

HTCE lecturers' series, fall/winter 2023/2024

History education in transition: transcultural dialogue on historical thinking and learning

We live in a time of social change and cultural interconnectedness, with the tensions and negotiation necessities that this entails. Globalization, power politics, migration, data networks and digital communication, mobility, and other factors are contributing to a mixing and interpenetration of cultures and a dissolution of traditional cultural boundaries. From a historical and anthropological perspective, transculturality as “cultural mixing” is arguably the rule rather than the exception, as migratory movements, wars and conquests, trade relations, and symbiotic social systems of all kinds have always confronted the “own” with the “foreign”. Cultural encounters can produce the most diverse results, such as mutual understanding, appropriation and identification, affirmations, innovations, and hybrid patterns, but also demarcation and exclusion, exploitation or subjugation of individuals and groups, and even annihilation. To analyze the forces inherent in these processes, to understand them in their respective contexts, and to draw conclusions for the present and in the future seems to be an important goal of history education in the 21st century. However, a multitude of questions arise for the initiation of transcultural history teaching ranging from target concepts to the selection of appropriate topics and materials to considerations of how to address and incorporate common as well as personal and biographical experiences.

In our HTCE lecturers' series we want to provide space for further work and exchange in the thematic complex of historical thinking and transculturality. Internationally renowned experts present theoretical approaches and current empirical findings on history teaching and learning from a transcultural or transnational perspective. Afterwards, we will enter a dialogue with the audience. The HTCE lectures are open to the public. They are aimed at experts, scholars, students, teachers, and other responsible persons from all regions of the world with an interest in current issues of history education.

Program

Thursday, October 26, 2023 6 pm (Central European Summer Time)	National narratives and the handling of transnational or transcultural perspectives in history education <i>Mario Carretero</i> (Spain) and <i>Carmen Zúñiga Gonzales</i> (Columbia)
Thursday, November 16, 2023 6 pm (Central European Time [CET])	Transculturality: a philosophical perspective <i>Wolfgang Welsch</i> (Germany)
Thursday, December 7, 2023 6 pm (CET)	Transculturality in African history education and textbooks <i>Denise Bentrovato</i> (South Africa)
Monday, December 18, 2023 6 pm (CET)	Mediation of history in the migration society: a Central European and a Scandinavian perspective <i>Kenneth Nordgren</i> (Sweden) and <i>Johannes Meyer Hamme</i> (Germany)
Monday, January 22, 2024 7 pm (CET)	Transcultural competence as an aim of history education: theoretical concepts and practical approaches <i>Andreas Körber</i> (Germany) and <i>Robert Parkes</i> (Australia)

Join us on Zoom: <https://fhnw.zoom.us/j/67933547171>

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About the journal of Historical Thinking Culture and Education

Historical Thinking, Culture, and Education is a peer-reviewed, open-access, scholarly journal that seeks to enhance the study of the creation, appropriation, and dissemination of historical knowledge and culture in formal and non-formal educational settings.

Seeking to enhance scholarly debates from both the scientific mainstream and beyond to support the accessibility and visibility of a variety of approaches, the journal seeks to particularly foster a transnational and cross-cultural dialogue as well as an interdisciplinary understanding between academics, scholarly traditions, ontologies, and epistemologies from diverse geographies and contexts.

Connecting different domains of knowledge, the journal addresses theoretical and empirical questions, while also showcasing innovative methods that seek to generate new scholarly understandings, with the aim of creating a global community of academics who are mutually concerned with the promotion of sound scholarly work.

Editors

Laura Arias Ferrer (University of Murcia, Spain), Sebastian Barsch (University of Cologne, Germany), Christoph Kühberger (University of Salzburg, Austria), Martin Nitsche (FHNW School of Education, Switzerland), Monika Waldis (FHNW School of Education, Switzerland), Paul Zanazanian (McGill University of Montréal, Canada)



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