

Session code	AC 18-1	
Category	Affiliated Commissions	
Name of the Commission	International Society for History Didactics (ISHD)	
Date/Time (please select the correct date)	Friday from 9: 00-12: 30 with a half-hour coffee break	
Place	Collegium Historicum	
Title of Session	Progressive narratives in the post-Cold War area	
Organizers	Prof. Terry Haydn (University of East Anglia) Prof. Dr. Harry Haue (University of Southern Denmark)	
Presentation characters]	[max. 1800	<p>In 2017 the United Nations agreed on 17 goals for sustainable development on our globe, related at least in part to Paul J. Crutzen's hypotheses from 2002 on the shift from a Holocene to an Anthropocene era in the decades after World War Two. The aim of the symposium is to relate this hypothesis to its implications for the teaching of history in schools and to history didactics more generally. The principal research question is: How can the teaching of history prepare students to respond in an intelligent and well-informed manner to life under Anthropocene global conditions?</p> <p>It could be argued that if the 17th goals are to be reached in the foreseeable future, societal discourse must include the subject matter of History. Otherwise the teaching of history cannot fulfil its purpose of shaping in the most useful way, the student's historical consciousness.</p> <p>Professor Martin Rees, a leading UK scientist and eminent world renowned scholar in his field, has suggested that in his view, there is only around a 50/50 chance that there will be human life on the planet in the year 2100 A.D., because of the gravity of major threats currently facing humanity. And yet in many countries (including the UK) there is no mention of these emerging threats. The current National Curriculum for history in the UK, for example, makes no mention of the historical dimensions of climate change.</p> <p>The symposium considers these developments from a variety of perspectives. Contributions to the symposium will include participants from countries at different points on the continuum between history curricula which retain an attachment to traditional 'national story' narratives about the past, and those that are moving towards a more global and human perspective, which acknowledges the shadow of the Anthropocene. It is argued that a meaningful examination of the past in order to give students the opportunity to reflect on the future challenges of the Anthropocene scenario is an important issue for those involved in history education to consider.</p>

Keywords:

Sustainability; Anthropocene era;
history education; historical
thinking; historical consciousness.

**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 18-1-a

Title: History teaching in an Anthropocene era.

Author: Prof. Dr Harry Haue

In 2017 United Nations agreed on 17 goals for sustainable development on our globe. In my presentation I shall comment on them and relate them to Paul J. Crutzen's hypotheses from 2002 on the shift from a Holocene to an Anthropocene era in the decades after 2. World War; this paradigmatic change was mainly thought to have been caused by the dynamic industrial growth. The scientific debate on Anthropocene development is mainly a matter for the natural sciences. However, my aim is to relate this hypothesis to history teaching and history didactics. My research question is: How can the teaching of history prepare the students to reflect on life under Anthropocene global conditions?

If the 17 goals should be reached in a foreseeable future, the societal discourse must include the subject matter of History. Otherwise the teaching of history can't fulfil its intentions to qualify the student's historical consciousness. If the subject matter of history should be connected to the student's everyday life, it would then be meaningful for the students to ask questions to the 17 goals, and try to explain them in a historical perspective.

As an example the first goal mentioned is: 'To abandon all poverty in the world'. In a history lesson this would include a longitudinal examination of the inequality in the world from the ancient societies to the present. The didactical perspective would be historical thinking in order to qualify the student's historical consciousness and their acquisition of Allgemeinbildung/liberal education.

To focus on the world's most urgent questions would presuppose a change in the syllabus and the historical thinking of the teachers. The didactical reward would be a meaningful examination of the past in order to reflect on answers to the future challenges from an Anthropocene scenario.

Lecture AC 18-1-b

Title: Where is the Anthropocene in school history? A view from the UK

Author: **Prof. Dr Terry Haydn**

In many countries, there is a debate about the extent to which

the school history curriculum should change to reflect the changing challenges and problems faced by humanity in the 21st century. In the UK, views vary from those suggesting that the aims, values and purposes of a historical education are fundamentally unchanging, and that we should resist calls to make history in schools more ‘relevant’ to pupils’ lives (See, for example, Gove, 2010, Woodhead, 2005). But there are also those who argue that for the future good of humanity, it is imperative that school history makes radical changes to its traditional emphasis on focusing to a large extent on transmitting a (generally positive and celebratory) history of the nation state (see, for instance, Aldrich, 2010). Aldrich points out that Professor Martin Rees, a leading UK scientist and eminent world renowned scholar in his field, has suggested that in his view, there is only around a 50/50 chance that there will be human life on the planet in the year 2100 A.D., because of the gravity of major threats currently facing humanity. And yet in many countries (including the UK) there is no mention of these emerging threats. The current National Curriculum for history in the UK, for example, makes no mention of the historical dimensions of climate change. A recent Secretary of State for Education in the UK opined that ‘What parents want is children, sitting in rows, learning about the kings and queens of England (Gove, 2010).

The UK is not the only country where the traditional ‘national’ paradigm of school history has remained influential (Cajani et al., 2019), but there are other countries where ideas about the aims and purposes of school history have evolved to include issues of sustainability and other issues related to the arrival of the Anthropocene Era.

Lecture AC 18-1-c

Title: Big history in the history classroom – one response to the challenges of the Anthropocene Era?

Author: Prof. Dr. Susanne Popp and Philipp Bernhard

It is out of question that mainstream western history education is nowhere near to preparing students for the complex challenges they face in the Anthropocene Era. The concept of the Anthropocene requires a new frame of reference for the understanding of history and it also challenges existing conceptions of students’ historical consciousness. If history education should help students to situate themselves in the emerging era of the Anthropocene, they have to engage planetary history, which does not start with the so-called “origin of mankind” but with the history of life on earth. The most prominent historiographical approach so far, which integrates different time scales and offers a unified model of history, is David Christian’s controversial Big history.

In this presentation, we will first analyse if the Big History

concept does justice to the challenges of the Anthropocene. Then we compare the concept of Big History and our approach of a globally conceptualized world history (“Welt- und globalgeschichtliche Perspektiven für den Geschichtsunterricht”, see Popp/ Bernhard/ Schumann 2019) in order to assess the implications of Christian’s approach for teaching world and global history in history classrooms. Our main thesis is that the Anthropocene requires adjustments to our concept of a globally conceptualized world history, but that it is not suited to replace it. In the last part of our talk, we discuss which aspects of the Big History approach could enrich our concept. A key point is that Christian’s Big history does not – like global and world history – only tell how we arrive in our globalized present, but qualifies against the background of “deep history” the current potentially catastrophic consequences of the multiple crises connected with the diagnosis of the Anthropocene era.

Lecture AC 18-1-d

Title: The Anthropocene and New Challenges for Teaching History Classes

Author: Prof. Dr. Urte Kocka

1. The awareness of the Anthropocene as the most recent epoch of earth history has grown. It is intensively discussed in different scholarly disciplines and in the public. This attention is gained for pressing ecological problems nowadays, especially climate change and its threatening consequences.

2. How should the teaching of history respond to these challenges?

a) “Big History” is one good possibility. Since 2013/14 “Big History” tries to implement, into history curricula and classes, the perspective that history with all its artifacts, occurrences and inventions is dependent on and included in cosmological, biological, geological, anthropological evolution, changes and developments. The notion is emphasized that humans are able to make life on earth better and better on one side, but on the other side they open up the possibility that the environment and the globe are deeply endangered by uncontrolled consequences of technology, economic and population growth and consumerism, resulting in natural catastrophes and the ending of natural resources. “Big History” teaches to be deeply concerned with the future, but also, in a more optimistic way, that it is possible to change endangering human behavior and constellation.

The curricula of “Big History” stretch from the Big Bang to the Anthropocene, structured by nine Thresholds, the last dealing with human history and the Anthropocene, being taught in Universities, in online courses, in High Schools around the world, since 2019 also in Europe in the

Netherlands. Interdisciplinary cooperation takes place.

b) In history classes with national curricula it is not necessary to replace the national, regional and local topics, but they should be taught explicitly with emphasis on their anthropocene-related implications. The ambivalent nature of human achievements in the course of history should be pointed out. Take the history of industrialization as an example. When dealing with it, it should be made clear that it has been decisive for changing human life to the better by new inventions etc.. On the other hand the endangering long-term and global effects must be shown for life in other regions of the world, but also for nature, plants, cosmos, earth and other species as well as for humans and their civilizations. A lot of other topics – like the history of Europe's expansion on the globe, the intensification of traffic and trade – can be taught in the same way, showing their ambivalences and possible long-term threats.

3. With this kind of teaching in a global perspective and, preferably, with interdisciplinary cooperation – Big History included – students may understand that our epoch of the Anthropocene demands careful decisions for using resources of the globe and for not endangering environment, globe and cosmos for our own sake. This aim is already written down in an UN-resolution, stressing sustainable development around the world and foster it by teaching it in schools.

Lecture AC 18-1-e

Title: Sustainability perspectives in History - anthropological inspirations

Author: Prof. Dr. Marianne Axelsen Leth

The purpose of this session proposal is to try to uncover opportunities to incorporate sustainability perspectives in the broad sense as consistent perspectives in History didactics in theory and practice. According to the Danish educational researcher, Michael Paulsen the concepts of human movement in the world in the past, present and future must be reinterpreted, perspectives and content slightly changed, if History didactics is to be a part of an educational project in the Anthropocene Era (Paulsen:2019). In addition to this, it could be relevant to discuss the involvement of UNESCO's 4th pillar concept of sustainability: Cultural Vitality (Hawkes: 2001), in order to open up for wider perspectives in the use of historical consciousness and historical use.

In order to do so, the educational basis of History didactics is investigated in Wolfgang Klafki's critical-constructive concepts (Klafki: 2001), and in particular with focus on reinterpreting his time-typical key issues. Then a discussion of the concepts of historical consciousness and historical use in a broad sense, focusing on the Danish and

Scandinavian context. (Jensen: 2017, Nordgren: 2019). When History didactics is to embrace sustainability perspectives, it is relevant to get inspired by the concepts of anthropology, especially about culture, nature, time and space, and spirituality. Anthropology research and - thinking also might contribute with concepts for the necessary perspective change in including global perspectives to History didactics (Højris: 1988, 2010, Wilken: 2006, Hastrup: 1999, 2004, 2015). As the Uruguayan author, Eduardo Galeano puts it in a book title: "Patás arriba. La escuela del mundo al revés" ("With Your Feet Up - The School of the Reverse World") (Galeano: 1998).

After this theoretical survey, the concepts will be used in a few concrete suggestions for teaching.

Lecture AC 18-1-f

Title: Comment l'enseignement de l'histoire devrait-il répondre à l'arrivée de l'ère Anthropocène?

Author: Jacques Ngong Atembone

Il apparaît évident qu'un enseignement de l'histoire qui intègre les grandes problématiques aux quelles le monde est actuellement confronté : migration, terrorisme, développement durable, etc. aura forcément un rôle à jouer dans la transformation des sociétés et du monde, du fait, qu'il produirait la pensée et la conscience historique des problématiques débattues, selon la logique triade : passé, présent et futur. En évidence, l'enseignement de l'histoire à l'ère anthropocène doit permettre de faire entrer les jeunes dans des démarches historiques, qui problématisent, questionnent, analysent, critiquent et interprètent les mécanismes ayant concouru à cet état de chose dans le monde, pour dégager l'empathie et le remords comme mécanismes structurants des actions humaines futures. Tout ceci laisse croire que la perspective historique des 17 objectifs de développement durable adoptés par les Etats membres de l'ONU en 2015, permettra de mettre dans la société, des citoyens équipés à poser des actions dignes d'intérêt pour l'humanité. La question qui se pose est celle de savoir comment enseigner l'histoire à l'ère anthropocène ? Cette question est d'autant plus pertinente que la majorité des pays aussi bien du Nord que du Sud, fait preuve d'un enseignement télégraphique, transmissif de l'histoire, dont les curricula excluent les problématiques liés au développement durable et où les usages des ressources didactiques renforcent ce style intensif. Il est question dans notre recherche de montrer que l'enseignement de l'histoire selon la logique constructiviste et interprétative répondrait aux préoccupations de l'ère anthropocène, dont les 17 objectifs du développement durable consacrent l'ossature en cette phrase : transformer les vies tout en préservant la

planète. La méthode de recherche au quelle nous avons recours est exploratoire et nécessite les instruments tels que la grille d'observation et un guide d'entretien. Par ailleurs, il nous reviendra de procéder à l'analyse de contenu, pour définir le parallélisme entre enseignement constructiviste et interprétative de l'histoire et amélioration des vies et préservation de la planète.