

Session code	AC 18-2		
Category	Affiliated Commissions		
Name of the Commission	International Society for History Didactics (ISHD)		
Date/Time (please select the correct date)	<input type="checkbox"/> Thursday from 14:00 to 17:30 with a half-hour coffee break <input type="checkbox"/> Friday from 9: 00-12: 30 with a half-hour coffee break <input checked="" type="checkbox"/> Friday from 14:00 to 17:30 with a half-hour coffee break		
Place	Collegium Historicum		
Title of Session	Progressive narratives in the post-Cold War area		
Organizers	Prof. Markus Furrer (Teacher University of Lucerne) Prof. Dr. Barnabás Vajda (University of J. Selye)		
Presentation characters]	[max.	1800	<p>With the end of the Cold War the supporting narratives of progress collapsed – the liberal-capitalistic one and the one of a communist planned economy. The commitment to modernize the world was practically a norm without alternative in the era of the Cold War which was now dissolving (Aleida Assmann). As dichotomous as the contrasts between the two systems appeared to be, both ideologies were oriented towards a modernization theory. From there the points of contact between both ideological conceptions originated in the Enlightenment (Eric Hobsbawm). With the collapse of the (real)-socialist model, the way the Soviet Union and the states under its dominion embodied it; the Eastern option of the modernization paradigm was abruptly devalued. Post-modern views also afflicted the liberal-capitalistic model and shed fundamental doubt on its teleological orientation.</p> <p>In the post-phase of the Cold War the narratives of progress were replaced by a confusing multiplicity of histories and partial narrations, which helps explain the current boom for memory and history. Closely linked to this is a crisis of modernity, of orientation and also of identity within which action-guiding maxims were searched for, since the up to now valid rules had lost their matter-of-factness.</p> <p>We have to ask if “progress” in history has petered out. But we also know that “progress” as a figure of thinking is a social reality (Jörn Rüsen). For young people progress is combined with personal hope for a better live with chances in the future. It becomes a stimulus for living. Therefore, by teaching history in classes it can’t be neglected that historical experience and knowledge is combined with the idea of progress.</p> <p>For this session we ask for contributions (basing on</p>

content analyses of textbooks and teaching materials and also analyses of lessons) dealing with the following questions:

- How do actual textbooks deal with the end of progressive narratives since the end of the Cold War?
- How do textbooks deal with the actual phenomenon of crises (natural disasters, climate changes, wars, economic crises, poverty ...)
- How is progress used as a historical category?

And how is progress connected with agency?

Keywords:

Do you wish to organize the General Assembly during the Congress?

The General Assembly of ISHD will take place on Friday, 28 August, from 12:30 to 14:00. We need a room for about 15 people, as close as possible to the place of the sessions.

Lecture AC 18-2-a

Title: Without progress? Alternatives and scope for action in history lessons.

Author: **Prof. Dr. Elisabeth Erdmann**

Lecture AC 18-2-b

Title: Longstanding and New in Narratives on History in Russian Textbooks

Author: **Prof. Dr. Alexander Khodnev**

Lecture AC 18-2-c

Title: Presenting material and spiritual progress in history textbooks

Author: **Prof. Dr. Barnabás Vajda**

Lecture AC 18-2-d

Title: History in Ukraine: approach to progressive narrative in political transitions

Author: **Prof. Dr. Polina Verbytska**

Lecture AC 18-2-e

Title: Dealing with Nuclear War as a global problem in Post-Cold War Estonian history textbooks

Author: **Prof. Dr. Anu Raudsepp**

Lecture AC 18-2-f

Title: Missing the dictatorship: why people do this in Brazil and Portugal

Author: **Dr. Oldimar Cardoso / MSc Caio Lima**