence of experience (Domanska)

The limits of representation: Historical employment, truth, and the Holocaust (White)

*Day 5: Friday*

The ontology of the document (White)

Competing social memories (Domanska)

*Day 6: Saturday*

City Tour

Independent Research at the CEU Library and at the OSA

*Day 8*

Regimes of historicity, regimes of memory (White)

History of the present/recent history: Paradigms, research agendas, and institutions (Rév)

*Vergangenheitsbewältigung*: The German experience of coping with the past (Rüsen)

*Day 9: Tuesday*

Distancing the past: The African experience (Rüsen)

Transgenerational responsibility (Gluck)

*Day 10: Wednesday*

Distancing the past: The Asian experience (Gluck)

Trauma and memory (Rüsen)

Distancing the Past: The American experience (Gluck)

*Day 11: Thursday*

The memorialization of history (Gluck)

(b) The historicization of memory (Rüsen)

*Day 12: Friday*

Final colloquium (prepared and moderated by Antohi, Rüsen, Gluck)

The first fourteen of the 100-minute sessions (marked with asterisks) are combinations of a fifty-minute lecture by one of the resource persons; two fifteen-minute presentations by course participants (each participant has to deliver one presentation, based on his or her pre-course research); and a twenty-minute Q&A and discussion segment, based on both the lecture and the presentations. The following seven 100-minute sessions are combinations of a fifty-minute lecture and a fifty-minute Q&A and discussion segment. The last three 100-minute sessions are devoted to the final colloquium, and are structured as follows: the three moderators sum up the topics addressed by the resource persons and the course participants; Q&A segment; general discussion; concluding remarks by course directors.

**Teaching Methods**

The course encourages participants to present their own work by planning individual fifteen-minute individual interventions based on pre-course work. Also, participants are required to be active during the Q&A and discussion sessions, and during the final colloquium.

Based on demand, resource persons are offering workshops on various topics of interest, or tutorials. Participants are told in the beginning of the course that such interaction with the resource persons is possible, and topics are suggested: curriculum development, syllabus construction, academic writing for international audiences, in-depth bibliographical-methodological guidance.

**Assessment of Participants**

Course directors require resource persons to take notes on the classroom performance of the course participants. Course directors attend classes through the entire duration of the course, and write evaluations of the participants' planned interventions, as well as of the participants' general class activity, including the final colloquium (questions, comments). The required pre-course work includes the writing of a ten-fifteen-page essay on a relevant topic, which serves as the starting point for the participants' individual presentations.