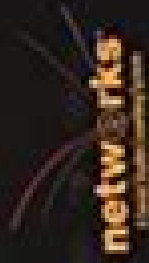


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Charleston **History Textbooks and the Wars in Asia** Gi-Wook Shin, Daniel C. Snider, 2011-02-08 Over the past fifteen years Northeast Asia has witnessed growing intraregional exchanges and interactions especially in the realms of culture and economy 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 **The Nation, Europe, and the World** Hanna Schissler, Yasemin Nuhoğlu Soysal, 2005 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 The Environment and World History Edmund Burke III, Kenneth Pomeranz, 2009-04-08 Since around 1500 C E humans have shaped the global environment in ways that were previously unimaginable Bringing together leading environmental historians and world historians this book offers an overview of global environmental history throughout this remarkable 500 year period In eleven essays the contributors examine the connections between environmental change and other major topics of early modern and modern world history population growth commercialization imperialism industrialization the fossil fuel revolution and more Rather than attributing environmental change largely to European science technology and capitalism the essays illuminate a series of culturally distinctive yet often parallel developments arising in many parts of the world leading to intensified exploitation of land and water The wide range of regional studies including some in Russia China the Middle East India Southeast Asia Latin America Southern Africa and Western Europe together with the book s broader thematic essays makes The Environment and World History ideal for courses that seek to incorporate the environment and environmental change more fully into a truly integrative understanding of world history CONTRIBUTORS Michael Adas William Beinart Edmund Burke III Mark Cioc Kenneth Pomeranz Mahesh Rangarajan John F Richards Lise Sedrez Douglas R Weiner **Designing History in East Asian Textbooks** Gotelind Müller, 2011-02-01 This book analyses the efforts throughout East Asia to deploy education for

purposes of political socialization and in particular in order to shape notions of identity The chapters also examine the trend of common textbook initiatives which have recently emerged in East Asia with the aim of helping to defuse tensions arguably fuelled by existing practices of mutual mis representation These are analysed in relation to the East Asian political context and compared with previous and ongoing endeavours in other parts of the world particularly Europe which have been keenly observed by East Asian practitioners Written by a group of international education experts chapters discuss the enduring focus on the role of curricula in inculcating homogenous visions of the national self and indeed homogenized visions of significant others Including contributions from scholars and curriculum developers involved personally in the writing of national and multi national history textbooks this book will be of interest to students and scholars of Asian education Asian history and comparative education studies Gotelind M ller is Professor of Chinese Studies University of Heidelberg Germany

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Jozelić,2020-02-15 This book explores how school history textbooks are used to perpetuate nationalistic policies within divided regions Exploring the divide and rule politics across ex Yugoslav successor states the editors and contributors draw upon a wide range of case studies from across the region Textbooks and other educational media provide the foundations upon which the new generation build understanding about their own context and the events that are creating their present By promoting nationalistic politics in such media textbooks themselves can be used as tools to further promote and preserve ongoing hostility between ethnic groups following periods of conflict This edited collection will appeal to scholars of educational media history education and post conflict societies China's Grand Strategy Under Xi Jinping Niv

Horesh,2020-11-29 This book attempts to identify change and continuity in PRC grand strategy and the extent to which Chinese imperial history complicates PRC global outreach in the Xi Jinping era Empires convey the wish to make the world a better place even in the midst of oppression and are eschatological in their rhetoric However empires that last longer have been more pragmatic in their grand strategy sometimes appropriating the aura of past golden ages and at other times learning from the mistakes of their predecessors To date Chinese strategic thinkers are preoccupied with learning lessons from the disintegration of the USSR and fascinated by the secrets of American power Interdisciplinary in its reach analysing grand strategy through both rhetoric and praxis this book unpacks the Chinese world view through critical examination of the latest history textbooks currently in use in PRC middle schools It also brings new evidence to bear on the debate in the West about Chinese strategic culture Finally it compares historical Japanese OFDI patterns with China in order to understand what makes the Chinese economy unique China s Grand Strategy Under Xi Jinping is aimed towards students and scholars of history international business and wider Chinese studies **Teaching Social Studies** James Litle,Gerald L.

Wilson,Virginia Wilson,1993-01-30 Just as society has changed dramatically over the last century so have the social sciences This valuable reference chronicles the historical development of social studies as a discipline in elementary and secondary schools It also assesses the current state of teaching and research in the social sciences and history at the pre college level and it charts new directions for the future of social studies in secondary and elementary schools By tracing the historical

development of social studies the reference indicates how social studies has constantly been redefined to meet the changing needs and expectations of society At the same time the historical context provided by the authors sheds new light on the current state of social studies in the curriculum and the development of social studies in the future The book begins with introductory chapters that overview themes and issues common to all areas of history and the social sciences The chapters that follow summarize and assess the developments and trends of particular fields commonly thought to constitute social studies The volume concludes with chapters on broad topics including the place of religion in the social studies curriculum the role of writing in history and the social sciences and the professional training of social studies teachers Each chapter begins with a section of reflections on the development of the discipline followed by a section on current issues and trends followed by a final section of projections for the future of the discipline The result is a comprehensive overview of the past present and future of social studies in elementary and secondary schools and an indispensable reference for educators historians and social scientists

AP® European History Crash Course, 2nd Ed., Book + Online Larry Krieger, Patti Harrold, 2016-02-10 Fully revised for the new 2016 exam Cover

A Global History of Modern Historiography Georg G Iggers, Q. Edward Wang, Supriya Mukherjee, 2013-09-13 So far histories of historiography have concentrated almost exclusively on the West This is the first book to offer a history of modern historiography from a global perspective Tracing the transformation of historical writings over the past two and half centuries the book portrays the transformation of historical writings under the effect of professionalization which served as a model not only for Western but also for much of non Western historical studies At the same time it critically examines the reactions in post modern and post colonial thought to established conceptions of scientific historiography A main theme of the book is how historians in the non Western world not only adopted or adapted Western ideas but also explored different approaches rooted in their own cultures

Learning History in America Lloyd S. Kramer, Donald Reid, William L. Barney, 1994-01-01 The essays in this book like all other texts have been written in a historical context that shapes both the themes and the prose styles of the authors A close reading of these texts would in fact lead to many overlapping contexts of politics social hierarchies modern communications and international relations but we want to focus briefly on two contextual influences that carry the most obvious connections to this book the wide ranging public debate about the proper curriculum for American schools and universities and the more specific debate among historians about new trends in historical scholarship

War, Nation, Memory Keith A. Crawford, Stuart J. Foster, 2007-12-01 The Second World War stands as the most devastating and destructive global conflict in human history More than 60 nations representing 1 7 billion people or three quarters of the world s population were consumed by its horror Not surprisingly therefore World War II stands as a landmark episode in history education throughout the world and its prominent place in school history textbooks is almost guaranteed As this book demonstrates however the stories that nations choose to tell their young about World War II do not represent a universally accepted truth

about events during the war Rather wartime narratives contained in school textbooks typically are selected to instil in the young a sense of national pride common identify and shared collective memory To understand this process War Nation Memory describes and evaluates school history textbooks from many nations deeply affected by World War II including China France Germany Japan USA and the United Kingdom It critically examines the very different and complex perspectives offered in many nations and analyses the ways in which textbooks commonly serve as instruments of socialisation and in some cases propaganda Above all War Nation Memory demonstrates that far from containing neutral knowledge history textbooks prove fascinating cultural artefacts consciously shaped and legitimated by powerful ideological cultural and sociopolitical forces dominant in the present Discourses of Globalisation, and the Politics of History School Textbooks

Joseph Zajda, 2022-08-19 This book focuses on discourses of the politics of history education and history textbooks It offers a new insight into understanding of the nexus between ideology the state and nation building as depicted in history education and school textbooks It especially focuses on the interpretation of social and political change significant events looking for possible biases and omissions leadership and the contribution of key individuals and continuities The book discusses various aspects of historical narratives and some selected key events in defining identity and nation building It considers the role of historiography in dominant historical narratives It analyses history education in both local and global settings and its significance in promoting values education and intercultural and global understanding It is argued that historical narratives add pedagogies grounded in constructivist metacognitive and transformational paradigms have the power to engage the learner in significant and meaningful learning experiences informed by multiple discourses of our historical narratives and those of other nations Statistics of Land-grant Colleges and Universities United States. Office of Education, 1932

Analysing Historical Narratives Stefan Berger, Nicola Brauch, Chris Lorenz, 2021-05-14 For all of the recent debates over the methods and theoretical underpinnings of the historical profession scholars and laypeople alike still frequently think of history in terms of storytelling Accordingly historians and theorists have devoted much attention to how historical narratives work illuminating the ways they can bind together events shape an argument and lend support to ideology From ancient Greece to modern day bestsellers the studies gathered here offer a wide ranging analysis of the textual strategies used by historians They show how in spite of the pursuit of truth and objectivity the ways in which historians tell their stories are inevitably conditioned by their discursive contexts **(Re)Constructing Memory: School Textbooks and the**

Imagination of the Nation James H. Williams, 2014-08-08 This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political social and economic change Drawing on a range of analytic strategies the authors examine history and civics textbooks and the teaching of such texts along with other prominent curricular materials children s readers a required text penned by the head of state a holocaust curriculum etc The authors analyze the uses of history and pedagogy in building reinforcing and or redefining the nation and state especially in the light

of challenges to its legitimacy The primary focus is on countries in developing or transitional contexts Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance shifts in teaching about the Khmer Rouge in post conflict Cambodia children s readers used to define national space in former republics of the Soviet Union the development of Holocaust education in a context where citizens were both victims and perpetrators of violence the creation of a national past in Turkmenistan and so forth The case studies are supplemented by commentary an introduction and conclusion

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