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History Education and Post-Conflict
Reconciliation
The representation of Jews, Judaism and antisemitism in school textbooks and
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over the past fifteen years northeast asia has witnessed growing intraregional exchanges and interactions especially in the realms of culture and economy still the region cannot escape from the burden of history this book examines the formation of historical memory in four northeast asian societies china japan south korea and taiwan and the united states focusing on the period from the beginning of the sino japanese war in 1931 until the formal conclusion of the pacific war with the san francisco peace treaty of 1951 the contributors analyse the recent efforts of korean japanese and chinese scholars to write a common history of northeast asia and question the underlying motivations for their efforts and subsequent achievements in doing so they contend that the greatest obstacle to reconciliation in northeast asia lies in the existence of divided and often conflicting historical memories the book argues that a more fruitful approach lies in understanding how historical memory has evolved in each country and been incorporated into respective master narratives through uncovering the existence of different master narratives it is hoped citizens will develop a more self critical self reflective approach to their own history and that such an introspective effort has the potential to lay the foundation for greater self and mutual understanding and eventual historical reconciliation in the region this book will be essential reading for students and scholars of asian history asian education and international relations in east asia

kiyoaki kitō international relations in ancient east asia eiichi katō the age of the great voyages and japan s national seclusion nobuyuki yoshida the early modern city in japan kazumi kobayashi popular movements and religion in china and korea nobuko nagasaki south asian popular movements and religion bunji kubota china and the debate on asian modernization hiroshi band 1 165

this study focuses on how russian history textbooks published between 1992 and 2021 dealt with the topic of the soviet period 1917 1991 representations of this part of russia s past in school manuals have provoked vivid debates and bolstered government intervention in the field while a gradual shift towards a less critical narrative of the ussr in more recent textbooks is often presented as directed by vladimir putin this study combines research into these texts and inquiry

into those who write publish approve or criticize them bringing together these perspectives provides a more complex view of school textbooks as final products of both top down and bottom up processes this volume is aimed at postgraduates researchers and academics specializing in soviet history contemporary russian politics and society and history education and textbooks

the controversy over official state approved history textbooks in japan which omit or play down many episodes of japan s occupation of neighbouring countries during the asia pacific war 1931 1945 and which have been challenged by critics who favour more critical peace and justice perspectives goes to the heart of japan s sense of itself as a nation the degree to which japan is willing to confront its past is not just about history but also about how japan defines itself at present and going forward this book examines the history textbook controversy in japan it sets the controversy in the context of debates about memory and education and in relation to evolving politics both within japan and in japan s relations with its neighbours and former colonies and countries it invaded it discusses in particular the struggles of ienaga saburo who has made crucial contributions including through three epic lawsuits in challenging the official government position winner of the american educational research association 2009 outstanding book award in the curriculum studies category

this book analyses the role of history education in conflict and post conflict societies describing common history textbook projects in europe the balkans the caucasus the far east and the middle east ever since the emergence of the modern school system and the implementation of compulsory education textbooks have been seen as privileged media the knowledge they convey is relatively persistent and moreover highly selective every textbook author must choose and omit condense structure reduce and generalize information within this context history textbooks are often at the centre of interest there are unquestionably significant differences regarding homogeneity or plurality of interpretations when concepts of history education are compared internationally this volume conducts a comparative analysis of common history projects in different countries and provides conceptual frameworks and methodological tools for enhancing the roles of these projects in the processes of conflict prevention and resolution this book is timely as issues of history education in conflict and post conflict societies are becoming more popular with the increased realisation that unresolved disagreements about historical narratives

can and often do lead to renewed conflict or even violence this book will be of interest to students of peace studies and conflict resolution political science history sociology anthropology social psychology and international relations in general

this book examines the discourses on nation building civic identity minorities and the formation of religious identities in school textbooks worldwide it offers up to date practical and scholarly information on qualitative and mixed method textbook analysis as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries the volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social political and economic groups affect textbook production and the curricular aims in different educational systems worldwide chapters address the role of school textbooks in developing nationhood the creation of citizenship through school textbooks the complexity of gender in normative discourses and the intersection of religion and culture in school textbooks

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this book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions with a focus on representations and classroom practices related especially to ancient and indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts the book offers a range of important studies from key african and euro asian contexts including afghanistan albania greece iran south africa sweden türkiye and zimbabwe the various chapter contributions address and discuss nuances of each of the contexts under study the contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization in addition to seeking to reconcile with some of these ancient and indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond it will appeal to scholars researchers undergraduate and graduate students with

interests in indigenous education curriculum studies citizenship education history of education religion and educational policy

judicial process judges turkey

the use and abuse of military history is the theme of this book the author scrutinizes the army s first systematic attempt to use military history to educate its future leaders and traces the army s struggle from the end of the civil war to claim intellectual authority over the study of war

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