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| 1. Record Nr. | UNINA9910807831103321 |
| Titolo | History education and post-conflict reconciliation : reconsidering joint textbook projects // edited by Karina V. Korostelina and Simone Lassig ; with Stefan Ihrig |
| Pubbl/distr/stampa | Abingdon, Oxon ; ; New York : , : Routledge, , 2013 |
| ISBN | 1-135-10032-2 0-203-07260-X 1-299-44809-7 1-135-10033-0 |
| Descrizione fisica | 1 online resource (269 p.) |
| Collana | Routledge studies in peace and conflict resolution |
| Altri autori (Persone) | IhrigStefan KorostelinaK. V (Karina Valentinovna) LassigSimone <1964-> |
| Disciplina | 907.1 |
| Soggetti | History - Textbooks History - Study and teaching International education - Textbooks |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references (p. [242]-245) and index. |
| Nota di contenuto | Post-conflict reconciliation and joint history textbook projects / Simone Lassig -- Peace education and joint history textbook projects / Karina V. Korostelina -- From textbook comparison to common textbooks: changing patterns in international textbook revision / Georg Stober -- Symbol or reality: the background, implementation and development of the Franco-German history textbook / Corine Defrance and Ulrich Pfeil -- Overcoming the national framework of teaching media: binational teacher's books and multinational teaching materials / Robert Maier -- Towards a joint German-Polish history textbook: historical roots, structures and challenges / Simone Lassig and Thomas Strobel -- Forging a common narrative in former Yugoslavia: the design, implementation and impact of the scholars' initiative / Charles Ingrao -- Reconnecting history: the joint history project in the Balkans / Lubov Fajfer -- History as a project of the future: the European history textbook debate / Falk Pingel -- Learning each other's historical |

narrative: a road map to peace in Israel/Palestine / Achim Rohde -- The Tbilisi initiative: the story of an unpublished textbook / Karina Korostelina -- Striving for common history textbooks in northeast Asia (China, South Korea and Japan): between ideal and reality / Daqing Yang and Ju-Back Sin -- Best practice models and scholarly concepts: theoretical and methodological framework for joint history projects / Karina Korostelina.

Sommario/riassunto

This book analyses the role of history education in conflict and post-conflict societies, describing common history textbook projects in Europe, the Balkans, the Caucasus, the Far East and the Middle East. Ever since the emergence of the modern school system and the implementation of compulsory education, textbooks have been seen as privileged media. The knowledge they convey is relatively persistent and moreover highly selective: every textbook author must choose and omit, condense, structure, reduce, and generalize information. Within this context, history textbooks are ofte
