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Nota di contenuto	1 Diversity in the discipline: Teaching history for the contemporary world -- Section The Academic World -- 2 The theory: Intellectual origins of the social justice agenda in history -- 3 The academy: Challenges for teaching history amid structural racism -- 4 The curriculum: Decolonising the curriculum -- 5 The students: Foregrounding difference -- Section 2 Ways of teaching -- 6 Perspective: Teaching indigenous history -- 7 Immersion: Study tours and international cross-cultural understanding -- 8 Technology: New data, new questions -- 9 Empathy: The importance of emotion -- Section 3 Contemporay tensins -- 10 Gender and intersectionality -- 11 Refugees and migration -- 12 Globalisation -- 13 Environment -- 14 Ethics -- 15 Citizenship -- Section 4 Legacy of their learning -- 16

Sommario/riassunto

This book brings together history educators from Australia and around the world to tell their own personal stories and how they approach teaching history in the context of contemporary tensions in the classroom. It encourages historians to think actively about how history in the classroom can play a role in helping students to make sense of their world and to act honourably within it. The contributors come from diverse backgrounds and include experienced history educators and early career academics. They showcase both a mix of approaches and democratize and decolonize the academy. The book blends theory and practice. It reflects on what is happening in the classroom and supports the discipline to understanding itself better, to improve upon its practices and to engage in academic discussion about the responsibility of teaching in the contemporary world.