

## Memorials as Contact Zones

Nora Sternfeld

How does migration change the perception of the history of Nazism and the Holocaust in post-nazi societies? What can be the role of memorials in this context? Apart from being places of commemoration and grief, memorials increasingly became sites of learning – and with this they became places for negotiation and actualisation of historical discourses. In my presentation I would like to inquire into the role and potential of educational programmes in memorials in the context of post-nazi migration societies.

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In the two years project we worked with pupils from a high school in a decentral district in Vienna and used strategies that allowed for openness and negotiation in order to transcend the top-down logics of classical history education. By doing this we were confronted with two kinds of marginalised knowledges: On the one hand we realised that there are much more „memory cultures“ of the nazi time than in the monoperspectivism of national history. On the other hand the open setting confronted us with right-wing positions that we were opposing to. Taking this into account I will suggest to think the contact zone together with Chantal Mouffe's concept of agonism. With this I would like to emphasize the „conflict“ perspective rather than the „dialogical“ one within the concept of contact zone – Clifford once even spoke about a contact/conflict zone. With agonism Mouffe conceptualises a democratic pluralism that is based on conflict and accepts the latter as something positive and democratic. From there I would like to think memorials as agonistic contact zones in which dissensus is possible, in which the meaning of history for the present can be negotiated by taking into account different approaches, backgrounds and power relations, but in which educators also can and have to take a stand.