

Conference report:

Annual Conference of the
International Society For History Didactics (ISHD)

Colonialism, Decolonization and Post-colonial Historical Perspectives – Challenges for History Didactics and History Teaching in a Globalizing World

16-18 September 2013, Germany, Tutzing Academy for Civic Education

MICHAEL WOBRING, KATJA GORBAHN, DENNIS RÖDER, JUTTA SCHUMANN

The world history of colonialism, de-colonization and post-colonialism remains a subject of high relevance for historical research as well as for the field of history didactics – the field of history culture and mediation – in particular. This complex was the focus of the ISHD (International Society of History Didactics) conference, held from 16th till 19th September 2013 in Tutzing (Bavaria). Organized by the president of the ISHD SUSANNE POPP (Augsburg) 47 contributors from 25 countries of four continents reported and discussed the current state of mainly didactic research as a first international inventory-taking.

This conference was the first one in the field of international history didactics and colonial history in the quality of this global formation of participants and perspectives. In so far the interchange and networking among the scientist conveys a special meaning.



Opening speech of the ISHD President Susanne Popp (Augsburg) and welcome speech of Michael Mayer (Tutzing)
(all photos: M. Wobring)



In his keynote speech JÖRG FISCH (Zurich) gave an overview of the phenomenon colonialism from the viewpoint of general historical research. By this he explained the sensitive scope when the activities of colonists turned into colonialism, when colonialism becomes a crime, and the general problem of judging about the effects of colonial politics. His contribution set the frame for the following papers dealing with special aspects and approaches, such as national perspectives, controversies, curricular- and textbook-culture, and concepts for approach and mediation.

Jörg Fisch (Zurich)

The first section dealt with comparative approaches to the topics of (de-)colonization in European and African textbooks. SUSANNE GRINDEL's (Braunschweig) investigation into the representations of colonial history in textbooks from England, France and Belgium from 1900 onwards showed a twofold narrative of colonialism which is based on a European rationale when it comes to the motives of expansion and on a national framework when it comes to the form of colonial rule. The approach of KATJA GORBAN (Aarhus) compared the presentation of colonialism in a sample of current history textbooks from Germany and Tanzania and demonstrated that German and Tanzanian textbooks have significant parts of an entangled memory culture. Tanzanian textbooks reflect the impact of European historiography and Eurocentric interpretations, while German memory culture reacts to African postcolonial claims and tries to consider African perspectives. In addition the current German textbook culture was analyzed by DENNIS RÖDER (Hamburg) with regard to their presentation of visual sources, photographs in particular, concerning Africa and Africans during the age of Imperialism. It became clear that textbooks, while not explaining the full background of visual history in that era, support the production of stereotypes.

The perspectives of Belgium and France were in the focus of an own section. In his contribution concerning PAUL VANDEPITTE (Brussels) focused on the Belgian rule in the Congo and the subsequent process of decolonization and presented literature and relevant sources for school teaching. The subsequent discussion showed that the subject "Belgium as colonial power" is hardly present in the Belgian public and also in the classroom it rather plays a minor role. KAREL VAN NIEUWENHUYSE (Leuven) presented a narrative-qualitative analysis of Belgian history textbooks published since 1945. Thereby he elaborated on four

different phases of dealing with the subject, whereby in the initial phase, an approach characterized as triumphal-apologetic was dominant, which presented the cruelties of King Leopold II and the Belgian colonial rule only in a much reduced way. Recent textbooks show a further decrease of interest especially in Belgium's role within the colonization of the Congo while colonization in general is presented in more detail and judged critically. According to van Nieuwenhuysse, this focus is particularly surprising as academic historic research has critically analyzed Belgium's colonialism, but these results have not yet found their way into history textbooks.

In the last part of the section MARCUS OTTO (Brunswick) looked at French Textbooks. presented some general considerations regarding the research project "Decolonization and the Politics of Memory. School Textbooks in the Context of Social Conflicts in France (1962-2009)" he supervises. He particularly stressed that the French self-perception in those days was characterized by the claim of a civilizing mission of colonization. In view of the above, for the analysis of textbook it appears especially interesting how textbooks, which generally communicate and reflect a state's measures of value, indicates a change from a positive judgment of colonialism – thus from a positive master narrative – to a more reflective assessment of France's colonization.

Aspects of the German perspectives were in the focus of another section. In his textbook analysis FRIEDRICH KIEßLING (Erlangen) pointed out the failure and the successes of including new postcolonial perspectives into current German history textbooks. On the one hand, sources and documents still mostly reflect a colonial hierarchy (esp. the visual sources) without any deconstruction but on the other hand the presentation of colonial topics has become more reflective in comparison to the textbooks from the 1960s and 70s. PHILIPP BERNHARD (Nuremberg) referred to a special aspect to concept history lessons on colonialism. Howard Zinn's influential book "A People's History" from 1980 can be seen as an alternative guideline to construct history lessons that put the focus more on the perspective "from below". Bernhard introduced Zinn's approach as a useful tool for teaching postcolonial theory and questioning traditional narratives.

In the following section Polish and Slovakian perspectives were presented. GRZEGORZ CHOMICKI (Krakow) introduced different approaches to the interpretation of Galicia's past as part of the Habsburg monarchy, e.g. as a land of happiness, as the cradle of Polish independence or as a "colonial space". In the last perspective, Austrian rule was strongly criticised for being exploitative and for strengthening ethnic and social differences. Chomicki pointed out that a partly nostalgic interpretation is currently gaining influence in Polish history culture and history teaching. In his presentation BARNABÁS VAJDA (Kómarno)

explained that Czechoslovakia exported weapons to countries of the Third World during the Cold War period on a big scale, whereas the propaganda pictured Czechoslovakia as a peace-loving country, determined to support the decolonization and deliberation movement in the name of world-peace. He demonstrated that this propaganda picture still strongly influences perceptions of decolonization in the Czech Republic and in Slovakia, also arguing that a more adequate interpretation of Czechoslovakia's role in the context of decolonization should be incorporated in their history textbooks.



In his plenary speech DANIEL MOSER-LÉCHOT (Bern) discussed the way in which African textbooks and syllabi deal with the history of colonialism and post-colonialism. He included a lusophone, a francophone and an anglophone country in his analysis: the Republic of Cape Verde, Mali and Tanzania. Moser investigated e.g. the connections that are established between the colonial and the post-colonial period and analysed the integration of colonialism and post-colonialism in the framework of national / transnational / African and global history. The presentation demonstrated the diversity of the textbooks' and curricula's approaches. However, though the current problems according to Moser are not attributed to colonialism in a simplistic way, the colonial period has a clear impact on the interpretations of the past.

Daniel Moser-Léchet (Bern)

The perspectives of scientists from the Russian Federation on the history of colonialism were in the focus of an own section. ALEXANDER KHODNEV (Yaroslavl) gave an account of the current situation in Russian history curricula concerning colonialism and decolonization. Whereas Russian textbooks concentrate on other European states in the time of Imperialism they do not treat Russia's expansion to the East as colonialism. He pointed out the current debate in Russia on the "colonialism" of the USSR after 1945 in East Europe with still many challenges remaining. In addition to this VALERIYA ROTERSHTEYN (Moskov) appealed for using the potential of the topic of "colonialism" within the framework of general curricula

guidelines. Bearing in mind that acquiring knowledge is a process of interpreting the facts and always contrasting personal beliefs with the shared knowledge, she introduced several areas and examples in which the topic can play a crucial role. In his presentation, MARAT GIBATDINOV (Kazan) focused on the subject “Russian History“ and made the audience aware of the changes the curriculum faces in the wake of the current conservative wave in Russia. In this context, a textbook for all Russian history lessons will be published that reflects the political situation in terms of anti-western approaches, texts that idealize Orthodox Christianity, focus on a strong centralised power, and deny any idea of a “Russian colonialism“. Bearing in mind that Putin recently demanded that only one history textbook is needed for all Russian children, Gibatdinov fears that history textbooks can lead to more political indoctrination instead of the development of critical historical thinking.

In a section dealing with the British Empire TERRY HAYDN (East Anglia) offered a historical overview of the assessment of the “British Empire“ in the national curriculum since 1991. Especially the conservative governments of England insisted that the “British Empire“ including the British colonial activities was portrayed as a “good thing“ at schools. Under the present conservative government, a new curriculum was suggested in 2013, which strongly focuses on the British Empire (19th century), in order to support “social cohesion“. Whereby not the term “patriotism“ was declared as the goal as in earlier times but instead the master narrative of the “British Empire“ shall conduce to “social cohesion“. Haydn sketched how to deal reasonably and critically with the term “Empire“ at schools under these new conditions. GEORGE WRANGHAM (Bryn Mawr) gave a brief outline of the British colonial rule in India. Compared to other colonial powers, the British rule was considerably different, which in Wrangham’s opinion contributed to the fact that the end of the colonial rule was not as bloody and brutal as in other colonized countries. In his paper concerning colonialism and infrastructure MICHAEL WOBRING (Augsburg) points out how the history of infrastructure (railway, telecommunication, and liner trade) could be used as a didactical tool for the mediation of colonial history. He outlined different approaches how to analyze the colonial history from the point of view of this large technological developments in longtime run.

A mixed section dealt with perspectives from Hungary, Greece and Turkey. In her lecture, MARIANN NAGY (Pécs) gave an outline of the development of Hungarian history textbooks with regard to the importance of “colonialism“ discourse, especially Hungarian historiography and textbooks in the context of the Habsburg Empire. She pointed out that it was not 1989 but the 1970s where new perspectives on “colonialism“ were introduced. The notion of “being colonized“ by empires is now used against the EU from right wing political positions. ISMAIL DEMIRCIOLU (Trabzon) outlined that two units in the current Turkish history curriculum deal with “colonialism“, with focus on the British Empire, but not in

relation to the Ottoman Empire. It became clear on grounds of political reasons that the term “colonization“ is not used in connection with the Ottoman Empire in Turkish textbooks.

GIORGO KOKKINOS and ELLI LEMONIDOU (Agrinio) explained that „colonialism“ mainly plays a role in Greek history teaching in connection with Imperialism. There are still many challenges as far as textbooks and their use of visual sources are concerned. The colonial expansion of Greek states is taught without relating it to the concept of “colonialism“. The debate after the presentation showed the political manipulation of the term “colonization“ by the extreme right-wing parties in Greece.

The following section assembled speakers from Scandinavian countries, discussing approaches to the teaching of intercultural encounters as well as the often neglected topic of Scandinavian states as colonizing powers. JAN LÖFSTROM (Helsinki) analysed the course “Meeting of Cultures” which forms – as an optional course – part of the Finish national curriculum for upper secondary school. Löfström included in his analysis also textbooks and exam questions and discussed strengths and shortcomings. He acknowledged the course’s big learning potential but showed for example that it tends to be based on a static concept of “culture“. In conclusion, he suggested possibilities for the future development of the course, for instance a stronger problematisation of the categories of “us” and “them“. Afterwards DANIEL LINDMARK (Umeå) discussed the penetration of the Saami area as a case of Swedish colonialism. He presented the reconciliation project “The Church of Sweden and the Saami – a White Book Project” which focuses on the problematic role of the Church of Sweden and which aims to make Saami voices from the past available. Lindmark presented sources from the 17th and 18th centuries, which include Saami utterances, and investigated their authenticity. He argued that history teaching and history textbooks should make use of these voices of the past, recommending the analogy of the law court as a metaphor for a didactical approach which strives for multivocality and multiperspectivity. Finally, HARRY HAUE (Odense) investigated the case of history teaching in the former Danish colony Greenland. He analysed historiographical changes and their impact on history textbooks. Drawing on results of empirical research, he pointed to successes and current challenges of didactical approaches to decolonization and post-colonial in history teaching.

An own section dealt with South African perspectives. ELIZE VAN EEDEN (Johannesburg) analyzed the status of South Africa’s colonial historiography and the general understanding of its roots and impacts along the representative scientific works. She pointed out in which way local colonial themes are represented in the higher education concept, and in how far aspects of globalization can be noticed. In many ways the African and South African historiography on the continent still reflect an established master narration, in the scientific discussion and in governance attitudes. She made a claim for the necessity to reflect the colonial and post colonial history more controversial and constructive, in science as well as



in history education. In addition to this PIETER WARNICH's (Johannesburg) paper valued how colonialism, decolonization and post-colonialism are mirrored in the history curricula and textbooks of the senior secondary school phase in South Africa. He also reflected on how far these ideologies contributed to an embracement and promotion of multiculturalism and multi-ethnicism. He is of the opinion that when compared with the pre-1994 situation, the new history curriculum and the new history textbooks (2011) are to a great extent promoting a transformational approach towards creating nation-building in a post-colonial context.

Elize van Eden (Johannesburg)

In a section dealing with enlarging perspectives MASAYUKI SATO (Yamanashi) traced back the origins of why Christian chronology became the common ground to count years in today's world. He referred to the influences of "colonization", "westernization", "communization" (e.g. the role of the Soviet Union to introduce Christian chronology in China), "Secularization" and "Internetization" as notions to explain the fact that it has become a world standard. Sato stressed that this world standard of Christian chronology is, however, a mixture between Christian, Arabic and Indian influences to synchronize various time concepts and should be seen as a result of a globalizing process history students have to be aware of when dealing with world history. In his textbook analysis WOLFGANG HASBERG (Cologne) presented mainly the Crusades as an example for "Colonialism" in the Middle Ages. Whereas the older textbooks (1960s) focused more on German perspectives and treated the Crusades as part of German emperor's biographies, the current schoolbooks include sources from both sides and put the topic into a Christian-Islamic-context of "encountering of cultures". Hasberg criticized, however, that historical science still does not pay enough attention to the concept of "colonialism" before 1500.

In the Brazilian section RAFAEL SADDI (Goiás) defined the aims of the New History Didactics in Brazil, which are strongly oriented on the general categories "historical consciousness" and "history culture" adapted from German history didactics. At the same time, he stressed that the aim of the New History Didactics shall be to disassociate the curricula and history textbooks in Brazil, which traditionally are closely linked to the contents of French history teaching, from this Eurocentric perspective. When conceptualizing new contents, one needs

to balance certain interpretations of Brazil's history, (e.g. Critical (Marxist) and Traditional History.) and not blur differences between ethnic groups (e.g. indigenous people, afro-Brazilians), but also to not endanger the peaceful coexistence of all ethnic groups. LUCIANA LEITE (Goiás) focused on the specific difficulty of history teaching for indigenous children from the tribe Javaé. She illustrated the difficult process towards a reasonable history teaching for this ethnic group: At first – neglecting Western patterns of interpretation – research needs to show which concepts of history exist for this tribe, which can be contrasted with non-indigenous children's perceptions of history. Only on this basis, adequate history textbooks can be developed, which until now do not yet exist for the indigenous population.

The following section included presentations from Estland and Finland. MARE OJA and ANU RAUDSEPP (Tartu) discussed the impact of the end of the Soviet Union to history teaching in Estland. While Raudsepp described the changes in teacher education, Oja focused on changes in curricula and exams and presented the results of a study which investigated the teachers' reactions on these developments. ARJA VIRTA (Turku) talked about the findings of a textbook analysis which focused on the presentation of two dimensions which are often neglected: "the present" and "the future". The analysis took into consideration Finnish history textbooks from the 1960s until 2013. In the context of the textbooks' references to the present and the future, topics as decolonization or the current situation outside Europe are important issues. However, according to Virta the future of the world is often described as dark and problematic.

JACOB EMMANUEL MABE (Berlin/Kabala) started his plenary speech with a brief historical overview of colonization of Africa and mentioned milestones on the path of liberation from colonial rule. He stressed the important role of Pan-Africanism, which accompanied this process. From this starting point, he pointed out three basic positions of the modern discourse about colonialism in Africa and differentiated between optimistic, pessimistic and neutralistic positions, whereby all of these three lines condemn colonialism, but make different judgments. In a later part of his presentation, Mabe finally turned to the German example and stressed that the focus on the Holocaust in research but also



in the public discourse makes many people blind for the injustice of the German colonial rule. For the future he suggests an egalitarian collaboration of African and European

researchers in order to catch up with deficits, to open up new perspectives of facing the consequences of colonization and to counteract forgetting.

The field “coping with the challenges of post-colonialism” was in the focus of six papers, looking at different nations and cultures in their special relation to colonialism. The paper of MARKUS FURRER (Luzern) based on the scientific consensus that even countries like Switzerland which were never in the possession of colonies (“secondary colonialism”) were involved in the system of colonialism. The study put the focus on the representation of colonialism and decolonization in history textbooks of Switzerland’s. Since the 1980s the textbooks present colonialism more differentiated and critical, but the specific role of Switzerland remains a neglected field. SUN JOO KANG (Seoul) pointed out the constituting effect of colonialism for the public memory of the Korean people (Republic of Korea). It marked the Korean national identity, the discourse of Korean historiography and for a long time the history education. The Korean society has changed since the 1990s and new leading concepts of “network” of “cultural hybridity”, as Kang explained, were discussed as alternative concepts to organize history pursuing postcolonial agendas. But in Korean history education the discussion on the current postcolonial approach is only at the initial stage.



r.t.l.: Riad Nasser (Madison), Sunjoo Kang (Incheon), Markus Furrer (Luzern)

RIAD NASSER’s (Madison NJ) paper analyzed textbooks for history, geography, and civic studies currently used in Jordan, Israel (post colonial states), and Palestine (Palestinians are yet to achieve their basic rights for self-determination and statehood, and have been a

subject to Israeli colonialism): In short the Israeli master narration is creating a new Jewish self confidence in relation to diaspora, the orient, British colonialism and the “traditional Jew”. The Jewish nation is a community of blood independent wherever they live. Palestine is seen as an exclusive patrimony of the Jewish people. The Jordanian narrative is carving out a new collective that is different from other Arabs in the region. It uses the glorious Arab Islamic past to create a “new” Jordanian Arab. The Palestinian narrative is aimed at the recovering of history to reconnect present generations of Palestinians to their ancient Canaanite Arab tribes and to confirm Palestine as the home land of its Palestinian Arab residents. The Palestine state is the state of all its residents regardless of ethnicity and religion.

The question of mediating colonial history beyond the textbook was in the focus of KARL BENZINGER’s (New York) speech. He pointed out the conception, practical experiences and results of a reenactment experiment on the political decision of the Lyndon B. Johnson administration in July 1965 to step into the engagement in Vietnam. Benzinger emphasized positive effects concerning the teaching results, especially a deeper understanding of this complex historical case with its implication for the history of colonialism, as well as educational effects of better motivation to step into a subject of contemporary political history. Another case study, the Boxer Movement in China as a global event, was in the focus of ZHONGJIE MENG’s (Shanghai) paper. It aimed to provide a solution to create a kind of synchronicity between two sides which were antagonistic both in colonization and decolonization with a case-study of a global known event, the Boxer Movement in China at the turn of the century. In the first part he pointed out three familiar narratives from Chinese and German history textbooks, which follow a national perspective or a global imperialist point of view he made suggestions to teach the example Boxer Movement from a global and comprehensive perspective. A Russian position was pointed out by VICTOR NEMCHINOV (Moscow). The challenges for history education of the present time, especially the phenomenon of a new generation of digitalized pupils audience and the responsibility of the teachers. He examined this phenomenon by pointing out significant elements and perspectives of colonialism and post-colonial time of the Russia, the Sowjet Union respectively the Russian Federation.

In the following session, the issue of the conference was approached from a media oriented perspective. JOANNA WOJDON’s (Wrocław) presentation dealt with the computer game “Sid Meier’s Civilization IV: Colonization”. Wojdon presented the game, analysing the underlying concepts and perspectives. She discussed challenges, as e.g. the use of stereotypes and the colonizers’ perspective in the game, as well as chances for historical learning. In her conclusion she suggested didactical strategies for the use of the game in the classroom. TANJA SEIDER (Berlin) recommended documentary essay films as a different visual access to

colonial representations. Comparing two examples (“Mahjub’s Journey” by Eva Knopf and “The Halfmoon Files” by Philip Scheffner) with a widespread expository documentary film on colonialism by Guido Knopp she demonstrated the essay films’ rich learning potentials. Inspired amongst others by postcolonial discourses, these essay films are able to challenge conventional aesthetical expectations and can pave the way for a critical reading of historical narratives. HELMUT MEIER (Innsbruck) presented texts from the British abolition discourse from between 1784 and 1824 as an approach to introduce a postcolonial perspective in the context of content and language integrated learning (CLIL). Meier emphasised the aspect of language as means of empowerment. He suggested that pupils could critically analyse these texts which depict Africans as the “other” in a dubious way, despite their humanitarian aims that turns out to be counterproductive.



Karl Benzinger (New York)

Teaching about colonialism from a global perspective was in the focus of the following section. In his talk, FLORIAN WAGNER (Florence) stressed the reciprocal interaction between national, European, and global views in the age of Imperialism by focusing on the role of Leopold of Belgium who called for a „European project“ when founding the International African Association in 1876. Wagner regards this period as a precondition for later forms of international and European cooperation (e.g. the League of Nation). Thus, the notion of „Europeanness“ in the context of the European Union is now more historized. The period of Imperialism is becoming more important for historians when tracing back the beginning of a European consciousness. KLAUS SCHILLING (Bad Homburg) outlined the pedagogical concept of „global learning“ and presented an example of a dialogue project between a German (Humboldtschule) and a Tanzanian school (Mwanga High School) as part of a North-South-Project of the UNESCO. The project in Tanzania consisted of three parts. This 3-step-principle was said to be highly effective and productive to connect different historical backgrounds and memories, different subjects and different forms of history presentation. OLIVER PLESSOW (Kassel) put the focus on the development of Holocaust Education with reference to post-colonial perspectives, stressing the importance of the UN-resolution from 2005. Since

then, the globalisation or cosmopolisation of Holocaust memory has increased with new resources and materials that combine the consequences of colonialism and the Holocaust. Plessow remarked that this trend can be particularly seen in teaching material from the US. Here, for instance, civil rights discussions in the context of Afro-American history are connected with the history of the Holocaust in a comprehensive approach. Other programmes (e.g. Outreach Programme) try to compare the Holocaust with the Nanking Massacre.

The next section focused on aspects related to intercultural competence. ULRICH PALLUA (Innsbruck) suggested possibilities of deconstructing colonial identity concepts from an English literature perspective. He contrasted 3 texts (Shakespeare's *The Tempest*, DeFoe's *Robinson Crusoe* and Charlotte Brontë's *Jane Eyre*) with rewritings that enter in a critical dialogue with the works and accentuate a postcolonial perspective (Aimè Césaire's *A Tempest*, 1969, J.M. Coetzee's *Foe*, 1986, and Jean Rhys' *Wide Sargasso Sea*, 1966). Pallua argued that these texts could deploy rich learning potential, for example in English teaching. PETER SINN (Friedberg) presented a history teaching project in which pupils worked with sources that express the colonizers perspectives, using German New Guinea as an example. By critically analysing colonialist and racist viewpoints in the sources, the project aimed at strengthening the pupils' intercultural competence. Finally, KENNETH NORDGREN and MARIA JOHANSSON (Karlstadt) presented a framework of intercultural historical learning. By combining theories of narrative competence and intercultural competence with three dimensions each, they suggested a matrix including nine intersections. This matrix could contribute to identifying objectives for intercultural history learning, thereby providing a basis for the construction of learning activities and for empirical research.

The following section put the focus on perspectives of school teaching and public history. JAN BREITENSTEIN (Hamburg) presented the first results of his dissertation project, with which he seeks to obtain experiences about how teacher students can develop a global understanding of history. His study that is based on the concept of the "third place". In his survey he questioned ten students from Ghana and ten students from Germany, who met in Ghana to discuss about their hopes, wishes, experiences, fears and expectations regarding the topic slave trade. A final analysis revealed that the question of guilt and the question of the construction of "black" and "white"-differences in particular became the focus of the discussions. THORSTEN HEESE (Osnabruck) made clear that museums nowadays can present great – visually accessible – collections about colonial history; however, there is a lack of suitable concepts to use them for historical learning and critical dealing with colonial history. Subsequently Heese showed a historical overview starting from the cabinets of curiosities in the 17th century – how the presentation of "foreign worlds" reached a negative peak in the

19th and early 20th century with the so-called “human zoos” and colonial exhibitions. Finally, he reminded the audience that particularly ethnographic museums are still in a state of transition and just started to try new concepts of mediation. He mentioned the Musée du Quai Branly in Paris and the Humboldtforum in Berlin as representatives of this process. YONAS ENDRIAS (Berlin) started with a short historical overview about German colonial history and the felonies committed by the German colonial rulers in Namibia. He introduced the project “African Quarter”. The “African Quarter” contains streets and squares in Berlin which between 1899 and 1958 received names closely connected to German colonialism. With 34 participating institutions, the project analyses colonial history and covers the 22 streets with guided tours and audio guides. There are further measures such as workshops, art performances, exhibitions, a black library and the conception of school material and school projects.

The conference demonstrates the wide range and complexity of colonial history as a subject of research on mediation in a globalizing world. Even if there is a general consensus about the phenomenon colonialism and its characteristic features, the world wide perspectives in classification and the handling in history culture and society are of significant difference. The attitude of a society to colonial history depends on its relation to this phenomenon, as a former colonist, a colony, or a secondary relation (respecting the period of de-colonization and post-colonialism). According to this colonialism has a more or less important function in politics and society, and in the national history culture. This national perspective influences and forms the conception of the school curricular, the history textbooks and the performance of mediating colonial history in public. Relating to this many of the presented studies demonstrated a discrepancy between the national or international scientific discussion on colonial history and the specification in curricular and textbooks.

A general demand for further didactic research in the field of colonial history became obvious. The interdisciplinary and transnational approach in this field was emphasized as a necessary way to overcome phenomena of stereotyping and to enlarge the perspectives. In so far it remains an advantage for the international discussion in history didactics to promote research on colonial history as a precondition for the mediation of colonial history in a globalizing world.



The board (l.t.r): Harry Haue (Odense), Joanna Wojdon (Wroclaw), Arja Virta (Turku), Susanne Popp (Augsburg), Oldimar Cardoso (Sao Paulo), Markus Furrer (Luzern), Terry Haydn (Norwich)

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Conference Program – Final Agenda

Monday, September 16.2013

SUSANNE POPP (Augsburg) (President of the ISHD)
Welcome Speech

MICHAEL MAYER (Director of the Tutzing Academy for Civic Education) Welcome Speech

Keynote Speech:
JÖRG FISCH (Zurich)
Colonialism, before and after

Section 1:
African and European Textbooks, Chair: MARKUS FURRER (Luzern)

SUSANNE GRINDL (Brunswick)
The Decolonization of History Textbooks? Colonial History in European Textbooks Since
1945

KATJA GORBAHN (Aarhus)
Between Carl Peters and the Maji Maji Uprising – German Colonialism in Current Tanzanian
and German Textbooks

DENNIS RÖDER (Hamburg)
Showing Africa – The Visual Presentation of Africa and Africans During the Period of
Imperialism in Current German History Schoolbooks

Section 2:
Belgian and French Perspectives, Chair: ARJA VIRTÄ (Turku)

PAUL VANDEPITTE (Leuven)
Président honoraire de l'association des professeurs d'histoire de Belgique (Communauté
flamande): Central Africa: The Congo – Colonization and Decolonization

KAREL VAN NIEUWENHUYSEN (Leuven)
From Patriotism to Criticism. (Post-)colonial History in Belgian Curricula and History
Textbooks After World War II

MARCUS OTTO (Brunswick)
From Representation to Inclusion? Interpellation of Postcolonial Subjects in French History
Textbooks Since the 1980s

Section 3:
German Perspectives, Chair: TERRY HAYDN (Norwich)

FRIEDRICH KIEßLING (Erlangen-Nuremberg)
Analyzing the Presentation of Imperialism and Colonialism in German History Textbooks and
Curricula in Post-colonial Perspectives

PHILIPP BERNHARD (Nuremberg)
A Postcolonial People's History? - Teaching (Post-)colonial History in a German Classroom
Inspired by Howard Zinn's Concept of "A People's History"

Section 4:
Polish and Slovakian Perspectives, Chair: JOANNA WOJDON (Wrocław)

GRZEGORZ CHOMICKI (Krakow)
Galicia in the 19th century in Colonial and Post-colonial Perspective

BARNABAS VAJDA (Bratislava)
Decolonization and Czecho-Slovakia in the Cold War – From Jovial Propaganda to Large
Weapon Sales

Plenary Speech:
DANIEL MOSER-LÉCHOT (Bern)
Theoretical Foundations for the Accounts of Colonialism and Postcolonialism in Syllabi and
Selected African Schoolbooks
Chair: SUSANNE POPP (Augsburg)

Tuesday, September 17.2014

Section 5:

Russian Perspectives, Chair: ELISABETH ERDMANN (Bubenreuth)

VALERIYA ROTERSHTEYN (Moscow)

Colonialism at School History: Epistemological Potential of the Topic

MARAT BIBATDINOV (Kazan)

Post-Soviet or Post-colonial History in Contemporary Russian History Textbooks?

ALEXANDER KHODNEV (Yaroslavl)

The History of Colonialism and Decolonization in the Russian Educational Curriculum and the New Challenges to Multiculturalism and Tolerance

Section 6:

Colonialism of the British Empire, Chair: HARRY HAUE (Odense)

TERRY HAYDN (Norwich)

How and What Should We Teach About the British Empire in UK Schools?

GOERGE WRANGHAM (Bryn Mawr)

Britain and India: Training for Empire and Independence

MICHAEL WOBRING (Erfurt/Augsburg)

Traffic and Communication Facilities as Tools of Colonialism and Decolonization – The Infrastructure in India in 19th and 20th Century as an Approach to Teaching the History of Colonialism and Decolonization

Section 7:

Perspectives from Hungary, Greece, and Turkey, Chair: MARKUS FURRER (Luzern)

MARIANN NAGY (Pecs)

The Presentation of European Colonialism in Hungarian History Textbooks

ISMAIL DEMIRCIOGLU (Trabzon)

Representation of Western Colonialism and Decolonization in Turkish History Textbooks and Curriculum

ANGELOS PALIKIDIS a. ELLI LEMONIDOU (Agrinio)

Colonialism and Decolonization in Greek School history textbooks of Secondary and Primary Education

Section 8:

Scandinavian Perspectives, Chair: ARJA VIRTÄ (Turku)

JAN LÖFSTRÖM (Helsinki)

Lost Encounters? Analyzing a Finnish Upper Secondary School History Course in a Post-colonial Perspective

DANIEL LINDMARK (Umeå)

Saami Voices and Sorry Churches: Reconciliation processes in Sweden and their implications for history writing and teaching

HARRY HAUE (Odense)
Greenland – History Teaching in a Former Danish Colony

Section 9:
Perspectives from South-Africa, Chair: TERRY HAYDN (Norwich)

ELIZE VAN EDEN (Johannesburg)
Assessing the Colonial Historiography of South Africa and its Presence in the Higher
Education and Training Environment

PIETER WARNICH (Johannesburg)
An Evaluation of the Role of Colonialism, Decolonization and Post-colonialism Within a South
African History Teaching Context

Section 10:
Enlarging the Perspectives, Chair: ELISABETH ERDMANN (Bubenreuth)

WOLFGANG HASBERG (Cologne)
Track Lines of Colonialism in the Exposition of Pre-modern Ages in History Lessons

MASAYUKI SATO (Yamanashi)
Why has Christian Chronology been Using in the Post Colonial Globalizing World?

Section 11:
Perspectives from Brazil, Chair: OLDIMAR CARDOSO (Sao Paulo)

RAFAEL SADDI (Goiás)
Colonization of Brazil and the New History Didactics

LUCIANA LEITE SILVA (Goiás)
Understanding the Past, Present and Future of Indigenous Children (Javaé) and Non-
indigenous Children (Colégio Claretiano Coração de Maria)

Section 12:
Past, Present, and Future, Chair: HARRY HAUE (Odense)

MARE OJA and ANU RADUSEPP (Tartu)
Democratic Reform in History Teaching – from Soviet to Modern

ARJA VIRTÄ (Turku)
The Present and The Future in Finnish History Textbooks

Plenary Speech:
JACOB EMMANUEL MABE (Berlin/Kabale)
African Discourse on Colonialism and Memory Work in Germany
Chair: SUSANNE POPP (Augsburg)

Wednesday, September 18.2014

Section 13:

Coping with the Challenges of Post-Colonialism (I), Chair: DANIEL MOSER-LÉCHOT (Bern)

MARKUS FURRER (Luzern)

Post-colonial Switzerland and its Impact on History Teaching

SUN JOO KANG (Incheon)

Current Discussion on Post-Colonialism in History Scholarship and Its Challenge to History Education in the Republic of Korea

RIAD NASSER (Madison)

Civil Society and Education: The Case of Postcolonial Societies – The Cases of Jordan, Palestine, and Israel

Discussion

Section 14:

New Media of Teaching the History of Colonialism and Post-colonialism, Chair: TERRY HAYDN (Norwich)

JOANNA WOJDON (Wroclaw)

New Technologies and Old Approaches. Computer Games Dealing with the Issue of Colonization as (Potential) Teaching Aids

TNAJA SEIDER (Berlin)

Audiovisual Approaches to a Postcolonial Historiography. Learning with the Medium Documentary Essayfilm

HELMUT MEIER (Innsbruck)

British Abolitionism, Post-Colonialism, CLIL and CDA – Perspectives for the History Classroom

Section 15:

Coping with the Challenges of Post-colonialism (II), Chair: SUSANNE POPP (Augsburg)

KARL BENZIGER (New York)

Decolonization, National Narratives, and Contested History: The Case of Vietnam and Civil Rights

ZHONGJIE MENG (Shanghai)(presented by YIONGYING WANG (Berlin))

The Possibility of Synchronicity? Narratives on a Global Event between Colonized and Colonists in a Globalizing World: Boxer Movement (1898-1900) as an Example

VICTOR NEMCHINOV (Moscow)

Discourses on Colonization and Historical Identity
Discussion

Section 16:

Teaching about Colonialism (I): Global Perspectives, Chair: JOANNA WOJDON (Wroclaw)

FLORIAN WAGNER (Florence)

Teaching Colonialism between Nation, Europe and Globalization

KLAUS SCHILLING (Bad Homburg)
Global Learning from the Colonial Past: Experiences from Tanzania and Germany

OLIVER PLESSOW (Kassel)
“Holocaust Education” in a (Post-)colonial Perspective? An Analysis of Transnational Educational Resources and Materials

Section 17:
Aspects of intercultural competence, Chair: MARKUS FURRER (Luzern)

ULRICH PALLUA (Austria)
Colonial Identity Revisited: A “Post-European” Deconstruction of Auto- and Hetero-Images in the Stereotyping of the “Other”

PETER SINN (Friedberg)
Intercultural Competence through Criticism of Ideologies? Justification Strategies within Sources from German New Guinea from the Colonial era and their Present-day Significance for a Multicultural Society

KENNETH NORDGREN and MARIA JOHANSSON (Karlstad)
An Attempt to Define Intercultural Historical Competence

Section 18:
Teaching about Colonialism (II): Perspectives of School Teaching and Public History, Chair: ARJA VIRTÄ (Turku)

JAN BREITENSTEIN (Hamburg)
Teacher Students and The Transatlantic Slave Trade: An Empirical Research on a Joint-Project with Teacher Students from Ghana and from Germany

THORSTEN HEESE (Osnabrück)
Colonialism and Public History – Exhibiting Colonialism

YONAS ENDRIAS (Berlin)
The „African Quarter“ in Berlin Wedding as a place of history learning and commemoration

Final discussion
Chair: SUSANNE POPP (Augsburg)