

HTCE lecturers' series, spring 2024

History and its educational relevance for overcoming tensions in current times

*Organized by Paul Zanzanian (McGill University, Canada) &
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co-editors of the journal Historical Thinking, Culture, and Education (HTCE)*

Despite numerous studies detailing history's workings from non-disciplinary perspectives, as seen with research on memory, historical culture, and non-Western approaches to sense creation, modernist views of what history is and how it functions still seem to dominate in the field of education. Because of its application of the historical method as a scientific and rational way of constructing knowledge, history from a disciplinary angle is seen as the form of knowledge creation regarding the past that can best explain "how things actually were". In educational contexts, such an understanding of history is often perceived as foundational for allowing people to engage and orient themselves in life, giving them the necessary agency to tackle the many social and political problems that they may face. In our contested times, with such life challenges as climate change, increasing frictions between contrasting knowledge systems and ideologies, and the ever-present need of making better room for marginalized peoples in our imperfect societal structures, the question we ask is whether history, understood primarily as a scientific, modernist, and methodological approach to knowledge creation, is still a relevant model for addressing the contemporary needs of our complex world.

In our HTCE lecturers' series, we provide a space to discuss this question based on theoretical approaches and recent empirical findings presented by internationally renowned experts. We also invite the audience to contribute and interact with our presenters in the conversations that emerge. HTCE lectures are open to the public. They are aimed at experts, scholars, students, teachers and other stakeholders from all regions of the world who are interested in current issues in history education.

Program

Tuesday, 21st May, 8 pm, Central European Summer Time (CEST) = 3 pm Eastern Daylight Time (EDT) = 5 am Australian Eastern Standard Time (AEST)	Managing contested heritage: History wars in museums of national unity <i>Samaila Suleiman (Bayero University, Kano, Nigeria) & Rhoda Nanre Nafziger (McGill University, Montreal, Canada)</i>
Tuesday, May 28th, 9 pm (CEST)	Voicing histories: student voice in history teacher education to build pedagogies around marginalized voices and narratives in the school curriculum <i>Sarah Godsell (Wits School of Education, Johannesburg, South Africa)</i>

Tuesday, June 4th, 10 pm (CEST) = June 5th, 6 am (AEST)	East Asian perspectives on historiography and history education? <i>Yeow-Tong Chia</i> (The University of Sydney, Sydney, Australia)
Tuesday, June 11th, 9 pm (CEST)	Teaching to counter terrorism (TerInfo): A historicizing intervention in times of crisis and disruption <i>Bjorn Wansink</i> (Utrecht University, Utrecht, Netherlands)
Tuesday, June 18th, 10 pm (CEST) = June 19th, 6 am (AEST)	What do teachers consider as the purposes of history teaching? <i>Gideon Boadu</i> (RMIT University, Melbourne, Australia) & <i>Razak Dwomoh</i> (Northern Illinois University, DeKalb, USA)
Tuesday, June 25th, 9 pm (CEST)	Are we all sophists now? A curricular reading of history education <i>Kent den Heyer</i> (University of Alberta, Edmonton, Canada)
Tuesday, July 2nd, 9 pm (CEST)	Historical thinking for contemporary issues: Curriculum examples <i>Caitriona Ni Cassaithe</i> (Dublin City University, Dublin, Ireland), <i>Keith Barton</i> (Indiana University Bloomington, Bloomington, USA) & <i>Li-Ching Ho</i> (University of Wisconsin-Madison, Madison, USA)

Join us on Zoom: <https://fhnw.zoom.us/j/61846989109?pwd=MmNRaUU1ckQzWUFCC01mdXpCbUtBdz09>

Please check <https://eterna.unibas.ch/htce/lectures> for short-term announcements.

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Abstracts

Samaila Suleiman (Bayero University, Kano, Nigeria) & Rhoda Nanre Nafziger (McGill University, Montreal, Canada): *Managing contested heritage: History wars in museums of national unity*

The question of how nations are constructed and contested in heritage institutions is far from the concerns of Nigerian historians. This presentation examines the place of museums in the production and sustenance of national historical consciousness in postcolonial Nigeria. In the aftermath of Nigerian Civil War (1967-1970), museums of national unity were founded with the epistemological mandate of collecting, ordering and curating discrete cultural resources from a multitude of ethnic groups as microcosm of a national heritage. Deploying evidence from museum guestbooks (1986-2013) and interviews with museumgoers and curators of National Museums Jos, Makurdi and Kaduna, we offer a new reading of museum as a critical site of history wars and identity contestations where different ethnic and religious communities compete for curatorial visibility and symbolic dominance by contesting the official museum discourses.

Sarah Godsell (Wits School of Education, Johannesburg, South Africa):

Voicing histories: student voice in history teacher education to build pedagogies around marginalized voices and narratives in the school curriculum

This paper explores using pedagogies in history teacher education that centre student voice and student knowledge production. These pedagogies in turn are used to create a foundation that centers marginalized knowledges, histories, and historical narratives. By invoking the presence and power of student voice these pedagogies attempt to do two things: firstly, they attempt to bring student voice into the class as an important cite of knowledge production. This is a decolonial pedagogy and is invoked as such. But beyond giving weight and value to student voice (which is important in many different pedagogical traditions) the second intention of this pedagogy is to create an awareness, and, hopefully, a method of remediate for marginalized voices in the school history curriculum. It intends to create an awareness of who is and who is not included in the knowledges brought into the classroom. It is method for a learner-centered classroom, but also creating critical awareness around the curriculum that looks for omissions, coloniality imbued narratives, and silences. This paper explores these pedagogies – the potentials and the constraints - as used in a history methodology course in a Bachelor of Education program in a university in South Africa.

Yeow-Tong Chia (The University of Sydney, Sydney, Australia):

East Asian perspectives on historiography and history education?

This paper explores new approaches to historiography and history thinking by examining the “Western” and East Asian perspectives on history and citizenship. While the Western approach to historiography tends to view the past as separate from the present, and citizenship as distinct from history education, East Asian conceptions emphasize a dialogic, integrated, and embodied relationship between the past and present, as well as history and citizenship, ultimately aiming towards a holistic understanding of humanity. Drawing upon Barton’s (2012) notions of humanistic education and deliberation, I suggest that amidst the tumultuous global milieu in which we find ourselves today, perhaps dialogue and deliberation are the key insights that an Asian perspective offers to enrich the history classroom.

Bjorn Wansink (Utrecht University, Utrecht, Netherlands):

Teaching to counter terrorism (TerInfo): A historicizing intervention in times of crisis and disruption

In this lecture dr. Bjorn Wansink will discuss the methods of TerInfo a platform established at Utrecht University that provides lesson materials and workshops for teachers in times of crisis and disruption. The materials and methods are based on a historicizing method and a pedagogy of hope. Over 850 primary, secondary, and vocational schools have joined the initiative. By offering factual knowledge, historical context, and pedagogical tools, TerInfo tries to increase teachers’ confidence to discuss disruptive moments in the classroom, while at the same time contributing to increasing young people’s resilience to terrorism, extremism, and radicalization.

Gideon Boadu (RMIT University, Melbourne, Australia) & Razak Dwomoh (Northern Illinois University, DeKalb, USA): ***What do teachers consider as the purposes of history teaching?***

Nations and institutions worldwide continue to grapple with all kinds of political, health, and socio-economic challenges. Contemporary perspectives and cutting-edge technology have driven various attempts to address these challenges, but history holds significant value in helping address current tensions and developments. In this presentation, we revisit the purposes of history as a school subject and discourse the value it can contribute to navigating current challenges and tensions. This presentation is informed by the literature and a qualitative research that asked history teachers about what purposes they seek to achieve in their teaching of history. We analyse the findings considering recent developments in Africa and around the world and draw implications for the future of history education.

Kent den Heyer (University of Alberta, Edmonton, Canada):
Are we all sophists now? A curricular reading of history education

Reading history education through curriculum theory, I explore competing paradigmatic logics undergirding history programs and teachers' pedagogical choices. In doing so, I seek to point beyond history education's still lingering cognitive psychology and human capital influences towards attention to the both the subject and subjectivities educators presume to teach. Presentation will cover Michael Young's powerful knowledge, James G. Henderson's work on education paradigms, and my own on Alan Badiou's ontological renderings of 'becoming subjects' with the necessary imperative of futures thinking for any history education worthy of the name.

Caitriona Ni Cassaithe (Dublin City University, Dublin, Ireland), Keith Barton (Indiana University Bloomington, Bloomington, USA), & Li-Ching Ho (University of Wisconsin-Madison, Madison, USA):
Historical thinking for contemporary issues: Curriculum examples

Built on a shared understanding that awareness of history plays an important role in shaping present-day decision-making, this piece presents three theoretically-grounded curriculum examples illustrating how history education can support sophisticated reasoning about contemporary issues.

Looking at migration in Singapore, the United States, and Ireland, it examines how primary and secondary sources can be used to support historical perspective-taking, careful use of evidence, and incorporation of the perspectives and experiences of diverse racial and ethnic groups. The goal of this approach is not simply to improve students' thinking but to help them make informed decisions about present-day civic issues.

About the journal *Historical Thinking, Culture, and Education* (HTCE)

Historical Thinking, Culture, and Education (HTCE) 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.

<https://eterna.unibas.ch/htce/>

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