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| Autore                  | Voss Marc T   |
| Titolo                  | Regimes of Twentieth-Century Germany : From Historical Consciousness to Political Action / / by Marc T. Voss  |
| Pubbl/distr/stampa      | London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Macmillan, , 2016   |
| ISBN                    | 9781137598042<br>1137598042   |
| Edizione                | [1st ed. 2016.]   |
| Descrizione fisica      | 1 online resource (XVI, 270 p.)   |
| Classificazione         | HIS014000HIS027100HIS037070   |
| Disciplina              | 940   |
| Soggetti                | Europe - History<br>World politics<br>Europe, Central - History<br>World War, 1939-1945<br>History, Modern<br>European History<br>Political History<br>History of Germany and Central Europe<br>History of World War II and the Holocaust<br>Modern History   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Introduction -- Research subject, objectives, and hypotheses -- On the need to incorporate an action component in history didactics -- Review of select previous research -- A concise theory of action consciousness -- Research methodology and approach -- Research results -- Extending reach and role of history didactics.  |
| Sommario/riassunto      | Regimes of Twentieth-Century Germany studies how history didactics can contribute to preserving freedom and peace by incorporating an action component into historical consciousness research and by broadening its charter along age target group related, interdisciplinary, and international dimensions. This is investigated both on a conceptual and an empirical basis with specific focus on the two dictatorships of |

twentieth-century Germany. Specifically, there are three objectives: Further the conceptual development of historical consciousness research by incorporating an action component labeled action consciousness; empirically research knowledge, attitudes, and action consciousness of adults as well as the forms of historical cultural socialization both with respect to the NS and the SED dictatorships; derive recommendations for the further development of history didactics. Based on a discussion of the chosen research methodology, a review of the results of the empirical study is presented.

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