

narrative culture

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EDITORIAL CORRESPONDENCE

Professor Ulrich Marzolph, Editor
Narrative Culture
EMAIL: umarzol@gwdg.de
WEB: <http://digitalcommons.wayne.edu/narrative/>
or
Professor Regina F. Bendix, Editor
Narrative Culture
EMAIL: rbendix@gwdg.de
WEB: <http://digitalcommons.wayne.edu/narrative/>
or
Professor Francisco Vaz da Silva, Editor
Narrative Culture
EMAIL: francisco.silva@iscte-iul.pt
WEB: <http://digitalcommons.wayne.edu/narrative/>

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from a Linguistic Perspective** | MORITZ LAUTENBACH-VON OSTROWSKI 234

In this article, guided tours for young people at concentration camp memorial sites are looked at from the perspective of a linguistic theory of action. The article demonstrates that guides process the knowledge and ideas of their hearers, giving them “access to memory” that conveys experience-based knowledge. This knowledge has entered the sphere of cultural memory, thus re-entering communicative memory. Special attention is paid to narrating: What characterizes this linguistic form of action, and to what extent do guides also make use of others? The article shows that they go far beyond narrating, e.g., in order to pass down their testimonies.

Urban Walks: Footsteps, Narratives, and the Storied City | KAROLINA DUDEK
AND SŁAWOMIR SIKORA 256

The article discusses the role of urban walks—tours with a guide organized for local communities—in the process of creating an embodied experience of the city that connects places, stories, the present, and the mediated, palimpsest-like past. It highlights critically two visions of the city (“bottom-up” and “top-down”) and discusses

the underlying assumptions from an anthropological perspective: Can cities only be read by residents, or can the act of walking be a meaningful cultural practice of writing and, first and foremost, performing the city? Our case study looks at Grochów, a district of Warsaw. We discuss urban walks organized by different local actors as an act of reading, writing, and re-writing the city and thus of recreating knowledge and memory of the “Grochów” *kibbutz*, which was active in this area between 1919 and 1942.

The Truth about the Troubles: Negotiating Narratives of the Past in Guided Political Tours of West Belfast | EMILY MANNHEIMER 280

Since the Troubles came to an end in 1998, guided tours of the infamous political murals and peace walls have thrived. This paper shows how narratives of the Troubles are constructed through the performative and discursive practices of tour guides. I identify how the ethical standards of giving a truthful and balanced tour are adhered to during the tours and self-enforced among the guides. I argue that tour guides are creating a new narrative of the Troubles based on the recognition of multiple experiences of the conflict and conclude that the burgeoning tourism industry provides an outlet for negotiating representations of the past.

Between Interpretation and Leadership: The Chernobyl Exclusion Zone in the Narrative of Tour Guides | MAGDALENA BANASZKIEWICZ 299

The article presents the problem of interpreting the heritage of the Chernobyl Exclusion Zone (CEZ) by local guides. The text is the result of a research project aimed at investigating what influences the style of guided tours of the CEZ and, consequently, how its heritage is presented to tourists. The empirical material collected during interviews and participatory observation is analyzed in relation to the constructivist paradigm of heritage interpretation. The experience of visiting a heritage site offers visitors the opportunity to get personally involved and reflect on the past. At the same time, they require specific leadership and group management skills on the part of the interpreters. The greatest challenge that tour guides face in the Zone is to balance the safety of the visitors with their own individual interpretation of the heritage. Even more so, safety not only structures the tour's itinerary but is also a fundamental motive for universalizing the guides' narratives.

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Determinants in a Tandem Tour Guide Project | ANDY SIMANOWITZ

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From December 2017 to May 2019, the Jewish Museum Berlin (JMB) put on a major temporary exhibition dedicated to the history, religious significance, politics, and contemporary daily life of the highly contested city of Jerusalem. The range of programs available to book included a tandem guided tour called “Jerusalem in Dialogue.” On each tour, two guides with their own personal relationship with Jerusalem spoke from different perspectives about the city and the exhibition. This format was born out of a training program for museum guides that the museum developed in collaboration with the German-Palestinian Mohamed Ibrahim and the Israeli Shemi Shabat and with accreditation from the Hochschule für Technik und Wirtschaft Berlin (HTW). In this paper, I discuss the institutional determinants involved in the production of the tour and their impact on the narration provided by the guides. I aim to explore the relationship between the intended personal contributions to a public space made by the guides invited to participate and the determining structures that de-personalized their contributions. From this, I go on to draw conclusions about the suitability of the tour format in general, and the tandem tour format in particular, for achieving objectives of participation in a museum setting.

Colonialism and Enslavement in a Bottle: Guiding People through an

Exhibition in the German Historical Museum | PATRICK HELBER

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In the exhibition entitled “Europe and the Sea” at the German Historical Museum in Berlin, visitors were confronted with a modern bottle of *Johannsen*-brand rum that served to illuminate the transatlantic “slave trade” and the enslavement of Africans. The bottle, with an old map of the Caribbean on its label, was presented as a hands-on object. My contribution focuses on discussions between visitors and tour guides on the past and present effects of colonialism. All these conversations were triggered by the bottle, which created a post-colonial narrative between the other historical objects in that part of the exhibition and the everyday life of the visitors themselves.

Moderating Museum Tours: From Lecture to Conversation |

CHRISTIANE SCHRÜBBERS

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This text is not so much a theoretical analysis as a practical study. It provides a form of guidance for a museum tour, which could be more of a conversation than a monologue delivered by one person being followed by a group of listeners. In what is called a moderated tour: the guide is less concerned with imparting specific facts and more

interested in trying to help with the joint production of knowledge and is therefore open to contributions from the group being guided. Essential acts of speech here are: informing, redressing, ratifying, honoring, and evaluating. Therefore, the leader needs not only a good knowledge of the subject at hand but also the ability to acknowledge the interests and expertise of his/her listeners.