

## Call for papers for IJHEC 46 (2025):

### “History and Its Discontents: Theory and Practice, Stories from the Classroom”

It is in classrooms where state and community meet, and the interpretation of history and public symbols are discussed and often reconciled. Bifurcated politics found in the United States, Europe, and much of the global system have weaponized history education thus limiting these important discussions. The current politicization of history and its practice occludes the many debates our profession has had over the years as to what should be included in curriculum and how it should be taught and assessed. Following the ISHD annual conference in Providence, RI we suggest three main strands of the 2025 issue of the IJHEC:

- 1) History Education on Trial...Again? “Consensus, Controversy and Unresolved Questions” offers a chance to investigate the history of history didactics and the debates about the goals and curricula of history education in the past and present. How have these conversations and debates among history teachers and their guild organizations played out over time on the political stage and in the classroom?
- 2) Across the Great Divide focuses on how history didactics and history education can be utilized to promote a more inclusive curriculum and pedagogy. How do we engage students in the classroom and maintain the allegiance of the community at large?
- 3) Academic Freedom and History Education provides the opportunity to examine the challenges facing history teachers and their ability to foster independent historical thinking critical to the promotion of democratic history education and the promotion of civil society both within and outside the classroom.

Among the questions to be considered are:

What can we learn from previous debates over history curriculum, practice, and assessment?  
How do history teachers at the collegiate and secondary level deal with state mandates that delimit or propose to eliminate the teaching of history?

How has this problem been dealt with in the past?

What are some of the lessons we can learn from classroom practice both currently and over time?

How are the politics of memory woven into national narratives?

What are the critical ingredients for a history curriculum designed to prepare the young for national/global citizenship?

In what ways can globalized narratives of the state be reconciled with national narratives?

What do historical narratives in their many guises reveal about the concept of modernity?

Do the civic education reforms related to democratic citizenship align with or contradict the appreciation of history education in the public political space during periods of reform?

We welcome papers that address one of the broad themes and some of these fundamental questions or related ones in the context of history education and culture. But the Editorial Board is looking forward also on contributions on other research topics related to the focus of the International Journal of History Education and Culture – for the 'Forum' part.

***The deadline for submitting proposals is February 28, 2025.***

For further information – especially on the style sheet and the procedures – please refer to the ISHD website, editorial guidelines and ethical standards

<https://ishd.co/index.php/jhec-journal/>