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| Session code | JS_08 |
| Category | Joint session |
| Name of the Commissions | International Society for History Didactics (ISHD) & International Standing Conference for the History of Education (ISCHE) |
| Date/Time | Wednesday from 9: 00-12: 30 with a half-hour coffee break |
| Place | |
| Title of Session | MODERNIZATION and MODERNITY in the History of History Education |
| Organizers | Prof. Dr. Susanne Popp (University of Augsburg, Germany), Prof. Dr. Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research, Braunschweig, Germany) |
| Presentation | <p>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.</p> <p>‘Modernization’: On the one hand, the history of history teaching in the 19th century can be told as a continuous process of ever new calls, which demanded to overcome ‘the old’ or ‘outdated’ and to adapt history teaching to the (supposed) challenges of the respective and (presumed) future.</p> <p>‘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 historical narratives to be mediated to students. While the idea that the "present" represents the ‘most advanced’ point within the historical narrative remained unchanged, the statements about the ‘central challenges’ of the respective present and future were and are subject to manifold changes and document the temporal nature of the historical and pedagogical contexts of history education.</p> <p>The Joint Session is not only interested in international case studies on significant ‘modernization processes’ in the past and present of history education (e.g. political, social, cultural and ideological contexts, debates on goals of history education, reception and/or implementation of reform). It also welcomes studies that examine the historical transformation of the concepts of ‘modernity’ and the relationship between ‘present’ and ‘future’ in curricula, textbooks, teaching materials, and historical didactic and pedagogical discourses.</p> <p>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.</p> |
| Keywords: | History education, history of history education, |

Lecture JS 08-a

Title: Between “updating” and disqualification: reframing the historical canon and the experience of the past in the making of Swedish compulsory education

Author: **Prof. Dr. Piero Simeone Colla (University of Bologna, Italy/Agora lab., Paris, France)**

The building of comprehensive compulsory education in Sweden was associated with a state-promoted critique of the domestic educational canon of the humanities. A series of curricula reforms launched between 1946 and the end of the 1980s favoured the removal from curricula of content that was deemed “irrelevant” for the purposes of fostering a socially conscious, forward-oriented identity. The alignment of history teaching with the Weberian logic of “disenchantment” of experience in order to enable every citizen to build his or her worldview “without restrictions” was the subject of the PhD thesis in sociology that I defended in 2017. Embarrassing thematic units, such as the history of Sweden’s military conquests, were quickly removed from the curricula, while the reduction of teaching hours in favour of newly created, citizenship-related subjects is a telling indicator of the declining legitimacy of history teaching as a whole.

The revision of textbooks translates the pragmatic aim of the new curricula: making current societal challenges – such as class struggle or the danger of nuclear warfare – relevant for a new generation. One of the most genuine expressions of the new trend in elementary history education is “updating” residual narrative units, making them instrumental to understanding the challenges of today’s era and of the globalised world to come. Drawing on examples from textbooks of the 1970s, 1980s and 1990s, my presentation will examine specific paths whereby a teleological perspective, supported by methodological prescriptions, penetrated the content of the history curriculum and its underlying goals.

I have attempted to map different strategies (rhetorical schemes, exercises, use of images) through which textbooks make the past resonate with the present and allow it to sound more familiar. The purpose is twofold. On the one hand, it aims to clarify the epistemological status that such a recontextualisation assigns to the subject matter. On the other hand, drawing on François Hartog’s distinction among “regimes of historicity”, it helps to shine a light on the normative frame of reference that is steering the new economy of historical times. How is the present, which the teaching of history is supposed to deliver the key to, “invented” in textbooks? Does it express the natural outcome of an expected evolution? Is it constructed as a goal that is shared by all of society or as mere glorification of the status quo? How do different interest groups (trade unions, business organisations, school bureaucrats) participate in its dramatisation?

An analysis of possible uses of the hypostasis of the present in strategies for disclosing the meaning of historical evolution will be considered in parallel with examples from the teaching of history in Italy, where the evolution of curricula in the post-war period proceeded relatively slowly. The comparison will make it possible to better distinguish the paradigmatic, yet singular, character of the Swedish case.

Lecture JS 08-b

Title: Nationalism, Conservatism and Progressivism in the Danish History Curriculum and History Textbooks

Author: **Prof. Dr. Maren Lytje (University College of Northern Denmark)**

Since the beginning of the 20th century, the Danish public-school system has been entangled in a conflict between conservative ideologies bent on preserving cultural traditions and national loyalties, and progressive

ideologies aimed at developing skills for the future and introduce the students to “the art of living.” This conflict is apparent in the introductory paragraphs of the Danish Educational Act, which affirms the school’s obligation to develop students’ competencies as well as its obligation to familiarize the students with Danish culture and history.

The subject of history is particularly susceptible to this conflict. History is an important subject for transmitting “Danish culture and history” to the next generation, and the history curriculum for primary and secondary education contains a canon list, mostly referring to important events in Danish history. On the other hand, the history curriculum emphasizes the development of the students’ historical thinking skills, which are perceived to be of value for the labor market as well as the students’ participation in public life.

Even though (national) conservatism and progressivism in the history curriculum constitute conflicting positions, they can both be explained by processes of modernization which have led to the establishment of the modern, democratic nation-state. At least, scholars agree that nationalism is intrinsically modern. It is true that nationalists often adopt a conservative position and romanticize the pre-modern origins of the nation, but these origins are only important because they function as the starting point for the history of the nation’s progressive development into the modern present. For that reason, it is sometimes difficult to detect which position is progressive and which is conservative in relation to the political climate of a given society.

This paper explores the conflict between conservatism and progressivism in the Danish history curriculum and in history textbooks commonly used in primary and lower-secondary education. The curriculum analysis focuses on curriculum changes and the political debate surrounding them from 1993-2015 – a period which saw the introduction of the canon list as well as the concept of historical consciousness and historical thinking into the curriculum. The textbook analysis focuses on book chapters about Jellingestenen – a runestone which commemorates the christening of king Harald Bluetooth. Where the curriculum analysis illustrates the relationship between conservative and progressive positions in the curriculum vis a vis declared conservative and progressive positions in the political debate of the given society, the textbook analysis illustrates how pre-modern events come to constitute the progressive history modern Denmark.

Finally, the paper argues that Hannah Arendt’s concept of authority and the conservative attitude in education can help bridge the gap between the conservative “canon position” and the progressive “competencies position.” As such, the two concepts might function as a mediator between the conflicting tendencies inherent in modern, democratic societies and hold important implications for democratic education.

Lecture JS 08-c

Title: British Policy and Modernization of Madrasah Education in Bangladesh: A Historical Overview

Author: **Prof. Dr. Abdullah Al Masum (University of Chittagong, Bangladesh)**

The Madrasah education system has attracted much attention in the education reform process currently taking place in Bangladesh. Many in civil society as well as the wider world feel that madrasah students are responsible for generating both backwardness and terror. There is now a general concern that madrasah education be modernised for the sake of security, peace and human development. The word ‘madrasah’ stands for a place or centre for Islamic education, research and teaching. During the Middle Ages (1204-1757AD) ‘Madrasahs’ in Bengal, generally were the institutes for traditional Islamic higher education and in that period madrasahs were run privately. During the British period (1757-1947) initiative was taken to bring madrasah education under government control

and to reform this education system. As a result the popularity of modern English education gradually increased among the Muslims in Bengal. Personalities, who were educated under the 'Reformed Madrasah Scheme' by the British, later became peaceful leaders of social and political movements both in Bengal in and in India. Unfortunately after the British left this modernised system of madrasah education was changed. So, for the reform of present educational movement in Bangladesh it is very important to see what the current system might learn from the British madrasah education system. There are two major madrasah educational systems (namely old traditional system called Qawmi under private sector and traditional modified system called Alia which was patronized by government) originated from the traditional Islamic education in Bangladesh. However, the quality of old traditional madrasahs is beset with numerous problems like outdated curriculum, absence of standard education environment, and unavailability of teachers with the knowledge of modern education, students' inability to mix with learners of mainstream institutions, and less scope and opportunity in the job market. The paper explore the past and present of the old madrasah education in Bangladesh in order to make a thorough review of the British reform and modernization policies on madrasahs. In addition to examine how the British system can contribute to the present modernisation movement of madrasah education, particularly of old traditional madrasahs (Qawmi institutions) in Bangladesh. Finally, the study will provide some directions to make madrasah education effective and time-honoured in the context of Bangladesh. The whole study is based on contemporary source-materials including published and unpublished official educational proceedings and reports, records, educational commission reports, contemporary periodicals and writings regarding British policy and modernisation of madrasah education in Bengal. It may be expected, the findings of the study, might offer possible directions for the standardization of old traditional madrasah education in the country as well as Muslim world. It may be also hoped, the reformed education system in old madrasahs will instil a sense of civilized and peaceful leadership in the minds of madrasah students.

Lecture JS 08-d

Title: Dynamics of Modernities: Post-Secular Israeli Culture Wars

Author: **Dr. Roy Weintraub** (Tel Aviv University, Israel)

Time appears to be refuting the hypothesis that modernity will banish religion from the world. Instead, this hypothesis itself appears to be crumbling. In recent decades, it has become clear that religious faith remains a powerful phenomenon even in the ostensibly progressive world of the twenty-first century. Peter Seixas (2017, p. 69) indicates this phenomenon in the field of history education:

In 1969, J.H. Plumb celebrated 'the death of the past'. He was confident that academic history, with its avowed political disinterest, methodological rigor and ideological neutrality had successfully displaced parochial, provincial and faith-driven collective memory. He spoke too soon.

In this lecture, I explore the changing ways history education in Israel has related to the concept of modernity. A historical analysis of the period from the establishment of the state to the present day will enable me to trace the various consequences of the modernization processes that Israeli history education has undergone. I will focus on the growing influence, in recent decades, of the faith-based narrative of Religious Zionism (RZ), the ideological movement that spearheaded the settlement project in the occupied territories.

Methodologically speaking, this diachronic examination draws on a

discursive analysis of various educational media from the two largest Jewish Israeli education systems, the secular and the religious. These sources reflect different processes and points of view on the topic and include, inter alia, official curricula, textbooks, matriculation exams, online content and lesson plans.

The analysis revealed that Israeli history education has moved away from the concept of modernity that had characterized it in the first decades following the establishment of the state. While promoting the importance of the national fundament remains a primary goal of Israeli history education, the grand narrative of progress based on a collective, idealistic Zionist society has been abandoned in favor of an approach grounded in the neo-liberal notion of individual achievement. This process of modernization was intertwined with the rise of post-Zionist criticism that presents the education process as promoting an exclusive and monolithic national narrative which ignores the great suffering that Zionism has inflicted and continues to inflict on the Palestinian people.

This erosion of the Zionist narrative has weakened secular ideological positions in Israeli society, enabling RZ to uphold a firm theological and ideological approach to history education. While the secular system denounces all grand narratives, RZ aspires to instill in its pupils a distinct narrative of modernity – a narrative which is, however, rooted not in the values of the Enlightenment but in the visions of the Biblical prophets. The main goal of RZ history education, the analysis suggests, is to construct a bi-dimensional method of study in which the historical-disciplinary dimension is subordinated to a theological, metahistorical interpretation of the Zionist historical process as the manifestation of the ongoing divine redemption.

Lecture JS 08-e

Title: Gender-specific "world histories" of the 19th century – a "modern" approach to history education?

Author: **Dr. Jutta Schumann** (University of Augsburg, Germany)

After their emergence during the Enlightenment, world histories continued to play a role in historiography in the German-speaking world in the 19th century and even gained popularity among a wider public. With the increasing number of publications on this topic, "world histories" also became published, which were aimed at a younger audience or were intended to be used in history education for children. The focus of this lecture will be on "world histories" written in the middle of the 19th century with the intention of conveying history, which were explicitly aimed at female learners.

The main focus will be on how this - at first sight seemingly modern - special consideration of girls and their learning needs has been implemented. Among other things, it will be of interest here what statements the authors of world history make about the chosen gender-specific didactic approach in the prefaces to the books. However, the contents of the world histories are also to be examined, whereby a comparative perspective on world histories that aim to teach history to children in a gender-neutral way is to be adopted. Were there differences in the preparation of the material and the teaching of the contents, and if so, what were the aims behind them?

In this way, it should be possible to make statements on the question of whether the claim to convey historical material to girls in a broad, universal way and to respond to their special needs in a differentiated way, can actually be evaluated as progress in the sense of a „modernization“ in girls' education.

Lecture JS 08-f

Title: Modernity and the Post-Cold War Exceptional State: The United States and Hungary

Author: **Prof. Dr. Karl P. Benziger** (Rhode Island College, Providence, USA)

The post-Cold War world provided an opportunity for the United States and the West to continue the process of nation building that had been a hallmark of the Cold War. Education played a key role in the attempt to embed liberal institutions in the Soviet Union's former satellite states. The Soviet collapse seemed so complete that some argued that the United States now dominated a unipolar global system. Who wouldn't want to be like us? Hungary had finally achieved the goals of the Hungarian Revolution of 1956 with the establishment of the Republic of Hungary on October 23, 1989. Hungarian commitment to change was fueled by the desire for a liberal state and for the material prosperity found in the West. Ideas that emanated from the "American School of Modernization" seemed vindicated and the American exceptionalist model fusing democracy and free market capitalism would provide the basis for Hungary's integration into the modern global system. Programs such as the Fulbright Teacher Exchange sponsored by the United States Information Agency helped promote ideas of liberal democracy in the classroom and was supported by the United States Congress. Non-governmental organizations such as the Soros Foundation's Civic Education Project provided visiting professors to encourage democratic change. Ultimately Budapest, Hungary was chosen as the site for the Central European University and the Open Society Archives, both Soros Foundation initiatives. Initially, these programs met with great success buoyed by a real sense of optimism that pervaded Hungary after 1989, but the hopefulness of what the liberal state could do was soon dampened. Though the United States robustly backed democratic change there were no plans for a Marshall Program to assist in this effort. Neo liberal thought argued against this type of intervention believing that the free market would right the economy. But this didn't happen and instead exacerbated income inequality. In addition, the costs of maintaining the Hungarian social security system became unmanageable and many yearned for the security of the former communist state. These factors helped fuel a resentment of liberal institutions that seemed to only make matters worse, a point underscored by the 2008 recession. The current prime minister Viktor Orbán has utilized this resentment to fortify the illiberal democracy that informs his version of the modern strong state. Under Orbán, programs designed to integrate Hungary into the European Union are turned into exogenous agencies that will only undermine the state. The rule of law is inconvenient for his increasingly authoritarian state. Programs, most notably those funded by the Soros Foundation became easy targets for his hyper nationalist narrative that sets Western interpretations of modernity and the liberal state against the exceptional state proposed by Orbán. This paper studies modernity through nation building and the attempt to democratize the Hungarian educational system set in contrast to the strong state established by Viktor Orbán. How is history used to inform the modern state?

Lecture JS 08-g

Title: "Retrospective Technology Assessment" as a concept for teaching technological progress in history lessons

Author: **Dr. Michael Wobring** (University of Augsburg, Germany)

Theoretical approaches to modern history of technology, which have formed the basis of this sub-discipline for decades, are essentially ignored by history didactics or are not explored in terms of their potential for teaching history in general education. This circumstance exists, although

topics of history of technology, technological progress and modernization are taken up in curricula and history textbooks.

The contribution will use examples to show how the concept of "Retrospective Technology Assessment" [RTA-analysis] (König, W.; Radkau, J. et al.) can be applied to the teaching of history. The RTA-analysis is to be productively combined with common historical-didactic approaches. In particular, this involves the implementation of technological innovations and contemporary impact estimates, which are neglected in the common textbook narrative in favour of the conclusiveness of epochal narratives. The RTA-analysis is intended to break up established narratives about technologically caused modernizations. In doing so, contemporary horizons of expectation with regard to a technical innovation are related to the actual effects of the innovation that has been applied. This relates to the depictions of classical topics in which technical innovations are placed in the foreground (industrialization, nuclear age, etc.). In the same way, technology assessment ["TA" analysis] can be applied to the future prognoses formulated in the respective textbook (often in the concluding chapter), since these also often deal with technology-based modernization. Based on case studies from German school history textbooks of the past decades (selected examples, published between ca. 1970s to the present), the presentation will exemplarily explain the historical-didactic potential of RTA-analysis using case studies relating to the 19th and 20th centuries. The potentials of RTA-analysis will be marked from a perspective of history didactics and linked to common concepts of the discipline.

Lecture JS 08-h

Title: The Quintessence of History on the Collision Course – Comparing Finnish Student Teachers’ and Multipositional Adolescents’ Perceptions on Quintessence of History
Authors: **Johanna Norppa, Tanja Taivalantti, Aleks Valtonen (University of Helsinki, Finland)**

The main aim of this paper is to analyze the challenges history education faces in future due to globalisation, internet and migration. Traditional “modern” history education has concentrated to “nation-building” and “the best story approach” to mediate them to students. The narratives of solid national, ethnic and equivalent communities have been losing their power as they do not respond to people's own experiences of society. Yet people also cling to them when they appear to be secure amidst current rapid changes. According to Seixas, history teaching has three different approaches: enhancing collective memory and identity, developing disciplinary skills and the postmodern approach. With postmodern approach in the diverse classroom, historical narratives could be treated on the basis of equality but at the same time also as fundamentally political and future-orientated. This would make the school system more inclusive since the path to higher education would not only lead through a Western, European and national framework. In today’s world with its mutual dependencies and environmental challenges across many borders, there would be reasons to shape historical teaching more closely around global topics. The objectives of postmodern history education are still ambiguous and they seem to influence to the classrooms practices slowly. On the general level the research compares multi-positional adolescent’ and student teacher’ perceptions on quintessence of history. It also studies what kind of narratives are included in interviewees’ perceptions on quintessence of history, do they see history as a grand narrative or multiple narratives. And, further, it examines how these perceptions are resonating with the narratives represented in the official historical culture in Finland. In this study we have collected the data with a semi-structured interview. We have interviewed one group of history student teachers (n=10) and finnish speaking adolescent age of 15 who live permanently outside of Finland. The differences between the student teacher’s and adolescents’ historical

quintessences and narratives indicate that adolescent might not always attached the narratives selected in the history education. The possible tension between these two would implicate the future challenges in history education. In this case history education might not foster the development of adolescent's historical thinking abilities. We will also discuss whether student teachers' and adolescents' varied perceptions on quintessence of history has an impact on the history teaching in the future.

Lecture JS 08-i

Title: What's "new" in the journal *Paedagogica Historica* (1961-2019)?

Authors: **Dr. Oldimar Pontes Cardoso (São Paulo, Brazil), Prof. Dr. Cláudia Pinto Ribeiro (Porto, Portugal)**

The concept of innovation in History Education/History of Education is a complex and problematic notion because it is even difficult to define what exactly is a synonym of modernity. Many teachers use the idea of innovation in education when they do something different and consider that it is a rupture with the past. Although we agree that it is always difficult to define "innovation" without reducing the rich polysemy of this concept, we need to explain what we are talking. There are several ideas we would like to stress:

- a) the relative innovation of what teachers introduce in school practices: not everything needs to be new and can result from the combination of old practices with rearrangements;
- b) innovation is deliberated, it does not occur randomly and by accident;
- c) innovation is a process, not a sporadic change; therefore, it's gradual;
- d) it is always inserted in a frame of time and space, in a specific context;
- e) innovation happens in a very delimited territory and tends to be fragmented, deviated from the idea of global reform of the system.

Starting from this point, this contribution purposes to analyze the edges and nodes of the words "innovation/innovative," "modernization/modernity" (crossed by the expressions "history education," "history didactics" and "history teaching") in the full corpus (1961-2019) of the journal *Paedagogica Historica: International Journal of the History of Education*. An algorithm will be used to trace the semantic-temporal network related to these concepts, to establish the most used words related to them and to propose questions to explain the rise, fall, stability, sudden rise and the sudden appearance of these words through the temporal network. This analysis is the digital comparison of the annual corpora under the methods established by Silva (2016) and organized in a single algorithm by one of these authors. This paper focuses on the first step of these methods: the comparison of the most used words in each corpus. Zipf's Law establishes in this research the importance of the word frequencies to historical analysis, an empirical law of mathematical statistics, which determines that the frequency of any word in an ordered list is inversely proportional to its rank in the frequency table. A word is less relevant in a corpus, the more advanced its ranking position is. Most words have a very low frequency and play an irrelevant role. The decreasing of the relevance of each word in the ordered list is often logarithmic, rather than linear, so the most used words in a corpus are completely relevant to establish its essence, and no more than this is necessary in most cases. Word counting is not only relevant to the first treatment of the sources in historical research but an essential tool to delegitimize historical speculation without foundation.