

1. Record Nr.	UNINA9910255137903321
Titolo	(Re)Constructing Memory: Textbooks, Identity, Nation, and State // edited by James H. Williams, Wendy D. Bokhorst-Heng
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2016
ISBN	94-6300-509-9
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (xii, 380 pages)
Disciplina	370
Soggetti	Education Education, general
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Foreword to the Series: (Re)Constructing Memory: School Textbooks, Identity, and the Pedagogies and Politics of Imagining Community -- Acknowledgments -- Introduction: Palimpsest Identities in the Imagining of the Nation: A Comparative Model -- Section 1: Who Are We? Textbooks, Visibility, and Membership in the State -- Are Mexico's Indigenous People Mexican?: The Exclusion of Diversity from Official Textbooks in Mexico -- The Struggle to be Seen: Changing Views of American Indians in U.S. High School History Textbooks -- Normalizing Subordination: White Fantasies of Black Identity in Textbooks Intended for Freed Slaves in the American South, 1863–1870 -- From Ingenious to Ignorant, from Idyllic to Backwards: Representations of Rural Life in Six U.S. Textbooks over Half a Century -- “Within the Sound of Silence”: A Critical Examination of LGBTQ Issues in National History Textbooks -- Section 2: Who Are We? Us and Them -- The Portrayal of “The Other” in Pakistani and Indian School Textbooks -- Asian Bodies, English Values: Creating an Anglophone Elite in British Malaya -- History and Civic Education in the Rainbow Nation: Citizenship, Identity, and Xenophobia in the New South Africa -- Re-Imagining Brotherhood: Republican Values and Representations of Nationhood in a Diversifying France -- Section 3: Who Are We? (Re)Negotiating Complex Identities -- Democratic Citizenship Education in Textbooks in Spain and England -- Textbook and Identity: A Comparative Study of the Primary Social Education Curricula in Hong Kong and Singapore -- Reframing the

National Narrative: Curricula Reform and History Textbooks in Turkey's EU Era -- Vacuum in the Classroom? Recent Trends in High School History Teaching and Textbooks in Zimbabwe -- Conclusions -- Defining and Debating the Common "We": Analyses of Citizen Formation beyond the Nation-State Mold -- School Textbooks, Us and Them: A Conclusion -- Contributors -- Index.

Sommario/riassunto

This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation. Authors' voices come from a variety of contexts – some historical, some contemporary, some providing analyses over time. But they all consider the changing portrayal of diversity, belonging and exclusion in multiethnic and diverse societies where silenced, invisible, marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative. The authors discuss portrayals of past exclusions around religion, ethnicity, sexual orientation, as they look at the shifting boundaries of insider and outsider. This book is thus about "who we are" not only demographically, but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding, in increasingly larger and more inclusive contexts.
