

**Newsletter 16 (November 2019)**

- The conference in Tutzing 2019
- General Assembly in Tutzing
- JHEC 2020 (deadline 10 February 2020)
- Upcoming CISH conference in Poznań (Poland), 23-29 August 2020 (deadline 10 January 2020)
- Funding CISH/ICHS conference in Poznań
- ISHD membership
- Calls for papers for the conference in Poznań 2020

Dear members of the ISHD,

I hope this newsletter finds you all very well.

This newsletter looks back briefly on the conference in Tutzing 2019, but concentrates mainly on the preparation of the ISHD sessions for the CISH/ICHS-conference in Poznań 2020.

Two deadlines are important:

- a) 10 January 2020: Deadline for submission of proposals for the ISHD sessions in Poznań
- b) 10 February 2020: Deadline for submissions of articles to the next issue of our JHEC journal.

More detailed information can be found below.

**1 ISHD conference at Tutzing**

This year's international ISHD conference on 'Migration and History Education' at the Politische Akademie in Tutzing was a very well attended and highly productive meeting, which offered many interesting lectures with highly different and often innovative approaches to the topic.

For the first time, we established a session for young academics from the host country, which was very well accepted. We hope that future conferences will also include such a session for young researchers in the field of History Didactics, not least to attract young members to the ISHD.

*You can get a good impression of the inspiring atmosphere of this conference from the 'gallery' of the ishd-website and especially from the photos and video clips that the Politische Akademie in Tutzing has posted in youtube (URL: <https://www.apb-tutzing.de/news/2019-09-13/migration-im-geschichtsunterricht>).*

**2 General Assembly at Tutzing**

In accordance with the ISHD statutes the annual General Assembly of the ISHD members took place in Tutzing.

Please find the draft minutes, by Terry Haydn, the secretary of the ISHD, in the attachment. This draft will be discussed and adopted at the next General Assembly, which will take place in Poznań (probably) on 28 August 2020.

As announced, the elections of the chairmen of the ISHD for the new tenure of office were held in Tutzing. In accordance with the statutes, the president and the vice-president are elected by the members of the ISHD from among the newly elected members of the board. After internal deliberations in the newly elected board, Susanne Popp ran again as president of the ISHD and Markus Furrer as vice-president. Both were elected – each with one abstention and without dissenting votes – by the General Assembly.

### **3 Deadline for submission of proposals to the JHEC 2020**

Our journal, the JHEC (International Journal of Research on History Didactics, History Education, and History Culture), will dedicate the issue of the next year to the topic of the conference. You are most welcome to contribute to the main topic ('History Education and Migrations') or to the 'Forum' (thematically unbound articles) or submit a book review (please check with Joanna beforehand). You can find the Call for Papers on the ISHD website (URL: <https://ishd.co/index.php/jhec-journal/current-cfp-j/>).

**The deadline for submission is 20 February 2020.**

I would like to ask you to read the editorial guidelines (URL: <https://ishd.co/index.php/jhec-journal/current-cfp-j/>) carefully and to have a native speaker check the English text if necessary.

### **4 Deadline for submission of proposals to the ISHD sessions at CISH/ICHS conference in Poznań**

Now I would like to give you some information about the forthcoming conference in Poznań, which will take place from 23 to 28 August 2020. Information from the organizers is available on the conference website (URL: <https://ichs2020Poznań.pl/en/>).

As many of you know, the CISH/ICHS conferences take place every five years. As an associated member of the CISH/ICHS we have the possibility to hold three so-called 'affiliated sessions' (IAO = international affiliated sessions: in our case organized by the ISHD for its members) and up to two 'joint sessions' (organized by the ISHD in cooperation with another member organization of CISH/ICHS).

The board of the ISHD can offer you four different sessions for which you can apply with a proposal. Please note the **deadline for the application** on

**10 January 2020.**

You are cordially invited to participate in one of the ISHD sessions. If you are interested, please send your proposal with max. 500 words and your contact details to the email address of one of the organizers.

The following sessions are available (you will find the calls for papers at the end of this newsletter):

Joint session by ISHD & ISCHE (International Standing Conference for the History of Education)

**The concepts of 'modernization' and 'modernity' in the history of history education**

Organizers: Prof. Dr. Susanne Popp (University of Augsburg) & Prof. Dr. Eckhardt Fuchs (Georg Eckert Institute for international Textbook Research)

Contact address: Susanne Popp ([susanne.popp@philhist.uni-augsburg.de](mailto:susanne.popp@philhist.uni-augsburg.de))

ISHD session: **How should history education respond to the arrival of the Anthropocene Era?**

Organizers: Prof. Dr. Terry Haydn (University of East Anglia, UK) and Prof. Dr. Harry Haue (University of Southern Denmark)

Contact address: Terry Haydn ([t.haydn@uea.ac.uk](mailto:t.haydn@uea.ac.uk))

ISHD session: **Progressive narratives in the post-Cold War era**

Organizers: Prof. Dr. Markus Furrer (Teacher University of Lucerne, CH) & Prof. Dr. Barnabás Vajda (Univerzita J. Selyeho, SK)

Contact address: Markus Furrer and/or Barnabás Vajda ([markus.furrer@phlu.ch](mailto:markus.furrer@phlu.ch) and/or [vajdab@ujssk.sk](mailto:vajdab@ujssk.sk))

ISHD session: **History education and public history**

Organizers: Prof. Dr. Joanna Wojdon (University of Wrocław, PL) & Prof. Dr. Markus Furrer (Teacher University of Lucerne, CH)

Contact address: Joanna Wojdon and/or Markus Furrer ([joanna.wojdon@uwr.edu.pl](mailto:joanna.wojdon@uwr.edu.pl) and/or [markus.furrer@phlu.ch](mailto:markus.furrer@phlu.ch)) ISHD

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The organizers of the CISH/ICHS-conference have not yet finalized the schedule for the joint sessions and the affiliated sessions. However, we expect that our sessions will take place on *Thursday, August 27, and Friday, August 28*. We will keep you informed. The length of the sessions means that there may be space for around 6-7 presentations for the sessions.

As a partner the ISHD also supports a joint session of the International Federation for Public History (IFPH) on the topic 'What Makes Public History Truly International?' The organizer is Prof. Dr. David Dean ([david\\_dean@carleton.ca](mailto:david_dean@carleton.ca)), but the list of speakers is already largely closed.

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Due to missing information I cannot tell you anything about the registration procedure (fees, deadlines) at the moment. Please follow the information at the conference website ([URL: <https://ichs2020poznan.pl/en/registration/>](https://ichs2020poznan.pl/en/registration/)).

**6 Solidarity fund for participation in the conference in Poznań**

(URL: <https://ichs2020Poznan.pl/en/self-knowledge-sorrows-2/>)

The Organizing Committee of the XXIII International Congress of Historical Sciences at Poznań 2020 announced that it has established a Solidarity Fund for historians who would like to participate in the Congress. Support will be given in the form of free accommodation in Adam Mickiewicz University dormitories for 150 participants, a registration fee waiver for 100 participants, travel grants for 60 participants. The application period starts on

**15 December 2019**

and ends on **31 January 2020**. The list of beneficiaries of Solidarity Fund will be published on 1 March 2020.

## **5 General assembly of the ISHD members at Poznań**

Even though we do not know the exact times, we have already set a provisional date for the General Assembly in Poznań. It is expected to take place on

**Friday, 28 August, from 12:30 to 14:00,**

during the lunch break between sessions.

We chose this date on the assumption that at least two of our sessions would be held on that day. We will keep you informed.

## **6 ISHD membership**

Par. 4 (2) of the ISHD Statutes provides that any member who has been reminded twice that he has not paid his subscription during two consecutive years, shall cease to be a member.

Since it is sometimes difficult to pay the contribution fee, the Board has decided to wait more than two years before deciding on the exclusion. However, JHEC will no longer be sent to members who have not paid their fees for two years. This is because the JHEC journal is essentially financed from the membership fees. The General Assembly supported this position.

On behalf of the board I would like to express that we are looking forward to your proposals for the JHEC and the sessions in Poznań. And even though December 2019 is still ahead of us, we wish at this very moment all of you a very good and successful start into the year 2020.

We now look forward to continuing and strengthening our successful and inspiring international cooperation in the field of history didactics in its fortieth year since the founding of ISHD.

Cordially,



Susanne (Popp)

Attachment: Draft minutes of the General Assembly

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**Calls for papers for the ISHD sessions at the conference in Poznań**

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Joint Session: ISHD & International Standing Conference for the History of Education (ISCHE)

**The concepts of 'Modernization' and 'modernity' in the history of history education**

Organizers: Susanne Popp & Eckhardt Fuchs (Georg Eckert Institute for international Textbook Research)

Since its institutionalization, history teaching in schools has been an important societal place where the concepts of 'modernization' and 'modernity' have been and are being negotiated.

'Modernization': On the one hand, the history of history teaching since the 19th century can be told as a continuous process of ever new reform calls, which demanded to overcome 'the old' or 'outdated' and to adapt history teaching to the (supposed) challenges of the respective present and (presumed) future.

'Modernity': On the other hand, since its institutional emergence in the context of 'nation-building', history education has always regarded the 'modernity' of the present as a dominant point of reference for the historical narratives to be mediated to students. While the idea that the 'present' represents the 'most advanced' point within the historical narrative remained largely unchanged, the statements about the 'central challenges' of the respective present and future were and are subject to manifold historical changes and document the temporal nature of the historical and social contexts of history education.

The Joint Session is not only interested in international case studies on significant 'modernization processes' in the past and present of historical education (e.g. political, social, cultural and ideological contexts, debates on goals of history education, reception and/or effects of reform). It also welcomes studies that examine the historical transformation of the concepts of 'modernity' and the respective 'present' in curricula, textbooks, teaching materials, and historical didactic and pedagogical discourses.

Based on the case studies the aim of the joint session is to discuss the concepts of 'modernization' and 'modernity' related to history education in international comparisons and from a historical perspective. Contributions that examine these aspects from a national and international perspective are welcome. Case studies on history teaching in postcolonial countries are particularly welcome.

*If you wish to participate in this joint session, please send your proposal (max. 500 words) by e-mail to Susanne Popp ([susanne.popp@philhist.uni-augsburg.de](mailto:susanne.popp@philhist.uni-augsburg.de)) by 10 January 2020 (at the latest).*

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ISHD session: **How should history education respond to the arrival of the Anthropocene Era?**

Organizers: Terry Haydn & Harry Haue

Are the aims of a historical education enduring and unchanging, or should they evolve in response to the challenges facing the human race? For many years, and in many countries, history education in schools has focused to a considerable extent on the transmission of a positive and celebratory

narrative of the national past (Cajani et al., 2019), and on the idea of passing on 'the canon' of the best that has been written and said (Arnold, 1875).

In 2017 the United Nations agreed on 17 goals for sustainable development on our globe (<https://www.un.org/development/desa/disabilities/envision2030.html>), 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. This paradigmatic change was thought to have been caused mainly by dynamic industrial growth since the inception of the Industrial Revolution in the 18th century. The scientific debate on Anthropocene development is mainly a matter for the natural sciences. However, 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?

It could be argued that if the 17 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. 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 understand 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.

In his paper, 'Education for survival: an historical perspective' (2010), Richard Aldrich pointed out that Professor Martin Rees, a leading UK scientist and eminent world renowned scholar in his field, had 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.'

The UK is not the only country where the traditional 'national' paradigm of school history has remained influential, but there are other countries, notably Finland and Sweden, 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.

The session considers these developments from a variety of perspectives, in order to provide insights into what is an important issue in history education. 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. Although participants come from countries which are at different points on this continuum, they argue 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.

#### References:

- Aldrich, R. (2010) Education for survival: an historical perspective, *History of Education*, 39 (1): 1-14.
- Arnold, M. (1875) *Culture and anarchy*, Oxford, Oxford University Press (most recent reprint).
- Cajani, L., Lässig, S. and Repoussi, M. (eds) (2019) *The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era*, Basingstoke, Palgrave Macmillan.

*If you wish to participate in this ISHD session, please send your proposal (max. 500 words) by e-mail to Terry Haydn ([t.haydn@uea.ac.uk](mailto:t.haydn@uea.ac.uk)) by 10 January 2020 (at the latest).*

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ISHD-Session: **Progressive narratives in the post-Cold War era**

Organizers: Markus Furrer & Barnabás Vajda

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.

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. 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.

For this session we ask for contributions (basing on 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?

*If you wish to participate in this ISHD session, please send your proposal (max. 500 words) by e-mail to Markus Furrer a/o Barnabás Vajda ([markus.furrer@phlu.ch](mailto:markus.furrer@phlu.ch) and/or [vajdab@ujv.sk](mailto:vajdab@ujv.sk)) by 10 January 2020 (at the latest).*

Public history and history didactics are two subdisciplines of history that focus on reaching the world outside the academy. Both put an emphasis on “practicing” history while at the same time grounding practice on theoretical reflection and empirical research, with the ultimate goal of developing the most effective strategies of reaching diverse audiences to enhance historical knowledge and understanding. Both usually relate their areas of interest, their epistemologies and methodologies to “mainstream” historical research. The aim of our session is to refer these two subdisciplines to each other and encourage a conversation that will be beneficial to both as well as to the historical sciences in general.

At least at a first glance, the two subdisciplines often overlap with each other and on various levels. Starting from the human factor: there are more than a handful researchers engaged in both (for example many of the authors of the “Public History Weekly”, an on-line blog-journal published by DeGruyter, come from the field of history didactics and conduct research on history education). Both history didactics and public history publications approach such issues as historical understanding, historical consciousness and historical culture. They both work with museums and exhibitions, media and entertainment. However, their approaches differ in many cases. For example, while public history would focus on producing, and the quality of historical representation in video games or in historical feature films or in graphic novels, history didactics would concentrate on using them to effectively teach history. History didactics would examine historical concepts of the young people in order to check how close they are to existing academic models while public history explores those concepts in order to address them in its own endeavors or to understand why particular choices were made in presenting the past to the public. In other words, young people’s historical concepts are the starting point for public history and the measure of effectiveness for history didactics.

The panel brings together public historians, specialists in history education, and people who are active in both areas in order to discuss relationship between public history - doing history in public - history and its publics and historical education; to "delimit borders" and find common areas between public history and history education in terms of some general concepts (such as historical consciousness and historical understanding), research areas, research questions, but also practices, such as how history museums work for education and for public history, and what professional competences each of the sub-disciplines foster that might be of mutual benefit.

Both theoretical reflections and practical examples “from the field(s)” will be welcome.

*If you wish to participate in this ISHD session, please send your proposal (max. 500 words) by e-mail to Joanna Wojdon a/o Markus Furrer ([joanna.wojdon@uni.wroc.pl](mailto:joanna.wojdon@uni.wroc.pl) and/or [markus.furrer@phlu.ch](mailto:markus.furrer@phlu.ch)) by 10 January 2020 (at the latest).*

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