

## Scientific Innovation

*HoH* will extend the frontiers of current research, because:

**1. It generates cutting-edge comparative, transdisciplinary approaches to famine research.**

So far, research on famines has been predominantly nation or region centred. Initial steps in comparing famine legacies have been achieved by, for example, Cormac Ó Gradá et al. (2007), Christian Noack et al. (2012), Newby et al. (2015), and Tatjana Tönsmeier et al. (2018). However, these collections are mainly comparative in that they bring together nation-oriented case studies, and the overall focus is socioeconomic or historical. By contrast, *HoH* is innovative in its broad comparative approach, in its interdisciplinary examination of famines and in its yet largely unexplored research on famine education and musealisation.

**2. It significantly redefines the idea of shared European pasts to include analogous, anachronous experiences.**

Research into Europe's common heritage has mainly focused on past experiences shared by several European communities at the same time, such as World War I and II (Craps & Rothberg 2011; Sierp 2014). *HoH* is innovative in approaching famine legacies as analogous pasts from different times and geographical contexts. It argues that remediated cultural memories interact with other heritages from different periods or settings. As such, the outcomes of the project can provide more extensive repertoires of shared European remembrance.

**3. The project moves beyond the conventional ramifications of European troubled pasts to challenge current notions of national and geographical distinctions.**

Scholarship on shared European legacies has mainly reflected upon European identities according to Eastern and Western divides (Rampley 2012). This project proposes a more geographically extensive, inclusive territorial scope. The project will unsettle engrained perceptions of victim/perpetrator roles in the mediation of living pasts, pointing out that countries which contributed to conditions of famine during WWII, such as Germany, also suffered serious starvation after the war. As such, it is expected to contribute to overcoming polarisation in public debates and heritages.

**4. Unlike existing research, the project compares and contrasts a wide range of educational and heritage practices and modes of learning transmission.**

Up till now research on education has mainly focused on school teaching (Nordin & Sundberg 2014; Chou et al. 2016). The project's pioneering approach will generate new knowledge about interconnected ways in which various forms of education and sustainable heritage preservation across Europe, in different contexts and settings (institutionalised and community initiated; formal and informal), (re)mediate Famine pasts and their legacies. It will enrich present

understandings of the various methodologies, materials and modes of transmission that can be employed in processes of overcoming past trauma and community building – on regional, national, and transnational levels.