

## **International Society for History Didactics (ISHD)**

### **2018 JHEC Call for Proposals**

#### ***History Didactics and Public History. Commonalities, Differences, and Perspectives***

Public history has been gaining a lot of international interest and popularity in the recent years. Study programs in the academic field of public history have been organized at American universities already since the 1970s but also in Europe and other parts of the world the discipline started to get attention. Since the 1980s historians intensified their efforts to analyze the use and misuse of history in the public sphere, and the Public History began to deal intensively with theories of the cultural history. At the same time, however, only few attempts have been made to define the concept of Public History and its key ideas. Many of those working in the field emphasize the advantages of its openness to a broad range of history-based activities inside and outside of academic institutions.

Since many years the discipline of History Didactics has been using the concept of 'history culture' to study a broad variety of phenomena which can be interpreted as the product of the historical consciousness of certain groups in society. Putting a special emphasis (although not exclusively) on questions of history education – both inside and outside of schools – the field of History Didactics focuses on normative as well as theoretical and empirical aspects of history mediation. As a discipline, History Didactics is interested in questions such as who is speaking to whom, with what purpose in mind, in which way and why. A key-goal is to promote a well-informed historical judgement.

Public History and History Didactics could be understood as two neighborhood disciplines with different origins and theoretical traditions. Therefore the 2018 issue of the

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will have the topic

#### ***History Didactics and Public History – Commonalities, Differences and Perspectives***

The key question we would like to answer with this issue is the relationship between the two disciplines. Where do the two different disciplines History Didactics and Public History come from? What are the different approaches of the two disciplines? What do they have in common, what distinguishes them from each other and what they can learn from each other? And in what ways are the different dimensions within the broad spectrum of Public History connected to the research fields of History Didactics?

The editors of the JHEC will be glad to receive original, unpublished contributions that discuss both theoretical and practical aspects of the relationship between Public History and History Didactics that should include, but need not be limited to:

- 1) Reflections on the commonalities and differences of both areas within various theoretical frameworks and selected aspects thereof (e.g. scientific objectives, methods and tools of each discipline; scientific values and social responsibility; professional ethics; scientific and value based quality standards of conveying history to laypersons).
- 2) (Empirical) research on implementing methods/tools developed by History Didactics in Public History institutions and endeavors or methods/tools developed by Public History used by History Didactics in schools or in other contexts.
- 3) Analysis of dialogues and debates between History Didactics and Public History or of co-operations between experts for History Didactics/teachers and experts for Public History.

For the detailed submission guidelines, peer-review procedure, and publication ethics please visit the webpage: [www.ishd.co/journal](http://www.ishd.co/journal)

All submissions should be e-mailed to Joanna Wojdon ([joanna.wojdon@uwr.edu.pl](mailto:joanna.wojdon@uwr.edu.pl)) by January 15, 2018.