

1. Record Nr.	UNINA9910728394003321
Autore	Ting Helen Mu Hung
Titolo	Negotiating Ethnic Diversity and National Identity in History Education : International and Comparative Perspectives // edited by Helen Mu Hung Ting, Luigi Cajani
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2023
ISBN	3-031-12535-5
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (328 pages)
Altri autori (Persone)	CajaniLuigi
Disciplina	370.116 370.9
Soggetti	International education Comparative education Education—History Education and state International and Comparative Education History of Education Educational Policy and Politics Ensenyament de la història Pluralisme cultural Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: Introduction: Negotiating Ethnic Diversity With National Identity in History Education -- Part I: The Politics of Reconciliation and History Education in Post-conflict Contexts -- Chapter 2: Peace Through History Education: The Activities of UNESCO, the Georg-Eckert-Institut and the Council of Europe -- Chapter 3: Cure or Disease? History Education and the Politics of Reconciliation in East Asia -- Chapter 4: Unity in Diversity or Political Separation Driven by Cultural Difference? Textbook Revision in Bosnia and Herzegovina -- Chapter 5: Curricular Decentralisation as an Antidote to 'Burmanisation'? Including Ethnic Minorities' Histories in Myanmar's Government Schools (2011-20) -- Part II: Negotiating the History of

Minorities in European Settler Countries and a Former Empire -- Chapter 6: Portrayals of Ethnic Minorities, Migration and Empire in English History Textbooks (1920-2020) -- Chapter 7: History Education and Historical Thinking in Multicultural Contexts: A Canadian Perspective -- Chapter 8: National Identity in the History Curriculum in Australia: Educating for Citizenship -- Chapter 9: Potentially Transformative: Aligning Mori Perspectives, Difficult Histories and Historical Thinking -- Part III: Reconciling Ethnonationalism With Ethnic Diversity in Asia -- Chapter 10: Reconstructing the Nation: Struggles in Portraying Ethnic Minorities in Chinese Mainstream History Textbooks -- Chapter 11: Historical Narratives and National Identity in Lower Secondary History Textbooks in Malaysia (1959-2020) -- Chapter 12: National Identity and History Teaching in Singapore: Bringing the Malays Back In -- Chapter 13: Constructing the Thai Race in Thai History Textbook Narratives -- Chapter 14: Afterword: Minorities and History Teaching.

Sommario/riassunto

This edited book explores the problems and challenges of negotiating the representation of ethnic minorities within history education. It investigates how states balance the (non-)acknowledgement of the reality of cultural or religious diversity, and the promotion of a point of convergence in history education to foster national identity. Shifting our attention away from the intractable challenges posed by post-conflict countries for reconciliation, the contributors draw attention to the need to explore ways to prevent or pre-empt conflicts and exclusion through history education, which could contribute to developing a more sustainable culture of peace. Drawing on a wide range of contexts and sources, this book asks how history education could contribute to forming critical, historically informed, and committed young citizens. The book will be of interest to students and academics working on themes such as nationalism, citizenship, ethnicity, history education, multicultural education, peace studies and area studies, as well as practitioners in the fields of history, social studies, civic or citizenship. Helen Ting Mu Hung is Associate Professor and Senior Research Fellow at the Institute of Malaysian and International Studies, National University of Malaysia (UKM). Besides history education, her other research interests include national integration, multiculturalism, nationalism, gender and politics, identity and agency, and the politics of national identity. Luigi Cajani is a retired Professor of Early Modern History at the Facoltà di Lettere e Filosofia, Sapienza University of Rome, Italy. He was formerly president (2012–2018) of the International Research Association for History and Social Sciences Education and is currently an associated scholar at the Georg Eckert Institute for International Textbook Research, Germany.
