

**The Department of Humanities
Education, Faculty of Education,
University of Pretoria is proud to
host the 33rd SASHT & the 3rd
AHE-AFRIKA conference**

Thursday 26 and Friday 27 September 2019

HISTORY EDUCATION AND THE STATE



The 33rd South African Society for History Teaching (SASHT) and the 3rd African Association for History Education (AHE-Afrika) 2019 joint conference will be held on Thursday 26th and Friday 27th September 2019 at the Department of Humanities Education, Groenkloof Campus, University of Pretoria

The **African Association for History Education (AHE-Afrika)** and the **South African Society for History Teaching (SASHT)**, in partnership with the **Department of Humanities Education in the Faculty of Education at the University of Pretoria**, are pleased to announce a two-day international conference titled '**HISTORY EDUCATION AND THE STATE**'. The occurrence will be the second of two consecutive and closely intertwined events: it will follow a one-day international research seminar jointly organised by AHE-Afrika and the International Research Association for History and Social Sciences Education (IRAHSSE), which will take place at the University of Pretoria on 25 September 2019.

HISTORY EDUCATION AND THE STATE

It is no secret that the state plays a dominant role in what is taught to a country's future citizens on account of the power of education to shape views and identities. This is particularly true for History, a school subject whose content and pedagogy many governments around the world wish to define and control. Historically, curriculum development and implementation, and textbooks as the programmatic curriculum, have been preferred areas of state involvement in History Education.

The content, aims, pedagogies and assessments characterising a History curriculum are often the choice of those in power and cannot be understood in isolation from the political context. Selecting curricular content to include or exclude, and to foreground or background, is a filtering process that largely amounts to a political act often driven by vested interests and ideologies. It involves, among other things, questions of historical significance and objectivity, and contestations revolving around which historical narrative will serve the purpose put forward by the state.

Extant research has pointed to cases where state intervention in History Education has involved the crafting and uncritical transmission of dogmatic grand-narratives that celebrate and legitimise those in power by selectively and, at times, maliciously drawing on the past at the expense of internal or external 'enemies', thereby fuelling or deepening intra- or inter-state tensions. It has however also pointed to cases, notably in post-conflict societies, where School History has been rewritten to reckon with a violent past and thus signal a break with a curriculum that may have played a role in perpetuating conflict, with a view to ultimately promoting reconciliation and social cohesion. Regardless of intentions, the act of selecting 'significant' events raises issues of subjectivity: addressing previously forgotten or silenced histories may lead to newly defined 'insignificant' histories to becoming new silent voices.

In some contexts, notably in South Africa, content knowledge reform has been accompanied by a move away from a type of History assessment heavily relying on the memorisation of facts and dates and that is tantamount to indoctrination, to practices that aim to favour historical thinking skills. Such moves away from History Education as a 'memory- discipline' towards a more progressive conceptualisation as 'disciplinary-discipline' have however often remained elusive, partly as the result of an evident state preoccupation with perpetuating its power and influence on young citizens' minds.

We call for a closer examination of the role and implications of states' political agenda and ideologies in the development and implementation of History curricula in Africa and in comparison with countries around the world. The conference aims to cover a variety of topics exploring the links between History Education and the state, and their multifarious manifestations in curricula, textbooks, pedagogy and classroom practices, teacher education at primary, secondary and tertiary level, assessment as well as history education in informal settings. We welcome historical, theoretical and empirical studies, and individual cases and comparative analyses that draw upon different contexts, theories and methods to shed new light on questions that relate to the general conference theme.

NB. Although the focus of the conference will be on **HISTORY EDUCATION AND THE STATE**, all papers related to History Education will be welcomed.

CONFERENCE PARTICULARS

VENUE: Aldoel Building, Department of Humanities Education, Faculty of Education, Groenkloof Campus, Leyds Street, Pretoria, South Africa

THEME: History Education and the State

DATE: Thursday 26 and Friday 27 September 2019 – 9:00-17:00 on each day

CONFERENCE COCKTAIL DINNER: Thursday 26 September 2019

CLOSING SUBMISSION DATE: 1 August 2019. We do, however, encourage applicants to submit their abstracts as soon as possible. Applications will be reviewed on a rolling basis and notifications of their acceptance or rejection will be sent within 3 working days.

WORKING LANGUAGE: English

REGISTRATION FEES

The following fees apply:

- South African and International Academics – R1500.00
- Teachers – R1200.00
- Postgraduate students (proof needs to be provided) – R1200.00
- All other attendees – R1500.00

The fees will cover lunch on Thursday and Friday, morning and afternoon tea, and one dinner cocktail on Thursday evening. All travel expenses, accommodation and additional meals are to be covered by the attendees. For an additional fee of 50 US\$/R750, participants will be able to also register for the one-day pre-conference research seminar 'Towards decolonising teaching and research: Perspectives and experiences in history and social sciences education' that will take place at the same venue on 25 September 2019 (see the accompanying AHE-AFRIKA/IRAHSSSE CFPs).

Please note: Even if accepted, no abstract will be included in the final programme if full payment of the registration fees has not been received by 23 August 2019.

BANK DETAILS

ABSA Bank, Centurion Branch, Branch Code 630445, Account Name, SASHT, Account Number 678209406, Swift Code ABSAZAJJ. Reference: Your surname 2019.

Proof of payment must be emailed to: denise.bentrovato@up.ac.za and u13066120@up.ac.za

HOW TO SUBMIT A PROPOSAL

Prospective presenters should submit abstracts of no more than 250 words, with 3 keywords, together with a brief biography of no more than 100 words. Applications should be sent as a single Word document (file name: last name, first name) with the subject line 'History Education Conference 2019' to denise.bentrovato@up.ac.za and u13066120@up.ac.za. Please, use MS-Word, Arial 12pt font, 1.5 spacing, and indicate clearly the type of presentation proposed:

1. **Individual paper** — 20 minutes, plus 10-minute question and discussion time
2. **Panel** — 45-60 minutes
3. **Workshop** — 45-60 minutes
4. **Poster** — Posters will be displayed in a public area and time programmed for a 5-10 minute discussion during a gallery walk-about

PLANNED PUBLICATION

We strongly encourage participants to prepare their papers with a view to possible publication in the SASHT accredited journal, *Yesterday & Today* (See examples of *Yesterday & Today* articles at <http://dspace.nwu.ac.za/handle/10394/5126>).

ENQUIRIES

For any enquiries, please contact Dr Denise Bentrovato denise.bentrovato@up.ac.za

Prof Johan Wassermann and Dr Denise Bentrovato (conference organisers)