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GILL NIXON

Theorizing Historical Consciousness

Rowman & Littlefield

During an armed conflict or period of gross human rights violations, the first priority is a cessation of violence. For the cease-fire to be more than a lull in hostilities and atrocities, however, it must be accompanied by a plan for political transition and social reconstruction. Essential to this long-term reconciliation

process is education reform that teaches future generations information repressed under dictatorial regimes and offers new representations of former enemies. In *Teaching the Violent Past*, Cole has gathered nine case studies exploring the use of history education to promote tolerance, inclusiveness, and critical thinking in nations around the world. Online Book Companion is available at: http://www.cceia.org/resources/for_educators_and_students/teaching_the_violent_past/index.html

European Evidence Warrant Routledge

The African continent has been racked with war in the years since decolonization. In the aftermath of violent conflict, peace is often fragile. With *Durable Peace*, Taisier M. Ali and Robert O. Matthews have brought together leading scholars to discuss the experiences of ten African countries — Angola, Ethiopia, Liberia, Mozambique, Rwanda, Somalia, South Africa, Sudan, Uganda, and Zimbabwe — in recovering from violent civil war. In this series of remarkable and thought-provoking essays, the contributors shed light on the process of peacebuilding.

Collectively, they demonstrate that if efforts to restore peace in war-torn societies are to be successful, such efforts must be wide in scope, involving security and political issues, as well as economic development and socio-psychological reconciliation. Additionally, they must be extended over long periods of time and, above all else, anchored in the local community. Peacebuilding is a difficult process, subject to frequent setbacks, and sometimes outright failure. Durable Peace concludes that any peacebuilding effort must include at least four building blocks: a secure environment, new political institutions that are broadly representative, a healthy economy, and a mechanism for dealing with injustices of the past and future. How these blocks are put together will vary, but if they are arranged to fit the specific local circumstances, the outcome will likely be self-sustaining peace.

Accounting For Horror Council of Europe

Memory is as central to modern politics as politics is central to modern memory. We are so accustomed to living in a forest of monuments, to having the past

represented to us through museums, historic sites, and public sculpture, that we easily lose sight of the recent origins and diverse meanings of these uniquely modern phenomena. In this volume, leading historians, anthropologists, and ethnographers explore the relationship between collective memory and national identity in diverse cultures throughout history. Placing commemorations in their historical settings, the contributors disclose the contested nature of these monuments by showing how groups and individuals struggle to shape the past to their own ends. The volume is introduced by John Gillis's broad overview of the development of public memory in relation to the history of the nation-state. Other contributions address the usefulness of identity as a cross-cultural concept (Richard Handler), the connection between identity, heritage, and history (David Lowenthal), national memory in early modern England (David Cressy), commemoration in Cleveland (John Bodnar), the museum and the politics of social control in modern Iraq (Eric Davis), invented tradition and collective memory in Israel (Yael Zerubavel), black

emancipation and the civil war monument (Kirk Savage), memory and naming in the Great War (Thomas Laqueur), American commemoration of World War I (Kurt Piehler), art, commerce, and the production of memory in France after World War I (Daniel Sherman), historic preservation in twentieth-century Germany (Rudy Koshar), the struggle over French identity in the early twentieth century (Herman Lebovics), and the commemoration of concentration camps in the new Germany (Claudia Koonz).

The Shapes of Time Routledge

"A book about theory and method in the humanities and social sciences. It reacts to what has become known as the "cultural turn," a shift toward semiotics, discourse, and representations and away from other sorts of determinations that started in the early 1980s and that has dominated social thinking for a long string of years. The book is based in a reconsideration of the meeting of two disciplines that helped to launch the cultural turn: anthropology and history. Specifically, it criticizes the ideas of hermeneutics and "thick description" (Clifford Geertz) that have come to play a key role in the encounter of anthropology

and history and then in the cultural turn. It led to the renewed cherishing of what Gupta and Ferguson have called paradigms of "peoples and places," saturated pictures of universes, both small and large, of meaning in a more or less frozen standstill—an intellectual precursor to the cultural xenophobia of our times. Against this, the present book embraces praxis and "critical junctions": the connections in space (in and out of a relations of power and dependency, and what Eric Wolf has called the "interstitial relations" between apparently separate institutional domains. In this way the book adds to the current revival of institutionally based "global ethnography," which studies "up and outward" (the journal of Ethnography is a good example)."—Preface

From Classrooms to Conflict in Rwanda U of Minnesota Press

This publication focuses on the role that education can play, both in terms of conflict prevention and in the reconstruction of post-conflict societies, drawing on research in 52 conflict-affected countries and a review of 12 country studies. These case studies include

Angola, Burundi, Sierra Leone, Bosnia-Herzegovina, Kosovo, Timor Leste, Cambodia, Lebanon, El Salvador and Nicaragua, and consideration is given to how lessons drawn might be applied to recent conflict situations in Afghanistan and Iraq. Issues discussed include: the relationship between conflict, poverty and education; the challenges of reform and reconstruction; teacher training and teaching resources; governance and financing; the legacy of conflict; and the role of the World Bank in supporting education reconstruction.

Teaching the Violent Past Indiana University Press

Our understanding of the past shapes our sense of the present and the future: this is historical consciousness. While academic history, public history, and the study of collective memory are thriving enterprises, there has been only sparse investigation of historical consciousness itself, in a way that relates it to the policy questions it raises in the present. With *Theorizing Historical Consciousness*, Peter Seixas has brought together a diverse group of international scholars to address the problem of historical consciousness from

the disciplinary perspectives of history, historiography, philosophy, collective memory, psychology, and history education. Historical consciousness has serious implications for international relations, reparations claims, fiscal initiatives, immigration, and indeed, almost every contentious arena of public policy, collective identity, and personal experience. Current policy debates are laced with mutually incompatible historical analogies, and identity politics generate conflicting historical accounts. Never has the idea of a straightforward 'one history that fits all' been less workable. *Theorizing Historical Consciousness* sets various theoretical approaches to the study of historical consciousness side-by-side, enabling us to chart the future study of how people understand the past.

Who Owns History? Rowman & Littlefield

This book is about the South African amnesty process. Many of the most well-known cases are investigated. The content of many of the amnesty decisions are investigated to see how the Amnesty Committee applied the amnesty law and whether the decisions were fair and consistent.

History Education and Post-Conflict Reconciliation Springer

A thought-provoking new book from one of America's finest historians "History," wrote James Baldwin, "does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do." Rarely has Baldwin's insight been more forcefully confirmed than during the past few decades. History has become a matter of public controversy, as Americans clash over such things as museum presentations, the flying of the Confederate flag, or reparations for slavery. So whose history is being written? Who owns it? In *Who Owns History?*, Eric Foner proposes his answer to these and other questions about the historian's relationship to the world of the past and future. He reconsiders his own earlier ideas and those of the pathbreaking Richard Hofstadter. He also examines international changes during the past two decades--globalization, the collapse of the Soviet Union, the end of apartheid in South Africa--and their effects on historical

consciousness. He concludes with considerations of the enduring, but often misunderstood, legacies of slavery, the Civil War, and Reconstruction. This is a provocative, even controversial, study of the reasons we care about history--or should.

Le nouvel observateur A&C Black

This volume has three foci - the rationale for considering how aspects of education can affect social cohesion; case studies that review particular country experiences with curricula and textbooks; and practical guidelines and applications to help countries improve areas of education.

Reshaping the Future Cambridge University Press

The book investigates the politics of education in pre- and post-genocide Rwanda, examining the actors, interests, and discourses that have historically influenced educational policy and practice and in particular the production and revision of history curricula and textbooks. This study combines a systematic historical and comparative analysis of curricula and textbooks in Rwanda, stakeholder interviews, classroom observations, and a large-scale

investigation of pupils' understandings of the country's history. Written at a crucial time of transition in Rwanda, it illuminates the role of education as a powerful means of socialisation through which dominant discourses and related belief systems have been transmitted to the younger generations, thus moulding the nation. It outlines emergent challenges and possibilities, urging a move away from the use of history teaching to disseminate a conveniently selective official history towards practices that promote critical thinking and reflect the heterogeneity characteristic of Rwanda's post-genocide society.

Ecran Princeton University Press

An analysis of transitional justice - retribution and reparation after a change of political regime - from Athens in the fifth century BC to the present. Part I, 'The Universe of Transitional Justice', describes more than thirty transitions, some of them in considerable detail, others more succinctly. Part II, 'The Analytics of Transitional Justice', proposes a framework for explaining the variations among the cases - why after some transitions wrongdoers from the previous regime are

punished severely and in other cases mildly or not at all, and victims sometimes compensated generously and sometimes poorly or not at all. After surveying a broad range of justifications and excuses for wrongdoings and criteria for selecting and indemnifying victims, the 2004 book concludes with a discussion of three general explanatory factors: economic and political constraints, the retributive emotions, and the play of party politics.

Partisan Histories Routledge

This is a thought-provoking collection of essays by radical thinkers. It moves beyond criticism of current globalisation trends, and offers theoretical and practical alternatives for our world.

Narrative and the Self Intersentia nv

This study is based upon a cross-section of secondary-school history textbooks from fourteen European countries, with differing traditions of educational literature: the Czech Republic, England and Wales, Finland, France, Lithuania, Germany, Hungary, Italy, the Netherlands, Norway, Poland, the Russian Federation and Spain. Examples from other countries are also discussed, in particular some of the Balkan countries, where the parallel process of

building a national identity while also establishing a European one is taking place. (CoE website.)

Making Things International 2 Rowman & Littlefield Publishers

This book, first published in 1988, provides a comparative approach for looking at the filmic witness of the final days of the Third Reich, and the opening of the period often referred to as Stunde Null (Zero Hour) – that moment when a new Germany emerged from catastrophic destruction.

Brought together in this volume are articles by a group of international scholars each dealing with the message of German defeat as it was presented to the people of the Soviet Union, the United States, Great Britain, Poland, Switzerland and Germany itself. Not only are newsreels and immediate post-war documentaries dealt with but also the very important *Welt im Film Newsreel* which was used by the Americans and British for the political reeducation of Germany.

Protest Camps Intersentia nv

This is the first book to explore how the events of 1994 have been interpreted within the politics of post-genocide Rwanda.

History Education and National Identity in East Asia UNESCO

Victor Klemperer was Professor of French Literature at Dresden University. As a Jew, he was removed from his post in 1935, only surviving thanks to his marriage to an Aryan. Presenting a study of language and its engagement with history, this book draws from Klemperer's conviction that the language of the Third Reich helped to create its culture.

Carrots and Sticks World Bank Publications

Deals with the issues of the construction of Self and Other in the context of social exclusion of those perceived as different. This collection focuses on one theoretical proposition, namely, that the seemingly universal processes of identity formation and exclusion of the 'other' can be differentiated according to three modalities.

Hitler's Fall Bloomsbury Publishing

Memory construction and national identity are key issues in our societies, as well as it is patriotism. How can we nowadays believe and give sense to traditional narrations that explain the origins of nations and communities? How do these

narrations function in a process of globalization? How should we remember the recent past? In the construction of collective memory, no doubt history taught at school plays a fundamental role, as childhood and adolescence are periods in which the identity seeds flourish vigorously. This book analyses how history is far more than pure historical contents given in a subject matter; it studies the situation of school history in different countries such as the former URSS, United States, Germany, Japan, Spain and Mexico, making sensible comparisons and achieving global conclusions. The empirical part is based on students interviews about school patriotic rituals, very close to the teaching of history, specifically carried out in Argentina but very similar to these rituals in other countries. The author analyzes in which ways that historical knowledge is understood by students and its influence on the construction of patriotism. This book--aside from making a major

contribution to the cultural psychology field--should be of direct interest and relevance to all people interested in the ways education succeeds in its variable functions. As a matter of fact, it is related to other IAP books as Contemporary Public Debates Over History Education (Nakou & Barca, 2010) and What Shall We Tell the Children? International Perspectives on School History Textbooks (Foster & Crawford, 2006).

Critical Junctions Cambridge University Press
From Tahrir Square to Occupy, from the Red Shirts in Thailand to the Teachers in Oaxaca, protest camps are a highly visible feature of social movements' activism across the world. They are spaces where people come together to imagine alternative worlds and articulate contentious politics, often in confrontation with the state. Drawing on over fifty different protest camps from around the world over the past fifty years, this book offers a ground-breaking and detailed investigation into protest camps from a

global perspective - a story that, until now, has remained untold. Taking the reader on a journey across different cultural, political and geographical landscapes of protest, and drawing on a wealth of original interview material, the authors demonstrate that protest camps are unique spaces in which activists can enact radical and often experiential forms of democratic politics.

The Use and Abuse of History World Bank Publications

Contributors to this volume offer insights from the discipline of history about the nature of empathy and the necessity of examining perspectives on the past. On the basis of recent classroom research, they suggest tested guides to more robust teaching. The contributors insist that with experienced history and social studies teachers, students can learn many historical details and, with the use of empathy, develop deepened and textured interpretations of the history that they study.