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World History High School Textbooks

**Luigi Cajani, Simone Lässig, Maria
Repoussi**



World History High School Textbooks:

The Patchwork of World History in Texas High Schools Stephen Jackson, 2022-11-30 This book traces the historical development of the World History course as it has been taught in high school classrooms in Texas a populous and nationally influential state over the last hundred years Arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism Eurocentrism and nationalism in both textbooks and the curriculum more broadly The first part of the book presents an overview of the World History course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non Western peoples and persistent narratives of Eurocentrism and nationalism It ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the United States to produce loyal citizens Offering a new conceptual understanding of how colonial themes in World History curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of World History in the United States

Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching

The New World History Ross E. Dunn, Laura J. Mitchell, Kerry Ward, 2016-08-23 The New World History is a comprehensive volume of essays selected to enrich world history teaching and scholarship in this rapidly expanding field The forty four articles in this book take stock of the history evolving literature and current trajectories of new world history These essays together with the editors introductions to thematic chapters encourage educators and students to reflect critically on the development of the field and to explore concepts approaches and insights valuable to their own work The selections are organized in ten chapters that survey the history of the movement the seminal ideas of founding thinkers and today s practitioners changing concepts of world historical space and time comparative methods environmental history the big history movement globalization debates over the meaning of Western power and ongoing questions about the intellectual premises and assumptions that have shaped the field

World History Teaching in Asia Shingo Minamizuka, 2019-03-30 World History Teaching in Asia is the first broad survey of the content and approaches used to teach world history in secondary schools and colleges in Asia The collection has been crafted by scholars and educators whose goal was to shed light on the importance of history education and to foster understanding of and between Asian countries These essays show how the teaching of world history in Asian countries has

developed since World War II with many interesting parallels including the issue of Eurocentrism but also distinctive national trends and considerable changes over time At a time when many Asian countries are making great strides in education this study of history education in Asia will be of real interest to educators history scholars and policy makers worldwide

berliner china hefte , , *Censoring History* Laura E. Hein,Mark Selden,2016-09-16 Considering the great influence textbooks have as interpreters of history politics and culture to future generations of citizens it is no surprise that they generate considerable controversy Focusing largely on textbook treatment of lingering and sometimes explosive tensions originating in World War II *Censoring History* addresses issues of textbook nationalism in historical and comparative perspective Discussions include Japan s Comfort Women and the Nanjing Massacre Nazi genocide against the Jews Gypsies Catholics and others Hiroshima and Nagasaki and the Indochina wars The essays address controversies over textbook content around the globe How and why do specific representations of war evolve What are the international and national forces affecting how textbook writers publishers and state censors depict the past How do these forces differ from country to country Other comparative essays analyze nationalist and war controversies in German US and Chinese textbook debates

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 World History - A Christian Interpretation Albert Hyma,2001-11

Teaching World History: A Resource Book Heidi Roupp,2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided **The Nanjing Massacre in History and Historiography** Joshua A. Fogel,2000-03-05 A compelling historiographic study of the Rape of

Nanjing during the Sino Japanese War of 1937 1945 one of the worst atrocities of all times and of the event s repercussions

Big Book of History Laura Welch,2011-09-14

An Analytical and Descriptive Guide to the Materials in The

History Teacher's Magazine and The Historical Outlook Richard Harrison Shryock,1925 **World History** Roger B.

Beck,Holt McDougal,Arts and Entertainment Network,2012 World History Patterns of Interaction 2012 is a highly integrated high school world history textbook program with enhanced HISTORY curriculum that provides teachers with a practical and motivational approach to help students think critically and reflectively Together HMH HISTORY infuse social studies with streaming video and interactive features that bring content to life for students and help them make connections between the past and present Meeting the needs of all learners is no easy task This is why Houghton Mifflin Harcourt created World History Patterns of Interaction Designed to engage students with the narrative while integrating rich multimedia assets the program brings content to life for students and enriches their understanding Publisher What Shall We Tell the Children?

Stuart J. Foster,Keith A. Crawford,2006-04-01 The pages of this book illustrate that as instruments of socialization and sites of ideological discourse textbooks are powerful artefacts in introducing young people to a specific historical cultural and socioeconomic order Crucially exploring the social construction of school textbooks and the messages they impart provides an important context from within which to critically investigate the dynamics underlying the cultural politics of education and the social movements that form it and which are formed by it The school curriculum is essentially the knowledge system of a society incorporating its values and its dominant ideology The curriculum is not our knowledge born of a broad hegemonic consensus rather it is a battleground in which cultural authority and the right to define what is labelled legitimate knowledge is fought over As each chapter in this book illustrates curriculum as theory and practice has never been and can never be divorced from the ethical economic political and cultural conflicts of society which impact so deeply upon it We cannot escape the clear implication that questions about what knowledge is of most worth and about how it should be organized and taught are problematic contentious and very serious **Global Perspectives on Gender and Sexuality in Education**

Elinor L. Brown,Guichun Zong,2017-05-01 International Advances in Education Global Initiatives for Equity and Social Justice is an international research monograph series that contributes to the body of inclusive educational policies and practices focused on empowering society s most vulnerable groups raising the ethical consciousness of those in positions of authority and encouraging all to take up the mantle of global equity in educational opportunity economic freedom and human dignity Each themed volume in this series draws on the research and innovative practices of investigators academics educators politicians administrators and community organizers around the globe This volume consists of three sections each centered on an aspect of gender equity in the context of education The chapters are drawn from a wide range of countries including Australia China Gambia India Italy Kenya Kyrgyzstan Laos Slovenia Swaziland Grenada Jamaica Trinidad Tobago The United States and Turkey addressing issues of gender equity citizenship education egalitarianism in sexual orientation and

strategies to combat human trafficking The 15 chapters document both the progress and challenges facing those who strive for gender equity in access to education the portrayal of women in curricula and the acceptance of diverse sexual orientations within differing country contexts and provide an overview of promising policies practices and replicable successful programs

The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era Luigi Cajani, Simone Lässig, Maria Repoussi, 2019-06-28 This Handbook provides a systematic and analytical approach to the various dimensions of international ethnic and domestic conflict over the uses of national history in education since the end of the Cold War With an upsurge in political social and cultural upheaval particularly since the fall of state socialism in Europe the importance of history textbooks and curricula as tools for influencing the outlooks of entire generations is thrown into sharp relief Using case studies from 58 countries this book explores how history education has had the potential to shape political allegiances and collective identities The contributors highlight the key issues over which conflict has emerged including the legacies of socialism and communism war dictatorships and genocide issues which frequently point to tensions between adhering to and challenging the idea of a cohesive national identity and historical narrative Global in scope the Handbook will appeal to a diverse academic audience including historians political scientists educationists psychologists sociologists and scholars working in the field of cultural and media studies

LANGUAGE AND LITERATURE Dainess Maganda, 2006-01-15 s the world continues to interconnect in this modern age the need for people to understand one another is magnified Whether for business purposes entertainment tourism or any other reason the more people learn about the world and the cultures that define them the more they are able to make this world a better place The languages people speak reflect the lives lived Understanding people s cultures therefore necessitates the use of language This book underscores the importance of using language and literature to enhance cultural understanding It also discusses the ways in which the teaching of African languages and literature can be used as vehicles for developing people s understanding of African cultures

Routledge Library Editions: Historiography Various, 2021-06-23 The greatest problem in historical scholarship theoretically and practically is the relation between historians and their subject matter The past is gone and historians can only study its remnants On what basis do scholars select certain facts from the mass of data left from the past How do they explain the interrelationship of the facts they select What criteria do they use to evaluate their subject The 35 volumes in this set originally published between 1926 and 1990 discuss and answer these essential questions faced by historians The development of historical understanding during the 18th and 19th centuries was one of the most striking features of Western culture Both historiography and historical thinking advanced as never before The historical movement of the 19th century was perhaps second only to the scientific revolution of the seventeenth century in transforming Western thought One consequence was extensive organisation and professionalization of research which the volumes in this set reflect

The New Politics of the Textbook Heather Hickman, Brad J. Porfilio, 2012-10-29 In an era when corporate and

political leaders are using their power to control every aspect of the schooling process in North America there has been surprisingly little research on the impact of textbook content on students The contributors of this volume and its partner The New Politics of the Textbook Problematizing the Portrayal of Marginalized Groups in Textbooks guide educators school administrators academics and other concerned citizens to unpack the political social and cultural influences inherent in the textbooks of core content areas such as math science English and social science They urge readers to reconsider the role textbooks play in the creation of students political social and moral development and in perpetuating asymmetrical social and economic relationships where social actors are bestowed unearned privileges and entitlements based upon their race gender sexuality class religion and linguistic background Finally they suggest ways to resist the hegemony of those texts through critical analyses critical questioning and critical pedagogies

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