

1. Record Nr.	UNINA9910845497403321
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Titolo	Globalisation, Nation-Building and History Education // by Joseph Zajda, John Whitehouse
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
ISBN	3-031-44813-8
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (168 pages)
Collana	Globalisation, Comparative Education and Policy Research, , 2543-0572 ; ; 40
Altri autori (Persone)	WhitehouseJohn
Disciplina	375
Soggetti	Education - Curricula Historiography History - Methodology International education Comparative education Educational sociology Education and state Social justice Curriculum Studies Historiography and Method International and Comparative Education Sociology of Education Educational Policy and Politics Social Justice
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Historical thinking and historical narratives in school textbooks -- 2. Historical narratives depicting significant events in Russian history textbooks -- 3. Russian history school textbooks, ideology, and nation-building in the Russian Federation -- 4. The search for historical paradigms in history textbooks in the Russia Federation -- 5. Teaching history and learning national identity in the classroom -- 6. Historical thinking: Procedural concepts for learning and teaching history -- 7. History, narrative, and pedagogy: The Sicilian expedition.

This book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies, the state, and nation-building—as depicted in history school textbooks. It focuses on the interpretation of social and political change, significant events, and examining possible new biases and omissions in school textbooks. The ‘Europeanization’ of history textbooks in the EU is an example of western-dominated Grand Narrative of pluralist democracy, multiculturalism, and human rights, according to the canon of a particularly European dimension. Various public debates in the USA, China, the Russian Federation (RF), Japan, and elsewhere, dealing with understandings of a nation-building, national identity, and history education point out to parallels between the political significance of school history and the history education debates globally. The book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals, dominant ideologies and content of history textbooks, and historical narratives. It concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge, ideologies and the direction of values education in history textbooks. This book provides an easily accessible, practical, yet scholarly insights into local and global trends in the field of history education, and should be required reading for a broad spectrum of users, including policy-makers, academics, graduate students, education policy researchers, administrators, and practitioners.
