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Nota di contenuto	Colonialism : before and after / Jorg Fisch -- An African discourse on colonialism and memory work in Germany / Jacob Emmanuel Mabe -- The pitfalls of teaching a common colonial past : colonial internationalism and the invention of a shared European history (1830s-1960s) / Florian Wagner -- Reviewing South Africa's colonial historiography and its visibility in higher education and training / Elize S. van Eeden -- Is synchronicity possible? Narratives on a global event between the perspectives of colonist and colony : the example of the Boxer movement (1898-1900) / Shen Chencheng, Meng Zhongjie, Yuan Xiaoqing -- Cosmopolitanism, national identity and history education : Jordan, Israel, and Palestine / Riad Nasser -- Teaching nation-state building movements from a postcolonial perspective / Kang Sun Joo -- Colonial complicity? The impact of post-colonialism on history teaching in Switzerland / Markus Furrer -- The discourse of the 'colonization' of Hungary in Hungarian history textbooks / Mariann Nagy -- How is 'empire' taught in English schools? an exploratory study / Terry Haydn -- A postcolonial people's history? Teaching (post-)colonial history : inspired by Howard Zinn's concept of a People's History / Philipp

Bernhard -- Showing Africa : the visual presentation of Africa and Africans : during the period of imperialism in German history textbooks / Dennis Roder -- Decolonization, national Cold War narratives, and contested history : the case of Vietnam and civil rights / Karl P. Benziger.

Sommario/riassunto

This book deals with the challenges for history education arising from the centrality of colonialism in shaping the modern world. It breaks new ground by bringing together an international range of national studies on the legacies of colonialism that permeate the way how colonial history is thought and taught at schools. The case studies examine the representation, understanding and use of colonial heritage from different angles: They focus on European and non-European states as well as on states with and without colonial past as colonizers or colonized. Thus, and with its wide range of approaches – postcolonial theory, memory studies, educational media studies, teaching practice – this volume makes an essential research contribution to the ongoing international debate on the position of colonial history in present and future history education.
