

Table of Contents

Foreword	7
Acknowledgments	11
1 Historical memory and historical consciousness in an interdisciplinary perspective.....	13
1.1 Hermeneutic legacy for the current concept of historical consciousness	13
1.2 Historical memory – communicative and cultural memory	17
1.3 Places of memory.....	24
1.4 Memory in relation to key stages of history	27
1.5 Historical consciousness and historical culture as the central categories of history didactics	32
2 Research on historical consciousness	59
2.1 Empirical research on historical consciousness in the context of emancipation of disciplinary didactics	59
2.2 Historical consciousness as a research problem.....	60
2.3 Empirical research on historical consciousness abroad (with an emphasis on German didactics)	63
2.4 Empirical research on historical consciousness in the Czech environment	79
2.5 On the methodology of research on historical consciousness	86
2.6 Prospects and further research possibilities for history didactics.....	91
3 Research on historical consciousness of Czech pupils, students and history teachers	93
3.1 Project objectives.....	93
3.2 Context of the research.....	94
3.3 Content conception of the survey.....	96
3.4 Organisational framework and research design	99
3.5 Description of the respondent group	102
3.6 Methods of collecting and processing data	108

3.6.1	Quantitative research.....	108
3.6.2	Qualitative and mixed research approach.....	109
3.6.3	Focus group method	112
3.6.4	Processing and interpreting qualitative data	117
3.6.5	Ethical aspects of research on historical consciousness	118
4	Family memory – a way to explore history.....	121
4.1	The place of family memory in history didactics	121
4.2	Research on historical consciousness in relation to family history.....	123
4.3	What is the (future) history teacher's relationship to history?	125
5	What interests us about history?	141
5.1	Motivational impulse for the study of history.....	141
5.2	How often and why is history discussed	144
5.3	Preferences for different perspectives of history	150
5.4	Where would they go if they had a “time machine”?	158
6	Importance of history – factors shaping historical consciousness – personal “philosophy” of history.....	161
6.1	Sources of information on history.....	162
6.2	Accentuating the educational content of history and forms of commemorating historic events.....	164
6.3	Factors influencing formation of the historical consciousness	167
6.4	Movers and laws of history.....	168
7	Czech history as an inseparable part of the cultural-social identity	177
7.1	Important years of Czech history	177
7.2	Czech places of memory in historical consciousness.....	185
7.3	Pride of events in Czech history	191
7.4	Czech national “heroes” and “traitors”	195

8	Attitudes towards key and controversial events in Czech history after 1945	197
8.1	Preferences for recent history in the conception of school history education	197
8.2	Selected controversial events from the perspective of empirical research.....	200
9	The intercultural dimension of historical consciousness.....	217
9.1	Changes in intercultural education	217
9.2	Popularity of European nations	218
9.3	The Czech autostereotype and heterostereotypes of the neighbouring nations	225
9.4	Evaluation of personal experience with members of national minorities ...	233
9.5	Evaluations of current relations between the Czech Republic and the neighbouring countries	236
9.6	Analyses of relations between variables (correlation analysis)	238
9.7	Intercultural attitudes and the teaching of history	240
	Final summary	247
	Summary	253
	Zusammenfassung.....	261
	Literature	269
	Internet sources	295
	List of schemes, tables, graphs and figures	297
	Index of names	301
	Index of subjects and places	307
	Appendix: Questionnaire.....	322