Franz Kafka opens his intimate “Letter to his Father” by admitting that he simply cannot come to terms with his own upbringing and Bildung—“because... the magnitude of the matter goes far beyond the scope of ...memory and understanding.” Nonetheless, the method of currere—like other autobiographical methods—encourages educators to undertake “a subjective reconstruction of academic knowledge and lived experience.” Kafka’s concerns are used, perhaps paradoxically, to frame a similar educational “task of remembrance” by German scholar Klaus Mollenhauer. This presentation explores Mollenhauer’s understandings of Bildung and remembrance with the hope of opening up a space of dialogue between Continental and North American educational thought.

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