

# BIP 2025 Final Syllabus

## Re-shaping States, Identities and Cultures: Dynamic History Teaching and Learning in Border Regions

<b>Student workload</b>	synchronous lessons online 9 hours, self-study 24 hours on-site programme, Ostrava 40 hours, self-study 27 hours = 100
<b>Crediting</b>	4 ECTS
<b>Institutions</b>	University of Ostrava, Czechia University of Tours France Bielefeld University, Germany Örebro University, Sweden
<b>Coordinator</b>	Julie Janková (University of Ostrava, Czechia)
<b>Instructors</b>	Jan Pezda (University of Ostrava, Czechia), Julie Janková (University of Ostrava, Czechia) Andrea Pokludová (University of Ostrava, Czechia), Magali Coumert (University of Tours, France), Anna Horstmann (Bielefeld University, Germany), Alexander Isacsson (Örebro University, Sweden)

### Course objectives

The aim of the course is to introduce students to current trends in teaching and learning in the field of history education at lower and upper levels of the education system. Through international collaboration, participants will gain, exchange and critically reflect on diverse experiences of teaching and learning within the field of history, which will be of benefit in their future careers as scholars, teachers or education workers. It will also help them become aware of the influences that shape their own identity and historical consciousness.

The course will be based on the sharing of different teaching and learning topics, methods, forms and approaches associated with the themes of borders, bordering, borderlands and border regions. By crossing geographical, mental, symbolic, and bodily boundaries, the project fosters the understanding and critical reflection of traditional historical narratives and collective identities, such as state, national, ethnic, class or gender, both among the course participants and their future students, listeners and readers. The lessons will take place not only in real but also in virtual environments, thus developing digital competences in the participants.

## Participant will be able to

- 1) define, describe and compare an international competence models for history education
- 2) analyze the history textbook and other educational resources with regard to their advantages and disadvantages for the educational process and shaping historical consciousness
- 3) reflect on museums as educational institutions and places of memory and realize their importance for critical reflection on traditional historical narratives and their own collective identities, national, ethnic, class or gender
- 4) identify appropriate digital technologies for a selected educational objective and select them with respect to their benefits and limitations
- 5) compare the knowledge and experience gained with that of their own community, education system, country
- 6) critically reflect on the influences on the formation of historical consciousness, the sense of inclusion or exclusion and one's own identity

## Requirements on student

The student will actively participate in all parts of the Blended Intensive Programmes Erasmus+ (BIP), i.e., the online and physical parts at 100%.

## Requirements on students

- Attendance both online and on site is expected
- Active participation in discussions and workshops
- Study of the assigned materials
- In the event of an absence, the alternative assignment will be given

## Content

Online session 1 (February 13 2025 9:00-12:00): Approaches to diversity and inclusion in history education

Online session 2 (February 20 2025 9:00-12:00): Frontiers of states, identities and ethnicities

Online session 3 (February 27 2025 9:00-12:00): Constructing memories and frontiers in border regions

On site in Ostrava: March 3 – 7 2025 (Ostrava, Czechia)

## Fields of study

- Memory studies
- Border studies
- Nationalism studies
  - on re-shaping historical consciousness, narratives and identities
  - on re-shaping physical, symbolic and imaginary borders

## Guarantors and lecturers

Guarantors: Julie Janková (50%), Jan Pezda (50%)

Lecturers: Julie Janková (15%), Jan Pezda (15%), Andrea Pokludová (10%), Magali Coumert (20%), Anna Horstmann(20%), Alexander Isacsson (20%)

## Literature

- Alvé, Fredrik: Opening or Closing Pandora's Box? Third-order Concepts in History Education for Powerful Knowledge, in: *El Futuro del Pasado – Revista Electrónica de Historia* 12, 245-263.
- Aronsson, Peter – Elgenius, Gabriella (eds.): *Building National Museums in Europe 1750–2010. Conference Proceedings from EuNaMus, European National Museums: Identity Politics, the Uses of the Past and the European Citizen, Bologna 28–30 April, 2011. EuNaMu Report No. 1 (WP2).*  
<https://directory.doabooks.org/handle/20.500.12854/26906>
- Bagerius, Henric – Dahl, Izabela – Engren, Jimmy: My Historical Backpack, in: *The History Teacher* 56: 2 (2023), 209-231.
- Berger, Stefan – Conrad, Christoph: *The Past as History. National Identity and Historical Consciousness in Modern Europe.* Basingstoke 2015.
- Erll, Astrid – Nünning, Ansgar (eds.): *A companion to cultural memory studies.* Berlin 2010.
- Hlavačka, Milan – Kessler, Vojtěch – Smrček, David: *History of Everyday Life Database. First Edition.* [Prague]: Centre for Administration and Operations of the CAS, v.v.i., 2020.  
<https://obchod.hiu.cas.cz/shop/publikace-volne-ke-stazeni/history-of-everyday-life-database>
- Scott, Joan: Storytelling, in: *History & Theory* 50: 2 (2011), 203-209.
- Stanziani, Alessandro: *Tensions of Social History. Sources, Data, Actors and Models in Global Perspective.* London 2023.
- Gerwarth, Robert: *The Vanquished. Why the First World War Failed to End.* New York 2016.
- Konrád, Ota – Kučera, Rudolf: *Paths out of the Apocalypse. Physical Violence in the Fall and Renewal of Central Europe, 1914–1922.* Oxford 2022.
- Gerwarth, Robert – Horne, John: Vectors of Violence. Paramilitarism in Europe after the Great War, 1917–1923, *The Journal of Modern History* 83: 3 (2011), 489–512.
- Seixas, Peter: *The Big Six. Historical Thinking Concepts.* Toronto 2013.
- Wineburg, Sam: *Why Learn History (When It is Already on Your Phone).* Chicago 2018.