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Teaching History in the Age of Globalization: Reconciliation in History Teaching in Germany and France and its Implications for Vietnamese and French

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Abstract: At the beginning of the 21st century, as the human kind just entered the age of globalization, a “history textbook crisis” broke out in East Asia. In fact, the differences in teaching history have existed in all parts of the world and become a source of new hostilities, conflicts and wars among peoples. Being ware of this, German and French educators and historians have tried in different ways to reconcile the past and finally found out the resolution in compiling a common history textbook using in the two countries since 2006. This can be a good example for Vietnamese and French educators and historians in their effort to settle the colonial past and help the younger generation of the two nations in building common better future. These are the aim and contents of this paper.

There is no doubt that the teaching of world history and national history plays a very important role in the building of the imagination of younger generations about the world and about their own nations. The ways in which they conceive and understand the past will certainly impact the ways in which they understand the present and expect of and imagine about their future. The historical consciousness is therefore an important part of the national consciousness.

However, history is teaching in different countries in very different ways. And these differences always develop into conflicts, when the history of the same historical events or historical processes that involved the participation of more than one country, more than one people or concerning the past of many groups or parties. So far there have been many kinds of conflicts concerning the different ways of teaching and interpreting of history around the world. The newest one was the “history textbook conflicts” between Japan and Korea. But that was surely not the first and the last ones. The “history textbook conflicts” is not

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only the problem of the East- and Southeast Asian countries. It is also not only the problems between the former “motherlands” and former colonies. In fact it has been a problem among many countries around the world. Hence, each conflict has its own nature and characteristics, consequence and solutions.

Germany and France are the two biggest and most important countries in central Europe. Due to the strategic important role of the two countries, there were many conflicts, even bloody wars between the two peoples in the history. Therefore, world history, European history and national histories had been teaching in very different ways in the two countries. In its turn, the different in history teaching had also become a source of hostilities between the two people for a long time in the past. However, many generations of French and German historians and educators have been aware of these and tried their best to find out the ways for reconciliation in teaching history in the two countries, so that to contribute to the reconciliation between the two peoples. Finally, a common history textbook was published in 2006 for using in both countries. This textbook is on the one hand a result of a long lasted reconciliation process. On the other hand it may be considered as a good example for reconciliation in history teaching in other countries and regions. That is the reason for this study.

Like in any other social science, the existence of many different methods, approaches, interpretations, explanations, presentations, theories, ideas and opinions among historians is a quite normal and healthy fact. To ask the historians in different countries, of different times and of different cultures to think, write and speak similarly is really to require an impossible thing. This is the idea of

the famous Polish historian Johann Martin Chladenius.¹ But this does not mean that it is absolutely impossible to find out the right ways to reconcile conflicts, to reduce the differences and to overcome the gaps among historians. Certainly, that is nevertheless no simple task.

European historians, governments and various social and cultural organizations as well as educators have been aware of this task quite early. According to Prof. Phillipe Alexandre, the first initiatives in revising and reconciling the different in teaching of history in schools in European countries were started already in 1849 by the Peace Congress in Frankfurt, Germany. The Congress called upon its members in different European countries for common efforts to erase prejudices and hostilities by education of the young generation, particularly by history teaching, so that prevent the outbreak of wars in the future. Although this initiative was unsuccessfully, but for the first time, it launched out the question of reconciliation in education in Europe.²

In 1900 the Peace Movement held a World Peace Conference in Pest (Bulgaria) which issued a famous call for revision and reconciliation in history teaching in European countries. The Conference considered this as one of most important ways to keep the peace in Europe. Thus, it event made a step further by giving four “suggestions” which can be considered as main principles for revision and

¹ In his famous work “Allgemeine Geschichtswissenschaft”, Chladenius wrote in 1752: “It is a big mistake of the ones, who required, that the historians should express their attitude like a man without religion, fatherland, family. Those people do not know, that they are requiring the impossible things”. Chladenius, Johann Martin, *Allgemeine Geschichtswissenschaft*, Boehlau, Leipzig (1752), 1982, pp. 15-16.

² Alexandre, Philippe, *Zur Vorgeschichte einer deutsch-französischen Geschichtsschulbuchrevision*, www.france-blog.info/pdf/Alexandre_250906.pdf, p.2.

reconciliation of history teaching.³ However, before the First World War the initiatives and engagements for reconciliation of history teaching were mainly approached as a part of the peace movement. The participation of European educators and historians in these efforts was still really weak and no government seemed to be really engaged with the movement.

After the First World War the reconciliation effort was restarted – this time by the League of Nations and therefore with the participation of many European states. It was in this time that the revision of history textbooks became the focal point of all reconciliation discussions. An international conference was organized in 1924 in Lyon (France) by the League of Nations, in order to discuss about the ways to set up regulations for revision of history textbooks and to improve the history teaching in European countries. After that, there were some more conferences and initiatives trying to solve the conflicting ideas, presentations and interpretations in history textbooks using in different European countries.

The French and German historians and educators played in these efforts the most important role, because among all European countries there existed between France and Germany large gaps in teaching history. Despite of all efforts of the League of Nations and of many historians from different countries the reconciliation was finally ended without any success. The German delegates argued that the German Federation Government has no control power over the history teaching in different German states, while the French delegates said that the French Government wanted to guarantee the teachers with their right of free

choices for textbooks. Additionally, German professors and politicians pointed out that the regulations for revisions of history textbooks laid down by the Lyon Conference were unjust and conflicting with the German constitution. In fact, all this originated from the Versailles Agreement of 1919, in which only Germany, as a defeated power, was accused for the outbreak of the First World War and was punished for that. That was exactly what the German educators and historians considered as historical distortion by the League of Nations and could not accept in their teaching.

Perhaps the only positive outcome of all reconciliation efforts in Europe before the Second World War was the beginning of the cooperation between French and German educators and historians. Already in December 1925 the SNI (*Syndicat National des Institutrices et Instituteurs de France et des Colonies*) organized a meeting between French and German educators in Paris to discuss about the reconciling issues in history teaching in the two countries. Some principles were suggested for further reconciliation.⁴ In 1928 French historians and German historians met together again in Oslo (Norway) by the Sixth International Conference of the Historians. Although they did not go in concrete conflicting issues concerning the First World War, but they discussed about the ways of reconciling in history teaching, in order to eliminate the hostilities between the two countries in history teaching.⁵ Seven years later, in November 1935, two German professors, Herre and Reiman, went to Paris to discuss with French historians about the possible ways to settle the conflicting

³ Ibid, p.3-4.

⁴ Ibid, p. 9-10.

⁵ Allain, *Der deutsch – franzoese Dialog ueber die Geschichtsschulbuecher*, www.festokyo.com/text_allain.rtf. p.3.

issues concerning the history of relations between the two countries. At the end, they put forwards “40 advises” that were to send to all history teachers and authors of history textbooks in the two countries to help them by reconciling of conflicting issues. But their “advices” were delivered widely only in France. In Germany, the situation became more and more extremely difficult for any reconciling effort, because the Hitler regime was calling for a “total war” to extend the “*Lebensraum*” (Living Room) of the Aryans.⁶

After the Second World War, the reconciliation efforts were restarted in 1950s in Europe with the support of UNESCO. Six conferences of European historians were held in Germany and other European countries to discuss about the revision of history textbooks and reconciliation of history teaching.

At the central point of these conferences was the reconciliation of history teaching between Germany and France, the two biggest countries in European continent with so many unsolved conflicts in the history. In a conference in Freiburg (in Breigaus, Germany) in 1951 German and French historians decided to accept again the “40 advises” of the meeting in Paris in 1935 as principles for revision of the history textbooks and for the presentation of the history of the relations between the two countries.⁷ In the following years, 14 other meetings between French and German historians were held, until they decided to break the conference series in 1967. In 1981, on the

suggestion of the German Georg-Eckert Institute, the meeting series was restarted and seven conferences of German and French were organized until the end of the Cold War (1989).

In those two conference series the German and French historians had tried their best to settle many conflicting issues and interpretations in teaching of the history of Europe, history of the German-French relation and the geographical changes of the two countries in the history. Of course there had been certain issues that they could found no possible way for reconciliation, particularly the issues concerning the German occupation of France and the collaboration of the Vichy regime during the Second World War. But in general, these efforts of the French and German historians and educators after the Second World War were really fruitful. They had discussed very frankly and thoroughly about the working principles, the organization of French – German history textbook commission, the topics to be examined and revised and then about the concrete “advices” for settling the conflicting issues. Step by step they put forwards their efforts, issued many valuable “advices” for history teachers and school textbook authors in the two countries, and therefore contributed greatly to reconciliation of history teaching in France and in Germany. Surely, up to now the state relation between France and Germany has not developed without conflicts. However the reconciliation of the relation between the two biggest countries in Europe has been really one of the key factors for the strengthening of the European Community.

As a result of this long reconciliation process, in 2003, on the occasion of the 40th celebration of the Elysée Agreement, the German – French Youth Parliament, which consists of 550 Upper-Secondary pupils, voted

⁶ See: Allain, *Der deutsch – franzoesische Dialog ueber die Geschichtsschulbuecher*, www.festokyo.com/text_allain.rtf. p.13. and compare with Philippe Alexandre, *ibid*, p. 10.

⁷ See: Allain, *Der deutsch – franzoesische Dialog ueber die Geschichtsschulbuecher*, www.festokyo.com/text_allain.rtf. p.1. and Philippe Alexandre, *ibid*, p. 12.

for the idea of publishing a German – French common history textbook with identical contents for using in schools in the two countries. This was a very good impetus for the reconciliation process of the two countries, concerning history teaching issues. The suggestion of the French and German “young senators” was strongly supported by the governments of the two countries and particularly by the French President Jacques Chirac and the German Prime Minister Gerhard Schröder.

Based on such strong support of the two governments, a German – French project group was established in June 2003 to discuss about the principles and conception of a common history textbook. They also set up an author group consisting of 8 historians (four Germans and four French) under the leadership of two Chief-Editors, Prof. Guillaume Le Quintrec and Prof. Peter Geiss, which was responsible for compiling of the common history textbook.⁸ In March 2005 the German school textbook publishers Ernst Klett and the French edition publishers Nathan announced officially their cooperation in publishing the German – French common history textbook. It was also planned that this common textbooks consists of three volumes: the first one is entitled “*Europe and the World since 1945*” and will be followed by two others, “*From the Hellenic Democracy until the Revolution of 1789*” and “*From the Changes of the 19th Century to the Second World War*”. While the first volume will be

used for the 12th class of German schools and the *Terminal* (final class) of the French schools, the second volume will be used for the Tenth and Eleventh of German schools and the *Seconde* class of French schools. The third volume will then be used for the 11th and 12th class of German schools and the *Première* class of French schools.

Three years after the meeting of the “Youth Parliament” the first volume of German – French common history textbook came to life on the 10th July 2006 under the title: “*Histoire/Geschichte. Europa und die Welt seit 1945*”. Immediately, the textbook was allowed to use in French and German schools in the school year 2006-2007. Until now there still no survey on the response of the pupils and history teachers in the two countries towards the textbooks, but on international media it has been commented very differently. While some German praised it as “*a textbook that goes beyond the borders*”⁹, other author considers it “*apparently is not just Euro-centric, but also teaches a pro-European sentiment on the expense of the United States*”, or even describes it as “*anti-American*”.¹⁰

Despite of different temporal evaluations, the first Franco-German common history textbook is really a great success in the long reconciling process taken place in Europe since the second half of the 19th century. It is also a handsome result of the continuous reconciling efforts of French and German historians and educators, particularly during the time after the

⁸ The authors of the German – French common history textbook “*Histoire/Geschichte Europa und die Welt seit 1945*” are: Guillaume Le Quintrec and Peter Geiss (Chief Editor), and other 4 German co-authors: Ludwig Bernlochner (Munich), Lars Boesenberg (Ibbenbueren), Michaela Braun (Bendorf), Claus Gigl (Landshut); 4 other French co-authors: Daniel Henri (Paris), Enrique Leon (Paris), Msthiu Lepetit (Buc) and Benedicte Toucheboeuf (Nanterre).

⁹ Anne Haeming, <http://www.tagesspiegel.de/magazin/modernes-leben/werbinich/werbinich;art413,2212192>.

¹⁰ “Failure of Education”: franco-German reconciliation with Anti-Americanism”, <http://atlanticreview.org/archives/314-Failure-of-Education-Franco-German-Reconciliation-with-Anti-Americanism.html>

Second World War. The common textbook is also resulted from the large support given by the French and the German governments, on the other hand it reflect the reconciling atmosphere, the globalized ways of thinking and liberal political cultural orientation of the young generations of the two nations.

The Project leaders and the authors of this history textbook made a very clever decision, as they chose to the period from the end of the Second World War to the end of the Cold War for the first published volume. That was in fact the period with few conflicting issues in the history of Franco-German relation. That means, that is the simplest period to be reconciled.

Concerning the Franco-German or European issues the authors of this common history textbook seem have been doing well their reconciling job. However, concerning the colonial question they could in fact do nothing better than other history textbooks using in France. Hence, decolonization was one of most important historical processes in the world history after 1945. Particularly, this process was really a significant part of history of some European former motherlands, like France, Britain, the Netherlands and Portugal. However, the authors of the Franco-German common history textbook do not pay much attention to this process. Among 17 chapters of the textbook they reserve only one chapter (chapter 5 of the Second Part) under the title “*Das Ende der Kolonialreiche*” (The End of Colonial Empires) for the topic. The chapter is also relative short: only 13 pages (pp. 82 – 95), makes about 0.36% of the total coverage of the book (335 pages).¹¹ The decolonization is also

dealt with in the chapter 14 “*Die politische Entwicklung Frankreichs von 1945 bis heute*” (The Political Development of France from 1945 to Today), but only as one point of a part of the chapter under the subtitle “*Der Algerienkrieg as Bedrohung für die Vierte Republik*” (The Algerian War as a Threat to the Fourth Republic).¹²

It is clearly that the authors of the Franco-German common history textbook do not consider the history of the decolonization after the Second World War and the relation between the former European “motherlands” and their former colonies in the post- colonial period as an important topic. That also means that in their presentation of the history of the “Europe and the World”, they do not take the reconciliation between these partners as an important issue in the world order. This is surely not a right way to present and interpret the World history since 1945.

It seems in the first sight, that the authors of this new history textbook look at the history of Western colonization from the perspective of reconciliation, because of the most important reason for the birth of such common history textbook like this is reconciliation, and try to present the history of colonization and decolonization objectively. It is also to emphasize here, that this text was published in July 2006, directly after the crisis caused by the French “*LOI no 2005-158 du 23 fÐvrier 2005*”. Dealing with the Western colonization in general and the French colonization in particular, the authors of this textbook avoid giving any open evaluation. They neither talk about the “*mission civilisatrice*”, nor about the colonial “exploitation” and “suppression”. That is also not the central topic of this volume.

¹¹ Quintrec, Guillaume Le and Peter Geiss, *Histoire/Geschichte. Europa und die Welt seit 1945*, Ernst Klett Schulbuchverlag, Stuttgart – Leipzig, 2006. pp. 82-95.

¹² Ibid, p. 240.

Dealing with the history of decolonization, they on the one hand acknowledge the independent will of the colonized peoples in Indochina, India and Africa and described the successes and impacts of the independent movements as positive transformations in the modern world. On the other hand, they are seemingly critical towards the attitudes of French governments towards the colonial question after the Second World War. The authors of the textbooks acknowledge the rational policy of the British in guaranteed India and other peoples with national independence and brought them together into the British Commonwealth. In the mean time they criticized the French policy of re-conquering the former colonies and suppressing the independent movements after the Second World War. They also point out the negative consequence of the colonial wars in Indochina and Africa to the political development of France. The pupils are also informed about the massacres caused by the French colonial troops in Vietnam and in Algeria in 1945 and 1946 and the defeats of the French army in the colonial wars in Indochina and Africa. In this respect, the new German-French common history textbook has really overcome the shortcomings of some other history textbooks used in France previously.

However, the new textbook has still contained of some points that can be considered as intentional distortions of the history of decolonization of Vietnam.¹³ Like in other French history textbooks the authors of this textbook simply ignore the collaboration between the French colonial government in Indochina under General Governor Jean

Decoux with the Japanese army from September 1940 to March 1945.¹⁴

The textbook writes: “The national movements and independent struggles had appeared already in the time between the World Wars; they were violently suppressed by the colonial powers, for example in India and North Africa”.¹⁵ That is true for India and North Africa, but why do they not mention the suppressions of the French colonial government against the national movements in Vietnam before 1945? Are these suppressions not typical enough or they just want to ignore them?

In the “Dossier” “*Vietnam im Brennpunkt der internationalen Beziehungen*” (Vietnam in Burning Point of the International Relations) of the chapter 5 the intentional historical distortions of the textbook become even more clearly. Here, the authors describe the situation of Vietnam around the end of the Second World War and continue to ignore the Franco-Japanese collaboration. Then, they come on to write: “... and in the last weeks of the Second World War the national movement that was lead by the Communist politician Ho Chi Minh, took the control over the northern part of the land”.¹⁶ That is simply not true, because the Viet Minh took the control over the whole Vietnam, except only some provinces in the North, and the foundation of the independent Democratic Republic of Vietnam was declared on 2nd September 1945.

In the next part of the “Dossier” they write: “The Geneva Agreement that was signed in July 1954 fixed (*festlegen*) the partition of the land into two parts.”¹⁷ Again, that statement is

¹³ In so far I am not able to check the history of the decolonization of Africa.

¹⁴ See: Quintrec, Guillaume Le and Peter Geiss, *Histoire/Geschichte*. Ibid, p. 86.

¹⁵ See, *ibid.*, p. 86.

¹⁶ *Ibid.*, p. 94.

¹⁷ *Ibid.*, p. 94.

totally false. The Geneva Agreement did not fix the partition of Vietnam, but only set up a temporal military demarcation line at the 17th parallel. The Agreement also regulated for a general election to reunify the country in July 1956. That was the truth that everyone knows. But the authors of the textbook ignore that and write: “However, the communist North that was supported by the USSR and China wanted to enforce a reunification on their own favor.”¹⁸

Distortions and falsifications like these can be found also in the pages describing on the development of the countries in Asia and Africa during the post-colonial period. The authors emphasize the mismanagements, economic crisis, social and political crisis and wars in these lands, but they fail to acknowledge that these were also partly the consequences of the colonial policies that France, Britain and other colonial power had carried out in the colonies previously.

Taking the reconciliation in history teaching among European countries, particularly the reconciliation between Germany and France in the post-war period as an example “case study” can help us to draw out many valuable experiences for teaching history in Vietnam as in other countries as well.

Firstly, that is the lesson concerning the active role of the educators and historians of concerning countries. If they cannot find out the ways to talk and to work together effectively, then the conflicts cannot be reconciled. Certainly, the governments of concerning countries also play very important role, because the conflicts in history teaching are often highly politicized and the education in many countries are often under the tight control of the states. Thus, the outcome of reconciling efforts

depends largely on the attitudes of the concerning governments. The civil initiatives are also very important to the reconciliation. As pointed out here, the first reconciling effort in Europe was initiated by the Peace Movement, and the newest one was also initiated by the Franco-German “Youth Parliaments”.

Secondly, educators and historians in Vietnam and other Asian countries can learn a lot of valuable experiences from German - French reconciliation in history teaching. Above all, they themselves should be aware of their role and mission. Teaching history is always an important factor in the socialization process of the younger generation, through which their knowledge, mentality, attitude, aspiration and self-consciousness will be built. Therefore, education in general and history teaching in particular should be tireless endeavor to help the youth to develop their ability to overcome the mistakes of their forerunners in making wars and producing hostilities or prejudices against each other in the past and finding out the ways to live together in peace, friendship and cooperation. The only proper way of teaching history is to tell the youth the historical truth.

It is true that there were many wars and conflicts among the peoples, states, races, classes, religions and groups in the past. But there were also many events, processes and individuals that symbolized for peace, friendship, tolerance and cooperation of peoples. Thus, teaching history should not be focused only on wars and conflicts, but rather on the efforts of peoples towards peace and other humanitarian things. Besides the military and political history, the history teaching must be focused on social, economic, intellectual and cultural history. Besides glorious days and many victories and achievements, there were

¹⁸ *Ibid.*, p. 94.

also dark times and crises, failures and lost in the history of each nation. It is an obligation of educators and historians to provide the younger generation with rational all-sided and alternative understanding of history, in which the pride of this people maybe the shames of other and *vice versa*.

In the age of globalization, peoples around the world must learn the way to live peaceful and cooperatively together, because they now are becoming inter-dependent among each other and facing up to many global problems that none of can find out the solution alone. The climate change and its impacts, the terrorism and the explosion of high-tech communication are the most visible ones. History teaching should help the younger generations to live

together as friends and partners, not the enemies fighting against each other, just to defend the causes and the values laid down by the passed generations in their times.

The first German – French common history textbook can be considered as a “classic” example of successful reconciliation for history teaching conflicts. Besides many positive characteristics, this textbook still contained a number of distortions or falsifications. Above all, it reflects clearly a Eurocentric approach of the German and French authors. Therefore, the new German-French common history textbook can help to settle the old conflicts, but at the same time, it brings in new conflicts. Further initiatives and strategies of reconciliation for different parts of the world are urgently needed.

After the First World War, the League of Nations, through its International Committee on Intellectual Cooperation, attempted to reshape the teaching of history in its member states. The League's supporters realized that its long-term success depended in part on supportive public opinion and that this, in turn, had implications for education. Aware of the strength of national loyalties, the League sought not to abolish the teaching of national history but to suffuse it with the spirit of the "international mind." To this end, the League promoted revision of history textbooks and curricula, *Future of Globalization*, *Teaching Globalization Previous Next*, *Teaching Globalization*. What is globalization " and how can it be taught to students in universities and colleges? By Muqtedar Khan, August 28, 2003. How does one begin to understand globalization? Takeaways. Governments and corporations can no longer make a successful intervention in the polity or the economy without anticipating and preparing for global consequences. This viewpoint or philosophy of globalization " which essentially describes the reality of being interconnected " is also known as globalism. Globalism holds the following beliefs: The world is rapidly integrating in all spheres. Peoples' economic, political and cultural expectations are converging. *History of Globalization*. Overall Rating: [4/ 5]Total Votes [29]. Rate this page According to most scholars and researchers, it is the modern age which led to the origin of globalization. In this age, wide spread development took place in the field of infrastructure and connectivity. This led to more interaction between the nations and sharing of ideas, culture and tradition took place. All these put a direct impact on the process of globalization. In the economic scenario, more trade links started taking place between countries on a global scale which influenced global as well as domestic economies to a great extent. However, there are some scholars who point out that the Although teaching methods remained oriented toward textbook memorizing and strict discipline, a more sympathetic attitude toward children began to appear. As the numbers of pupils grew rapidly, individual methods of "hearing recitations" by children began to give way to group methods. His influence was most profound in Germany, especially in Prussia and Saxony. Generally speaking, in the first half of the 19th century the English school system was completely under the influence of the disciplinarian monitorial systems of Andrew Bell and Joseph Lancaster . Pestalozzi, for most Englishmen, was "a distressing type of the German" and "an idealistic dreamer," as some critics put it. History and history teaching have been a focus for the Council of Europe's work on education since its inception. From the start and as stated in the European Cultural Convention, the organisation recognised the importance of history as a basis for the education of the citizens of Europe and its role in bridging differences and bringing people together by establishing mutual understanding and confidence between the peoples of Europe. Read more >>. Latest publication Latest publication. Quality history education in the 21st century. Principles and guidelines.