

Why history education? The teaching and learning of history in a field of tensions of history, memory, politics, cultural heritage and identity.

Draft Program

| Monday 4 May 2020 Room UP 2.A07 | |
|--|--|
| 08.30 am | Opening of the Conference Prof. Dr. Peter Gautschi (Head of the IHM Lucerne) |
| 09.00 am | Workshop 1: "Purpose of Teaching History" |
| 10.30 am | <i>Coffee Break</i> |
| 11.00 am | Workshop 2: "Identity and Conflicts" |
| 12.30 am | <i>Lunch</i> |
| 02.00 pm | Workshop 3: "History as a subject - independent or integrated?" |
| 03.30 pm | <i>Coffee Break</i> |
| 04.00 pm | Book Launch – International View on the Teaching of One's Own Country: |
| | Markus Furrer, Switzerland, Introduction |
| | Sun Joo Kang, Korea |
| | Karel Van Nieuwenhuysse, Belgium |
| | Utsunomiya Akiko & Harada Nobuyuki, Japan |
| | Nadine Fink, Switzerland |
| 06.00 pm | <i>Apéro riche</i> |

| Tuesday 5 May 2020 Room UP 2.A10 | |
|---|---|
| 08.30 am | Keynote Alain Lamassoure, Commissioner of the French Government (HOPE, a project for an observatory of history education in Europe) |
| 09.30 am | Workshop 4: "Heritage Education / Memory Cultures" |
| 10.30 am | <i>Break</i> |
| 11.00 am | Workshop 5: "Educational Organization" |
| 12.30 pm | <i>Lunch</i> |
| 02.00 pm | Workshop 6: "Concepts and Access to History Education" |
| 03.30 pm | Closing Session |
| 04.30 pm | Excursion with dinner in typical Swiss atmosphere (including 8-minute ride in cable car) |

List of the contributions «Why History Education» of 4 & 5 May 2020 in Lucerne

*

- 1: Focus "Purpose of Teaching History"
- 2: Focus "Identity and Conflicts"
- 3: Focus "History as a subject - independent or integrated?"
- 4: Focus "Heritage Education / Remembrance Culture"
- 5: Focus "Educational Organization"
- 6: Focus "Concepts and Access to History Education"

| Name and first name | Titel of contribution | Workshop* |
|---|---|--------------|
| Peter Gautschi, Switzerland | | Opening |
| Lamassoure Alain, France | | Keynote |
| Furrer Markus, Switzerland | | Introduction |
| Bob Mark, Israel | Without contribution | |
| Eugène Eloundou & Michael Ndobegang, Cameroon | Without contribution | |
| De Mestral Aurélie, Switzerland | History? "Sometimes I like to say it's useless" | 1 |
| Hasberg Wolfgang, Germany | Why history makes no sense! | 1 |
| Vajda Barnabas, Slovakia | A school subject that lost its way. A view from Eastern Europe. | 1 |
| Haydn Terry, United Kingdom | The history teacher's dilemma: 'Fundamental British Values' and telling the truth about the national past | 2 |
| Müller Eva, Germany (about Italy) | Iconic knowledge as a tool for a modern history education | 2 |
| Sixta Vaclav, Czech Republic | Creating historical textbook: the current challenges and opportunities | 2 |
| Erdmann Elisabeth, Germany | History as an independent subject or in a subject network? | 3 |
| Haav Kaarel, Estonia | A social theoretical framework for integration of history and social studies. Problems and possibilities for democracy education. | 3 |
| Moisan Sabrina & Paul Zanazanian, Canada | Teaching history at university: oscillations between social, critical, professional or civic functions | 3 |
| Bhatawadekar Shraddha, India | Integrating Heritage Education into Academic Curriculum: Building an Experiential Education Model for Teaching History in India | 4 |

| | | |
|---|--|-------------|
| Marschnig Georg, Austria | „Sometimes it is enough to look back to see the future clearly.“ Dealing with memory cultures to learn about the past. ...and about the future. | 4 |
| Wojdon Joanna, Poland | Memory? Memory culture? Historical thinking? Political education? What is actually taught at history lessons in Poland? De-constructing a chapter from school textbooks. | 4 |
| Kaufmann Lyonel, Switzerland | Lordships, cities and cantons in Switzerland: how many actors and "motors" in the history of one's own country? | 5 |
| Mathis Christian, Switzerland | “Why History Education?” – Answers from Swiss Primary Teacher Students | 5 |
| Wassermann Johan, South Africa | Forward to the past – moves towards making School History compulsory | 5 |
| Doussot Sylvain, France | Teaching history as a discipline for critical political education. The case of immigration in France | 6 |
| Metzger Thomas, Switzerland | Transnational National History – Perspectives of Entangled History for History Education | 6 |
| Rantala Jukka, Finland | Inclusive historical narrative as a goal in Finnish history teaching | 6 |
| Fink Nadine, Switzerland | Teaching the history of one's own country: challenges and opportunities in Switzerland | Book Launch |
| Kang Sun Joo | National, Mono-cultural vs. Global, Plural and the Pursuit of Wisdom: “History Curricular Debates and the Teaching Culture in the Republic of Korea” | Book Launch |
| Utsunomiya Akiko & Harada Nobuyuki, Japan | Ich-Identität vs. nationale Identität am Wendepunkt: Wie wird die Geschichte des eigenen Landes in japanischen Schulen vermittelt? <i>(Ego-identity vs. national identity at the turning point: How is the history of one's own country taught in Japanese schools?)</i> | Book Launch |
| Van Nieuwenhuysse Karel, Belgium | History education in Flanders: a battlefield of contradictory expectations, competing identities, and rival canons | Book Launch |