

Issue 3: Call for Papers

## **Postcolonial and decolonial perspectives in history education and historical culture**

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The last decades have clearly shown a change in how societies perceive colonialism. History museums seem to increasingly reflect critically on their colonial pasts and consequent curatorial practices, long accepted statues representing colonial leaders are being overturned, and there is an apparent feeling of uncertainty as to which pictures and artefacts can still be shown in school lessons as evidence of colonial processes and atrocities. In many cases it is clear that these changes are developing at a different pace in different countries. Exploring the specific political and cultural conditions of how societies are dealing with both the past and history is key for understanding the historical narratives, perceptions and discussions in those contexts that also have a similar impact and influence on educational practices in formal and informal settings.

The debates on the decolonization of history education and historical culture are diverse and arise from different political situations in varied (post)colonial settings on the one hand, and in settings of the former and current beneficiaries of a (neo)colonial world system, on the other. Depending on their situatedness, such debates often focus on different aspects that have been neglected or only marginally perceived in other regions of the world, leading to the following questions: Why do certain countries attempt to deal with colonialism more openly than others? What strategies have been used to break through established patterns in dealing with colonialism? Why are certain voices still not heard or even ignored? How are postcolonial or decolonial perspectives introduced in school settings? What influence do historical master narratives or other established forms of dealing with the past still have? Can postcolonial thinking or decolonization even succeed with those conventional approaches to historical learning?

In historical culture, different forms of engagement can be identified in various contexts that deal with the colonial past, post-colonial situations, or a (neo)colonial present in order to suggest or implement change. These engagements range from public campaigns of political activism and artistic confrontation to the application of critical discourse in the field of formal education in schools. Achieving a constructive dialogue between different epistemic cultures that frame Indigenous concepts of dealing with the past is key. Self-critical questioning of the status quo in different educational systems, media, disciplines, or institutions can also be considered. Aspects of anti-discrimination and anti-racism should not be neglected either.

The call for papers for the third issue of HTCE Journal is open to all researchers working on historical culture, on history education or on related fields. We would be pleased to receive academic contributions or essayistic miniatures that deal with the challenges, potential solutions, or observations from very different contexts.

### **Article Formats**

This issue invites both theoretical and empirical approaches to addressing these questions. It is open to scholarly work from local, national, and transcultural contexts. It also welcomes interdisciplinary perspectives and differing research methodologies as practiced in various cultural settings.

Both *research papers* and *miniatures* are welcome. Research papers are subject to a double blind peer review. Miniatures are reviewed by the editors. For more information on these text types see: [eterna.unibas.ch/htce/formats](http://eterna.unibas.ch/htce/formats)

## Author Guidelines

Please adhere to the requirements of the HTCE Journal: [eterna.unibas.ch/htce/about/submissions](https://eterna.unibas.ch/htce/about/submissions)

## Submission

Please submit your manuscript online: [eterna.unibas.ch/htce/about/submissions](https://eterna.unibas.ch/htce/about/submissions)

## Timetable

- Submission due date: April 30<sup>th</sup>, 2025
- Publication date: Winter 2025/26

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## About the Journal

*Historical Thinking, Culture, and Education* is a peer-reviewed, open-access, scholarly journal that offers a critical space for the reflection and exchange of ideas on the creation, appropriation, and dissemination of historical knowledge and culture in both formal and non-formal educational settings.

For more information about the journal see: [eterna.unibas.ch/htce](https://eterna.unibas.ch/htce)