



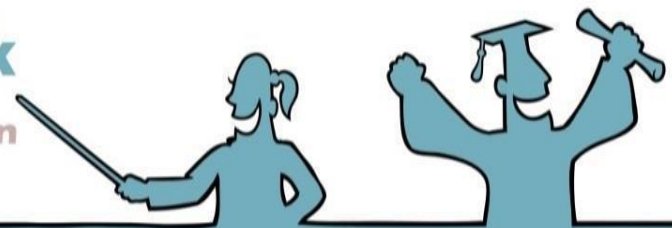
“Preaching or Teaching?”

Balancing between preaching and teaching

De actualiteit van de Tweede Wereldoorlog

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Vakdidactiek
Geesteswetenschappen



Universiteit Utrecht



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Preaching

Expert teacher 1: "I think one should not put it [the Holocaust] into perspective by saying that history is a construction. The Holocaust should be presented as it is; a low point in our history."

Teaching

Expert teacher 2: "Since the Holocaust is sacred, the moment you criticise it, it is possible to show its sacredness."



Balanceren tussen?

Preaching	Teaching
pedagoog	historicus
heden	verleden
moreel besef	historisch redeneren
emotioneel	rationeel
feit	interpretatie
waardenoverdracht	waardencommunicatie

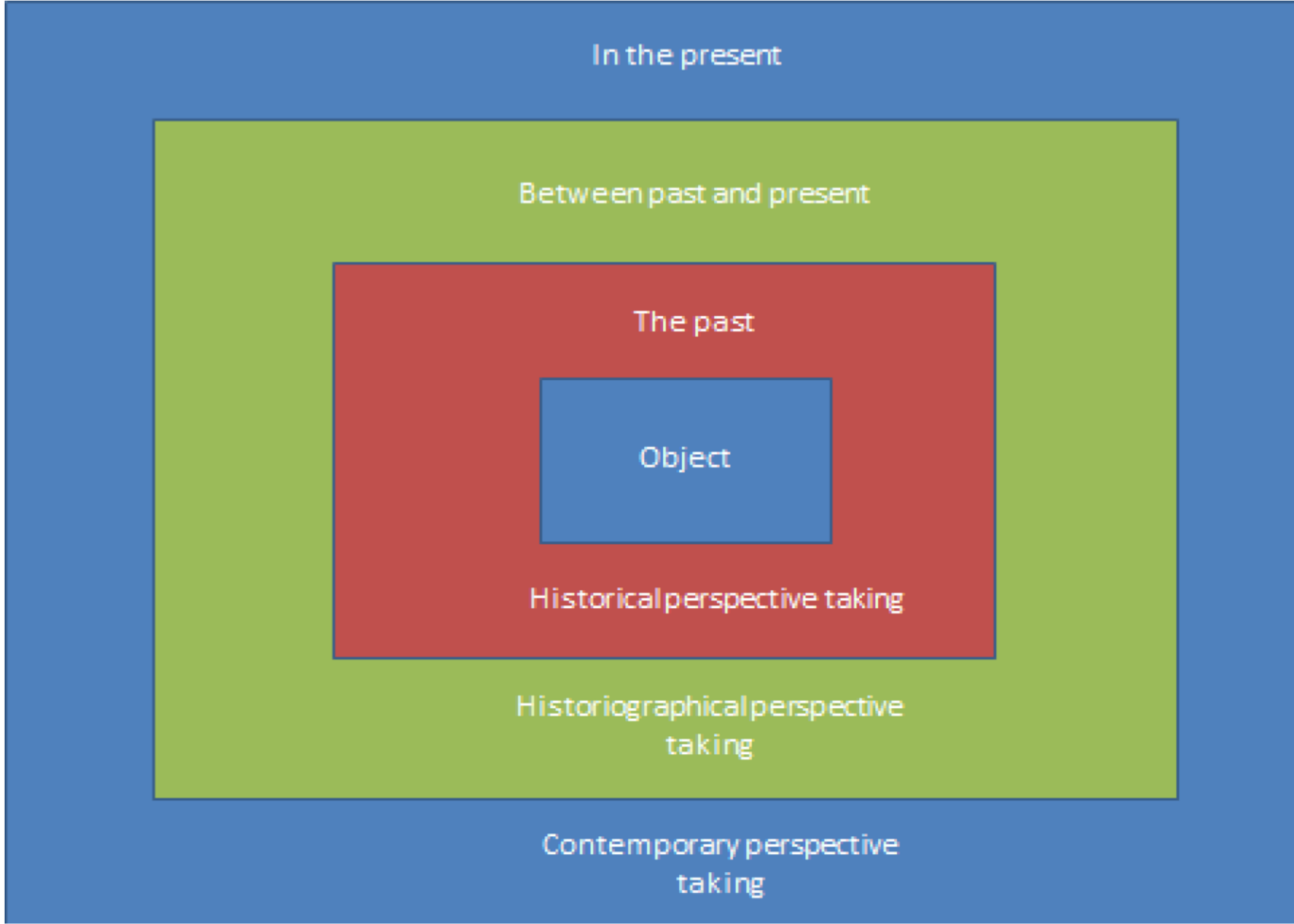
“Hot en Cold History”

1. “Hete” geschiedenis minder geschikt voor “teaching”
2. “a double epistemic standard”
(Maggioni & Parkinson, 2008)





Figure 1: a model of temporality and functions in multiperspectivity



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Multiperspectiviteit in lessen aangaande de Holocaust.

Drie voorbeelden:

1. In het verleden:
2. Door het verleden:
3. In het heden:



Where multiperspectivity ends.

- Bij sterke (morele) identificatie met een onderwerp
- Humanisering van het kwaad (Hondius, 2012)
- Angst voor Holocaust ontkenning
- Angst voor waardenrelativisme

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References

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