

Call for Papers

Digital Conference of the International Society for History Didactics (ISHD)

9-11 September 2021

«Why History Education?»

Organized by the University of Teacher Education Lucerne, Institute of History Education and Memory Cultures, Switzerland in cooperation with the University of Teacher Education, State of Vaud, Lausanne

The question about the sense of history education has recently arisen vehemently. The mediation of history has to assert itself in the field of tension of power, economy and society. History teaching at schools has come under pressure in many places. On the one hand, it can be seen that, in different places, history teaching is instrumentalized for reinforcing nationalism. On the other hand, history as an independent school subject is, in many places, about to disappear from the curricula. Not least, the strong focusing of many school systems on usefulness raises questions as to what, in fact, the study of history might contribute to the understanding of the present and the functioning of society. This basic uncertainty concerning the aim and sense of history education stands in a strange contrast to the public sphere where a veritable boom of historical culture can be experienced. But, also there, the confidence in the orientating function of history for the present and future is small. Most strongly, all these questions emerge in particular when the history of one's own country is conveyed.

In the Conference “Why History Education?”, such crucial questions shall be discussed in international and comparative terms.

Very welcome are, thus, contributions which give insight into the practice, and/or throw a theoretical glance at this research field, and, perhaps, even present empirical findings. They then provide answers to the following questions:

- How was and is the teaching of history theoretically legitimized?
- Does history education result in reflecting on actions in the present and future?
- What role does the canon of knowledge play in legitimizing the subject?
- Is it helpful and purposeful to distinguish different fields (national history, continental history, world history) when conveying history, or does this, on the contrary, lead to a new container-thinking and exclusion-mechanism? What is the relationship between the mediation of history and “heritage education“?
- Does a neglect of conveying the history of one’s own country lead to a decline of nationalism, or is quite the contrary the case as the American historian Jill Lepore believes: «Instead, it eats liberalism»?
- Shall schools deal with memory and memory cultures, or is it much rather the objective of history education to differentiate critical thinking?
- Why does history need to be taught as a school subject of its own? Would it not make more sense to integrate history into a larger subject group, for example into the social sciences?
- What is the relationship between history teaching and political education?

The conference program will include the presentation of papers (20 minutes) followed by 10 minutes for discussion. We prefer video-papers.

Abstract proposals not exceeding 1500 characters, including spaces, should be uploaded no later than 15 April 2021. Please include your name and email contact details. Feedback and a decision will be provided by 15 May 2021.

Link to [Call for Papers](#)

For further questions please contact: markus.furrer@phlu.ch