

World History Textbook 9th Grade

The Colonial Past in History Textbooks – Historical and Social Psychological Perspectives
Globalisation, Nation–Building and History Education
The Nation, Europe, and the World
Identity, Trauma, Sensitive and Controversial Issues in the Teaching of History
The Former Soviet Union and East Central Europe between Conflict and Reconciliation
Data Book of Social Studies Materials and Resources
Soviet Studies; Daily Report
The English Catalogue of Books ...: 1801–1836. Ed. and comp. by R.A. Peddie and Q. Waddington. 1914
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this book analyzes how colonial history is depicted in post war textbooks worldwide from the mid 19th century to the 1960s 70s it uses an interdisciplinary approach to explore portrayals in former colonizer and colonized countries focusing on collective memory popular culture and academic knowledge

this book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies the state and nation building as depicted in history school textbooks it focuses on the interpretation of social and political change significant events and examining possible new biases and omissions in school textbooks

the europeanization of history textbooks in the eu is an example of western dominated grand narrative of pluralist democracy multiculturalism and human rights according to the canon of a particularly european dimension various public debates in the usa china the russian federation russia japan and elsewhere dealing with understandings of a nation building national identity and history education point out to parallels between the political significance of school history and the history education debates globally the book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals dominant ideologies and content of history textbooks and historical narratives it concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge ideologies and the direction of values education in history textbooks this book provides an easily accessible practical yet scholarly insights into local and global trends in the field of history education and should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

textbooks in history geography the social sciences provide important insights to the ways in which societies function based on case studies from europe japan the united states this volume shows how concepts of space time have changed people's view of their countries of the world as a whole

history education is a politically contested subject it can be used to both promote xenophobia and to develop critical thinking multiple perspectives and tolerance accordingly this book critically examines complex issues and constructivist approaches that make history relevant to students understanding of the modern world as such it has global appeal especially in north and south america canada europe and asia the book's authors address the major challenges that history education faces in an era of globalisation digital revolution and international terrorism nationalism and sectarian and religious conflict and warfare central to this volume are controversial issues trauma and questions of personal and national identity from a wide range of international settings and perspectives the research in this book was undertaken by leading history educators from every continent their interdisciplinary research represents an important contribution to the teaching of social sciences social psychology civic education programmes history and history education in schools colleges and universities the book offers new approaches to history educators at all levels in addition the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers section i considers issues related to identity how can history education promote social coherence in multicultural societies in societies divided by sectarianism or countries adapting to regime changes whether communist or fascist including for example south africa previously communist countries of eastern europe and previous dictatorships in south america and western europe it discusses such questions as how important is it that students learn the content of history through the processes of historical enquiry what

should that content be and who should decide it educators or politicians what is the role of textbooks and who should write and select them should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum sections ii and iii explore ways in which memory of sensitive issues related to the past to war or to massacres may be addressed are there new methodologies or approaches which make this possible how can students understand situations involving intolerance and injustice

this volume examines the role of identity formation and stages of sequencing of the steps of reconciliation which is an enduring rather than ad an ad hoc phenomenon ripar 4 asks for both the challenges to it from the domestic and international systems and the actors involved as well as for the role of history memory and remembrance either as catalysts for or obstacles to reconciliation the analyzing of the connection among the past the present and the future in actual or prospective reconciliation embraces all these topics and questions influenced by the crisis in the former sovjet union following the march 2014 russian annexation integration of crimea and the movement of russian soldiers into eastern ukraine to aid ukrainian separatists the essays in this volume were written in 2015 reconciliation is a frequently ill defined term as an aspiration in this volume it encompasses three senses an incipient thin and minimal form amounting to passive peaceful coexistence after enmity a more elaborate intermediate and engaged form that is captured by the term rapprochement and a thick or fuller form denoting active friendship empathy trust magnanimity and ultimately amity beyond the definitional goal the volume addresses ten themes firstly reconciliation is being questioned as a process and or a terminal condition a view is made on the requirements for the transition from conflict to a reconciliatory process and the obstacles to beginning a process of reconciliation its soft and hard expressions inter alia in emotional and political dimensions are also subject of the author s interest the observations about conflict and cooperation offered in this volume wish to add significantly to the burgeoning literature of reconciliation these essays demonstrate that we need a variety of disciplinary and theoretical perspectives to grapple with conflict and to promote reconciliation

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