

## Call for papers

### Migration and History Education

Conference of the International Society for History Didactics (ISHD)  
Tutzing (Germany), 9-11 September 2019

Migration is regarded as a key issue of the 21<sup>st</sup> century, which has an obvious and growing significance for all contemporary societies, regardless of whether and to what extent they are currently affected by emigration and immigration. However, migration has already been an integral part of the history of human societies from the earliest beginnings. Therefore, history education must take on the task of providing students with an appropriate understanding of migration history throughout the ages.

This task poses manifold challenges for experts in history didactics and history teachers. For example, that applies to the definitions of 'migration' and 'migrants', which are often very broad due to the huge variety of causes, intentions, patterns, and forms of migration processes in the past and present (e.g. transnational vs. internal migration, intention of permanent or temporary settling, migration of individuals or groups, voluntary migration vs. involuntary migration, caused by work-demand in developed countries, or forced for example by persecution, violent conflicts, natural disasters, economic misery, etc.). The same variety also applies to the multifaceted effects of migration and interaction processes for the migrants themselves as well as for the societies that are hosting them or left by them. Even if certain patterns, as concepts like push and pull, outlast time, each migration process has its own distinctive historical specificity. Therefore, history teaching must bring together continuity and change: It has to identify long-lasting characteristics as well as distinguish between different reasons and motivations for dislocation, between different factors that influence how societies respond to (im)migration, and between different ways how (im)migration impacts migrants, their host communities or the communities they have left.

In addition, the national master narratives, which structure the teaching of history in many countries of the world, often show a tendency to interpret the own nation as a more or less homogeneous, historically unchanged community of descent and/or culture with the effect that migration processes tend to be portrayed as a historical 'anomaly'. Against this background, history teaching is called upon not only to highlight the universal role of migration in history. It also has to bring to the attention of the pupils that on the one hand supposedly homogeneous, historically unchanged societies are a fiction, and that on the other hand migration movements are neither a modern phenomenon nor a historical exception. Students need an adequate historical understanding of migration history in order to be able to deal appropriately with migration processes in the present. This is all the more true as in many countries (im)migration is a divisive topic. Public discourses – especially online and within social media – seem to be overburdened by negative stereotypes of migrants, 'foreigners', and minorities and often refer more to 'imagined immigration' than to actual facts. Therefore, dealing with migration in the history classroom has to be understood as an integral part of civic education for democratic, liberal and inclusive societies as well as for 'global citizenship' and 'diversity'.

Finally: In the 21<sup>st</sup> century, the importance of migration for history teaching does not depend on whether the school in question is ethnically diverse or not. Rather, the subject is of fundamental importance to all students. Nevertheless, history teachers in countries open to immigration face new challenges. The focus is on how they can integrate the experiences of students with a so-called migration background into their lessons, which more or less follow a national master narrative, and how they can develop a common and integrative concept of national history and historical identity. Although there are many different concepts, experiences and empirical studies in the fields of history didactics and history teaching, a generally accepted approach has not yet established.

We expect proposals on five research areas:

1. Explorations of national and/or world history textbooks and/or curricula with regard to the presentation, interpretation, and historical assessment of migration history and of migration movements in the context of national or world history narratives.
2. Exploration of new theoretical concepts, research findings, teaching concepts and best practice examples related to the teaching of migration history.
3. Explorations of the teaching of migration history in history lessons, e.g. explorations of the beliefs and ideas of teachers, students, and/or teacher students about migration and migration history.
4. Explorations of the impact of personal migration experiences (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> generation) on history teachers, students, and/or teacher students and on their attitudes to teaching (migration) history.
5. Explorations of public discourses that use the past to deal with current (im)migration and/or of public history dealing with migration history.

*International, diachronic, and/or cross group comparisons are welcome.*

The conference program will include the presentation of papers (20 minutes) followed by 10 minutes for discussion. Poster presentations are also welcome. A display area will be available and poster presentations of 10 minutes will be scheduled (more information will follow in February 2019 on the ISHD website).

We invite you to submit abstracts for papers (about 250-400 words) in the **e-form** on the ISHD website (<https://ishd.co/index.php/proposal-for-the-conference/>) at the latest until

**20 January 2019.**

There will be an electronic confirmation of the successful submission of your abstract. By 15 February 2019 you will get a message stating whether your proposal has been accepted by the ISHD board.

The conference fee is 40 Euro for non-members of the International Society for History Didactics (25 Euro for one conference day). From February 2019, new information about the conference will be continuously available on the ISHD website (<https://ishd.co/index.php/conf/next-conference/>). For further questions please do not hesitate to contact Susanne Popp (sekretariat.didg@philhist.uni-augsburg.de).