

Workshop Public History
Theory and Methods of a New Historical Sub-Discipline
Berlin 27-4-2018

Public History and Historical Consciousness Reflections on a contested relationship

Maria Grever
Center for Historical Culture



Central issue of the paper

How popular uses of the past relate to historical consciousness:

Opportunities and limits of giving meaning to the past through popular genres in the context of (history) education



Public History (Utrecht - Ghent – Cologne - Sydney)

Erasmus University Rotterdam

Historical Culture
Popular Historical Culture

Netwerk: **Popular Uses of the Past (POPUP EUR)**



Why 'Historical Culture'?

Sources of inspiration

Peter Seixas, Centre for the Study of Historical Consciousness (Canada 2001)

Bernd Schönemann (Germany 2003)
Historical culture & historical consciousness are two sides of the same coin. In his view historical culture is part of the umbrella concept **"historical consciousness in society"**



EUR: Historical culture is an umbrella concept of how societies deal with the past

Historical culture embraces three levels of analysis:

1. Historical representations
2. Mnemonic infrastructure
3. Conceptions of history

(Grever, 2009; Grever & Adriaansen, 2017)




HISTORICAL CULTURE

1. **Historical representations:** narratives about the past concerning people, social movements, wars and revolutions in myths, stories, exhibits, media, material traces ... etc.
2. **Mnemonic infrastructure:** formal and informal organisation of dealing with the past, e.g. schools, museums, national commemorations and other institutions that fashion past-relationships ...etc.
3. **Conceptions of history:** views on past-present-future related to progress, decline, eschatology, nostalgia, the emergence of historical consciousness in society ...etc.

Academic and popular articulations
Material and immaterial culture
Texts and non-textual sources



Who are we?



Center for Historical Culture

On May 12th, 2006, the Center for Historical Culture (CHC) was established at Erasmus University Rotterdam. The Center initiates, coordinates and produces academic research on historical culture. The term historical culture refers to various forms of historical understanding and relationships to the past, articulated by individuals, groups, institutes and large communities in a broad array of narratives, media, ideologies and attitudes. The Center also collaborates with museums, memorial centres, heritage institutes and educational institutes, by providing advice and stimulating reflection on practices of professional, disciplinary and public uses of the past.

Research programs & projects

- Research program
- Collective memory - Plural identities
- Gendered youth

Resources

- History Diagnostics
- Collection
- Publications
- Master theses

War!
Visit the page of our REI Project War! Popular Culture and European Heritage of Major Armed Conflicts.


History Textbooks
Click to visit the page of our NWO research on History Textbooks.

News

April 14 | Visit of the Danish HistorieLab on History and Cultural Heritage to the CHC

17 May | International conference Postwar Cities: Sensible Heritage in a Globalizing Historical Culture

Center for Historical Culture / CHC / Home



Research Associates

Members of the CHC

News about the CHC

More news and events >

General
Five EUR Historians participate in the ES04-Conference in Belfast (5-7 April 2018) >
Tuesday, 3 Apr 2018
Five EUR Associates will attend the...

General
4 May - Robbert-Jan Adriaansen on the Play Elements of Historical Culture >
Thursday, 22 Mar 2018
Meeting Date: Group Policy/History...

General
12 April | CHC Research Meeting with prof. dr. Shinobu Majima >
Monday, 19 Mar 2018
On the 12th of April, the Centre for...

Received grants 2006-2017: over € 2.200.000,-



Part of the team of the CHC, June 2015.

Research associates at the Erasmus University Rotterdam

Dr. Robbert-Jan Adriaansen (Lecturer)
Stéphanie Benzaquen MA (External PhD student) (Research Abstract)
Drs. Marc van Berkel (PhD student EUR / HAN)
Prof. dr. Hester Dibbits (Endowed professor EUR / LKCA)
Dr. Maarten van Duijk (Assistant professor)
Siti Driessen MA (PhD student)
Prof. dr. Maria Grever (Full professor)
Piet Hagenaars MA (External PhD student / LKCA)
Pieter van den Heede MA (PhD student)
Dr. Susan Hogervorst (OU)
Prof. dr. Francieka de Jong (Erasmus Studio)
Prof. dr. Kees Ribbens (Endowed professor CHC / NIOD)
Laurie Slegershorst MA (PhD student)
Tina van der Vlies MA (PhD student)


Heritage Education
Plurality of Narratives and Shared Historical Knowledge
Grant Netherlands Organisation of Scientific Research (2009-2014)
Maria Grever and Carla van Boxel

Public call for "common (national) history", "our heritage" (canon of national history)

Practice: many existing heritage education projects in the Netherlands (schools, museums)

Research question: to what extent is a critical approach of historical thinking in heritage education projects possible?

Erasmus Universiteit Rotterdam



Heritage Education, Plurality of Narratives and Shared Historical Knowledge

Two research topics

Transatlantic Slave-Trade



WW II / Holocaust



Output Heritage Education

Sensitive Pasts
QUESTIONING HERITAGE IN EDUCATION

ERFGOED, ONDERWIJS EN HISTORISCH BESEF

VERLANGEN NAAR TASTBAAR VERLEDEN

New York/Oxford, 2016

Edited by Carla van Boxel, Maria Grever & Stephen Klein



Center for Historical Culture / CHC


- Home
- Research programs and projects
 - Collective memory - plural identities
 - German youth movements 1900-2000
 - NWO History Textbook Research
 - Memorializing mass violence
 - Modernization theory
 - Popular culture and war
 - Popular culture and WWI
 - Resources

NWO History Textbook Research

1. NWO PhD project Humanities' 'Duurzame Geesteswetenschappen'

This article from HA (2011-2010): *Historical scholarship and school history: national narratives in Dutch and English textbooks, 1920-2010*

A frequent complaint in Western society is that young people are ignorant of the history of their country of residence. Politicians as well as some prominent historians blame school history for not offering a convincing vision of the national past. Most history educators, however, are of a different opinion. Why the relationship between historical scholarship and school history is problematical is not clear. This research project seeks to analyse specific aspects of this relationship: the relationship of the nation in history textbooks.



The research question of this project is: How have developments in historical scholarship influenced the construction of national narratives in Dutch and English history textbooks for secondary education between 1920-2010, and what were possible dynamic interactions between scholarship and school history? The research period covers major developments since the 1920s, apart from the history profession. 1. Global transformations on domestic issues and the public self-image of both countries (since 1920 construction of colonial framing of both nations, since 2003 de-colonialization); in the 1930s a re-invention of nationalism in post-war Europe, since the 1950s re-nationalization; 2. National education policies and regulations; 3. The rise of educational studies; 4. The changing textbook market and emerging new media. The project seeks to elucidate the relationship between historical scholarship and school history. It will investigate continuities and discontinuities in presenting national history in Dutch/English textbooks, and will support teachers by enhancing their insights in the changing contents and standards of history textbooks.

Award
The Jan van Vliet has been awarded with the [Pauze Prize 2014](#), at the International Standing Conference for the History of Education (ISCHE) in Valencia, 2015.

Supervisor prof. dr. Maria Grever, CHC-EUR, co-supervisors dr. Stephan Klein, CHC-EUR / ICLON Leiden University, dr. Jacques Dene, National Museum of Education Rotterdam.

PUBLICAT | Eudora - (UoU) | Grever-Introductie | CHC-Mission_rese

2. PhD project CHC / HAN

Dir. Marc van Berkel (2011-2015)
Holocaust education in a transforming historical culture. History textbooks and curriculum development in the Netherlands and North Rhine-Westphalia, 1960-2010



In what ways did a developing historical and memory culture in the Netherlands and North Rhine-Westphalia influence Holocaust Education between 1970-2010?

Theoretical notions

- Historical culture, memory culture
- Popular historical culture, public history
- Collective memory, communicative and cultural memory
- Holocaust, Shoah, Holocaust education
- Transnational memory didactics

Sources

- History textbooks in Germany and the Netherlands
- Curricula and policy documents in both countries concerning education

Methods

- Comparative research methods
- Text book analysis, how and why? (analyzing methods)

Supervisor prof. dr. Maria Grever, CHC-EUR.

3. Master Theses on History Textbook Research

PUBLICAT | Eudora - (Address) | Grever-Introductie | CHC-Mission_rese

Erasmus University Rotterdam

MyEUR | Sitemap | Zoeken

for About the School Research Education Campus Vacancies News Calendar Contact

Historical Culture / CHC > Resources > History Didactics Collection

HDC - History Didactics Collection

Historisch Didactische Collectie

November 23, 2007 the well known Dutch history teacher trainer and textbook author Leo Dalhuisen of Leiden University has donated his large international collection of history textbooks, literature, audio-visual materials and documentation on the learning and teaching of history to the Center for Historical Culture (CHC).

The Erasmus University Library will integrate the Dalhuisen collection with existing collections in the field of history teaching and history didactics. Subject librarian history, culture and media, [drs. Jan Jüngen](#) manages this project. Several persons and institutions have donated their books, documents and audio-visual materials on history didactics to the Center for Historical Culture and Erasmus University Library.

The combined 'History Didactics Collection' (HDC) has been made searchable through the Library Catalogue. More than 4300 titles are available. The Library has created a special reading room where the [HDC](#) is available for research on site.

Jan Jüngen has been interviewed about the 'History Didactics Collection'
D. Rutten: ['Old School-geschiedenis onthult'](#); *Erasmus Magazine* 5 (2009) 9.

Erasmus Universiteit Rotterdam

War! Popular Culture and European Heritage of Major Armed Conflicts (2015-2021)

Grant Board of Directors Erasmus University Rotterdam

Supervisors: Maria Grever (main applicant), Stijn Reijnders (co-applicant), Jeroen Jansz, Franciska de Jong, Kees Ribbens

Six research projects: Laurie Slegtenhorst MA, Pieter van den Heede MA, Siri Driessen MA, Lise Zurné MA; dr. Susan Hogvorst, dr. Robbert-Jan Adriaansen

Erasmus Universiteit Rotterdam



War! Popular Culture and European Heritage of Major Armed Conflicts (2015-2021)

Grant Board of Directors Erasmus University Rotterdam

Supervisors: Maria Grever (main applicant), Stijn Reijnders (co-applicant), Jeroen Jansz, Franciska de Jong, Kees Ribbens

Six research projects: Laurie Slegtenhorst MA, Pieter van den Heede MA, Siri Driessen MA, Lise Zurné MA; dr. Susan Hogvorst, dr. Robbert-Jan Adriaansen




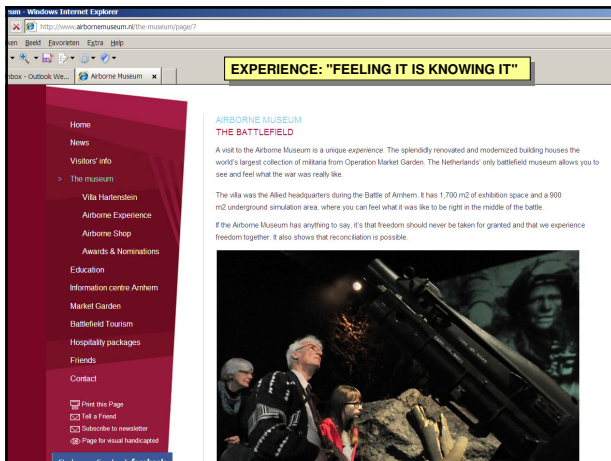
Erasmus Universiteit Rotterdam

Why this research?

1. Long-term impact of large-scale (traumatic) violence on communities.
2. Wars are a topic of many popular genres with immense audiences (tourist sector).
3. Visitors are lured with the (impossible) promise to experience a direct contact with the past.

Erasmus Universiteit Rotterdam





Institute for Dark Tourism Research

Ph. Stone & R. Sharply (2008)
Biran, Poria & Oren (2011)

Dark Tourism

Refers to travelling to sites, attractions and exhibitions which have real or recreated death, suffering or the seemingly macabre as a main theme

Gates and Haunting Images of the Dachau Nazi Concentration Camp, Munich, Germany

Instagram: "Have fun in Berlin!"

961 likes · 3h

davedriskell Berlin, Germany

davedriskell Hello Berlin, Germany. 15 hour layover. Checking the sites. Drinking the beers. Eating the bratwurst. #legobond #wunderlustwoods #handstands #365daysofhandstands

amy_mmm 🍷 have fun in berlin!

faygnboym You don't find this in the least bit offensive to be doing such a thing on a Holocaust memorial?

fraser_jaw @daniel.hillington why didn't you do that one?

ronald_rino Agreed... @faygnboym

sascott85 Limmern that's a Holocaust Memorial....

eugeniker You know that this is a Holocaust Memorial?: #inappropriate @davedriskell

janev1909 Mita, that is so insensitive and makes you look really dumb. I would delete this post.

ashleycarv Agreed 🙄.

War!
Popular Culture and European Heritage of Major Armed Conflicts

Research question

- How are sensitive pasts of modern wars represented in popular culture? (Representation)
- How do people give meaning to these popular representations? (Appropriation)
- What are the consequences for critical understanding? (Historical consciousness)

Historical Consciousness (Clark & Grever, in *International Handbook of History Teaching and Learning*, 2018)

Theoretical approach
Growing awareness of the differences between past, present and future in society, which transformed historiography; historical time (Koselleck)

Gadamer: historical consciousness is a **hermeneutic-ontological category**

Educational approach
Models useful for empirical research and practices of history teaching (Rüsen; Pandel; Seixas).

Körber: historical consciousness is a competence, a **cognitive category**

We study re-enactments, movies, hiking routes, video games and other playful genres.

Pieter van den Heede: "Games set in war-devastated European (urban) landscapes". See also P. Van den Heede, J. Jansz & K. Ribbens, "Replaying today's wars?", *Journal of Politics, Culture and Society* 2017.



Research Eva Kingsepp (2006), Immersive Historicity in World War II Digital Games, in: *HUMAN IT* No. 8.2 2006

War Video Games: a scene from Call of Duty 3



Lise Zurné: "Performing urban pasts: historical reenactments with sensitive heritage".

BASTOGNE

Bastogne reenactment
Recogne - Cobru

The "Thrill" of a Tank Ride

Action Packed and Fun Day Out For All The Family

Take A Step Back In Time and See History Brought To Life!

THE YORKSHIRE WARTIME EXPERIENCE
 7th - 9th JULY 2017
TANK RIDES
 IN THE MAIN ARENA
 Your chance to enjoy the thrill of riding on a real tank!
 The Largest Military Experience in the North
 June 26 off M62

DO NOT MISS!
TAKE A RIDE!
 Experience the power of a military tank!

HOME

THE YWE SHOW
 It's about being there!

www.ywe-event.info

Siri Driessen: "Visiting war sites and cemeteries"
 Siri Driessen, Maria Grever & Stijn Reijnders, "Lessons of war. The significance of visits to historical war sites for the Dutch military" (article submitted)



The impact of physical experiences of reenactments

Quote of a 35-year Dutch Captain:

*"What is equally important is that you are confronted with reality. Like 'Okay, what I decide will cause real losses, it will really cause casualties'. This makes it very serious, and makes you realize that the things you decide need to be really clever. It allows you to consider that, you know, **real people stood here in the woods**, and they were really bombed with all this artillery".*
 (© Research Siri Driessen)

Thank you for listening

