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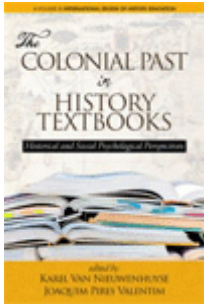
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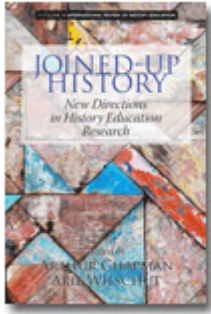
The Colonial Past in History Textbooks Historical and Social Psychological Perspectives

Karel Van Nieuwenhuysse, University of Leuven; Joaquim Pires Valentim, University of Coimbra

2018. Paperback 978-1-64113-192-6 \$45.99. Hardcover 978-1-64113-193-3 \$85.99. eBook 978-1-64113-194-0 \$65.

This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s – the so-called era of Modern Imperialism – in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different – former colonizer and colonized – countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries – including England, Spain, Italy, France, Portugal and Belgium –, countries having been both colonized and colonizer – Chile – and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under review as former colonizing-colonized ones (for instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook analysis in a diachronic perspective. For some countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

CONTENTS: Introduction. *Karel Van Nieuwenhuysse & Joaquim Pires Valentim*. Post-1945 Colonial Historiography and the New Imperial History, *Matthew G. Stanard*. Politics, Identity and Perspectives in History Textbooks, *Wolfgang Wagner, Katrin Kello & Inari Sakki*. Imperial Ideas and Ideologies of Empire: British Imperial History in Educational Books for KS3 History, *Lilia Abadia & Jane-Marie Collins*. A Rosy Foreign Country: Examining Modern Colonialism in Spanish History Textbooks (1964-2015), *Ignacio Brescó de Luna*. Colonialism and Decolonization in History Textbooks for Italian Upper Secondary School, *Luigi Cajani*. From the Civilizing Mission to the Postcolonial Condition? Representations of Colonialism Through the Prism of Decolonization in French History Textbooks Since the 1960s, *Marcus Otto*. Colonialism in Portuguese History Textbooks: A Diachronic Psychosocial Study, *Joaquim Pires Valentim & Isabel Miguel*. Towards A Postcolonial Mindset in A Post-Colonial World? Evolving Representations of Modern Imperialism in Belgian History Textbooks (1945-2017), *Karel Van Nieuwenhuysse*. “Decolonizing the Mind”? Historiographical Perspectives on Modern Imperialism and Colonialism in Zimbabwean Post-Colonial History Textbooks (1980s-Present Day), *Denise Bentrovato*. ‘Colonialism in the Mirror’: An Analysis of Representations of Colonialism in School History Textbooks in Malta Before and After Independence (1964), *Simone Azzopardi & Emanuel Buttigieg*. Representations of European Colonialism, African Resistance, and Liberation Struggles in Mozambican History Curricula and Textbooks, *Rosa Cabecinhas, Isabel Macedo, Cassimo Jamal & Alberto Sá*. Representations of Modern Imperialism in Chilean History Textbooks: An Analysis Framed By the 1998 and 2009 Curricula, *Ana Figueiredo & Renato Gazmuri*. Perspectives on Representations of Colonial Pasts Through Textbook Analysis – Not Quite A Decolonial Turn, *Johan Wassermann*.



Joined-up History New Directions in History Education Research

Arthur Chapman, University College London; Arie Wilschut, Amsterdam University of Professional Education

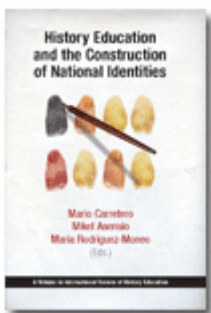
2015. Paperback 978-1-68123-032-0 \$45.99. Hardcover 978-1-68123-033-7 \$85.99. eBook 978-1-68123-034-4 \$65.

Debates about the identity of school history and about the nature and purpose of the learning that does, can and should take place in history classrooms continue in many countries around the world. At issue, in many of these debates, beyond the concerns about history and national identity, are often unaddressed questions about the role and inter-relationship of historical knowledge and historical understanding in historical learning.

Research on historical thinking is on-going and a complex tradition of enquiry has developed across national borders in the last 30 years, focusing, in particular on developing students understanding of historical meta-concepts such as 'evidence' and 'causation'. There has been comparatively little focus, however, on the historical content that students study, on how they study it and on how mastery of historical content contributes to students overall picture of a historical past.

This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction. What sense do students make of the history that they are taught? Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so? What are the relationships that obtain between history as an academic discipline, as practised in universities, and history as a subject taught in schools? What can research tell us about the effects of instructional strategies that aim to help students 'join up' what they learn in class into meaningful historical knowledge and understanding?

CONTENTS: Series Editors' Introduction. Introduction, *Arthur Chapman and Arie Wilschut*. History and Temporal Orientation: The Views of Portuguese-Speaking Students, *Isabel Barca*. Disciplinary and Conceptual Understanding Related to the Study of History by Students Aged 12 to 13 Years, *Félix Bouvier and Sandra Chiasson Desjardins*. Only Connect: How Students Form Connections Within and Between Historical Narratives, *Frances Blow, Rick Rogers, Denis Shemilt, and Claire Smith*. Teachers Teaching History in Spain: Aims, Perceptions, and Practice on Second-Order Concepts, *Lis Cercadillo*. Dialogue Between the Source and the Historian's View Occurs: Mapping Change in Student Thinking About Historical Accounts in Expert and Peer Online Discussion, *Arthur Chapman and Emily Goldsmith*. Narrating Continuity: Investigating Knowledge and Narrative in a Lower Secondary School Study of 16th-Century Change, *Christine Counsell and Steve Mastin*. Good History Teaching in Switzerland: Principles, Findings, Suggestions, *Peter Gautschi*. Small Country, Great Ambitions: Prospective Teachers' Narratives and Knowledge About Dutch History, *Marc Kropman, Carla Van Boxtel, and Jannet Van Drie*. Understanding the Nature of History: Students' Tacit Epistemology in Dealing With Conflicting Historical Narratives, *Matthias Martens*. A Brave New World: History Education Reform in the Greek-Cypriot Educational System, *Lukas Perikleous*. English Students' Inferences About Motives From Historical Sources: How Far Do They Draw on Contextual Knowledge? *Elisabeth Pickles*. Looking for History, *Peter Seixas*. Making the Constructed Nature of History Visible: Flemish Secondary History Education Through the Lens of Written Examinations, *Karel Van Nieuwenhuysse, Kaat Wils, Geraldine Clarebout, Greet Draye, and Lieven Verschaffel*. Testing Frame of Reference Knowledge in National Examinations: Report on an Experiment in the Netherlands, *Arie Wilschut*.



History Education and the Construction of National Identities

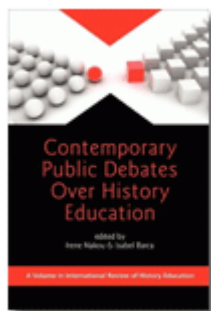
Mario Carretero, Universidad Autónoma de Madrid; Mikel Asensio, Universidad Autónoma de Madrid; María Rodríguez-Moneo, Universidad Autónoma de Madrid

2013. Paperback 978-1-61735-935-4 \$45.95. Hardcover 978-1-61735-936-1 \$85.95. eBook 978-1-61735-937-8 \$65.

How is history represented? As just a record of the past, as a part of a present identity or as future goals? This book explores how historical contents and narratives are presented in school textbooks and other cultural productions (museums, monuments, etc) and also how they are understood by students, in the context of increasing globalization. In these contemporary conditions, the relation between history learning processes, in and out of school, and the construction of national identities presents an ever more important topic. It is being studied by looking at the appropriation of historical

narratives, which are frequently based on the official history of a nation state. Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada, France, Germany, Latin America, Spain, the Netherlands, the United Kingdom and the United States. Covering such a broad sample of cultural and national contexts, they provide a rich reflection on history as a subject related to patriotism, cosmopolitanism, both or neither.

CONTENTS: Series Introduction, *Peter Lee*. Acknowledgements. History Education and the Construction of a National Identity, *Mario Carretero, Maria Rodriguez-Moneo, and Mikel Asensio*. **SECTION 1: THEORETICAL ISSUES.** De-Nationalize History and What Have We Done? Ontology, Essentialism, and the Search for a Cosmopolitan Alternative, *Jonathan M. Hansen*. De-Nationalizing History Teaching and Nationalizing It Differently! Some Reflections On How to Defuse the Negative Potential of National(ist) History Teaching, *Stefan Berger*. Re-Thinking History Textbooks in a Globalised World, *Stuart Foster*. Commentary: What History to Teach? Whose History? *Alberto Rosa*. **SECTION 2: PURPOSES OF HISTORY EDUCATION.** Dilemmas of Common and Plural History: Reflections on History Education and Heritage in a Globalizing World, *Maria Grever*. School History as a Resource for Constructing Identities: Implications of Research from the United States, Northern Ireland, and New Zealand, *Keith C. Barton*. A Traditional Frame for Global History: The Narrative of Modernity in French Secondary School, *Nicole Tutiaux-Guillon*. Indigenous Historical Consciousness: An Oxymoron or a Dialogue? *Peter Seixas*. Commentary: Identity Construction and the Goals of History Education, *Cesar Lopez and Mario Carretero*. **SECTION 3: STUDENTS IDEAS AND IDENTITIES.** Students Historical Narratives and Concepts About the Nation, *Mario Carretero, Cesar Lopez, Maria Fernanda Gonzalez, and Maria Rodriguez-Moneo*. Ways of Knowing and the History Classroom: Supporting Disciplinary Discussion and Reasoning About Texts, *Avishag Reisman and Sam Wineburg*. The Intersection of Historical Understanding and Ethical Reflection During Early Adolescence: A Place Where Time is Squared, *Michelle J. Bellino and Robert L. Selman*. The Discursive Negotiation of Narratives and Identities in Learning History, *Angela Bermúdez*. Commentary: Student Identities in the Present and Their Historical Understanding of the Past: Complications and Implications for Future Research, *Alan Stoskopf*. **SECTION 4: MUSEUMS AND IDENTITIES.** Historical Narratives in the Colonial, National and Ethnic Museums of Argentina, Paraguay and Spain, *Marisa González de Oleaga*. From Identity Museums to Mentality Museums: Theoretical Basis for History Museums, *Mikel Asensio*. Commentary: What is the Purpose of a History Museum in the Early 21st Century? *Veronica Boix Mansilla*. **SECTION 5: COLLECTIVE MEMORIES AND REPRESENTATIONS OF PAST AND FUTURE.** Are Family Recollections an Obstacle to History Education? How German Students Make Sense of the East German Dictatorship, *Sabine Moller*. History as a Dynamic Process: Reanalysing a Case of Anglo-Japanese Reconciliation, *Kyoko Murakami*. The Future Shapes the Present: Scenarios, Metaphors and Civic Action, *Helen Haste and Amy Hogan*. Monuments in Our Minds: Historical Symbols as Cultural Tools, *Jaan Valsiner*. Commentary: The Complex Construction of Identity Representations and the Future of History Education, *Floor van Alphen and Mikel Asensio*.



Contemporary Public Debates Over History Education

Irene Nakou, University of Thessaly, Greece; Isabel Barca, University of Minho, Portugal

2010. Paperback 978-1-61735-107-5 \$45.99. Hardcover 978-1-61735-108-2 \$85.99. eBook 9781617351099 \$65.

The 6th book of the International Review of History Education Series, *Contemporary public debates over history education*, presents public debates on history education as they appear in 14 different areas of the world, in Asia, Europe, North and South America. In alphabetical order: in Brazil, by Maria Auxiliadora Schmidt and Tânia Braga Garcia, in Canada, by Peter Seixas, in England, by Rosalyn Ashby and Christopher Edwards, in Greece, by Irene Nakou and Eleni Apostolidou, in Israel, by Eyal Naveh, in Japan and South Korea, by Yonghee Suh and Makito Yurita, in Northern Ireland, by Alan McCully, in Portugal, by Isabel Barca, in Quebec (Canada), by Jean-Francois Cardin, in Singapore, by Suhaimi Afandi and Mark Baidon, in Spain, by Lis Cercadillo, in Turkey, by Dursun Dilek and Gülcin (Yapici) Dilek, and in the United States, by Peter Stearns.

By illuminating common trends, national peculiarities and differences, this collective book further enriches our knowledge about crucial issues concerning public perspectives over history education in diverse parts of the world. It opens new questions and issues to be further investigated by all who are interested in this field, in terms of its historical, educational, global, national, ethnic, cultural, social and political dimensions in the current transitional and multicultural environment. This international dialogue therefore addresses historians, history education researchers, university professors, school teachers, policy makers, publishers, parents and all those who insist that history education is very important, especially if it enables young people to orientate in the present and the future in historical terms

CONTENTS: Acknowledgments, *Irene Nakou and Isabel Barca*. Series Introduction: International Review of History Education, Volume 6, *Peter Lee*, for the Series Editors. Introduction, *Irene Nakou and Isabel Barca*. **SECTION I: "SMOOTH" DEBATES OVER A BETTER FUTURE FOR HISTORY EDUCATION, MAINLY IN EDUCATIONAL TERMS.** A Modest Proposal for Change in Canadian History Education, *Peter Seixas*. Challenges Facing the Disciplinary Tradition: Reflections on the History Curriculum in England, *Rosalyn Ashby and Christopher Edwards*. History Debates: The United States, *Peter Stearns*. **SECTION II: "MODERATE" DEBATES OVER THE PRESENT OF HISTORY EDUCATION IN POLITICAL, NATIONAL, AND EDUCATIONAL TERMS.** The Public Usage of History in Brazil and its Relationships With Governmental Policies and Programs, *Maria Auxiliadora Schmidt and Tânia Braga Garcia*. The Importance of History in the Curriculum: Contradictory Signs in Portuguese Politics, *Isabel Barca*. Hazards in Spanish History Education: Essentialism, Oblivion, and Memory, *Lis Cercadillo*. **SECTION III: "PASSIONATE" DEBATES OVER THE NATIONAL PAST RATHER THAN OVER HISTORY EDUCATION, MAINLY IN POLITICAL AND NATIONAL TERMS.** Debates in Greece: Textbooks as the Spinal Cord of History Education and the Passionate Maintenance of a Traditional Historical Culture, *Irene Nakou and Eleni Apostolidou*. Public Uproar Over the History Curriculum and Textbooks in Israel, *Eyal Naveh*. International Debates on History Textbooks: A Comparative Study of Japanese and South Korean History Textbook Accounts of the Second World War, *Yonghee Suh and Makito Yurita*. What Role for History Teaching in the Transitional Justice Process in Deeply Divided Societies? *Alan McCully*. Quebec's New History Program and "la Nation": A Commented Description of a Curriculum Implementation, *Jean-François Cardin*. Does History Teaching Contribute to Showing Respect and Sympathy for Others? Debates on History Textbooks and the Curriculum in Turkey, *Dursun Dilek and Gülçin (Yapici) Dilek*. **SECTION IV: ABSENCE OF SUBSTANTIVE DEBATE—HISTORY EDUCATION AS AN UNCOMPLICATED NATIONAL NARRATIVE.** History Education in Singapore, *Suhaimi Afandi and Marc Baildon*. About the Authors.



National History Standards The Problem of the Canon and the Future of Teaching History

Linda Symcox, California State University, Long Beach; Arie Wilschut, Amsterdam University of Professional Education

2009. Paperback 978-1-59311-668-2 \$45.99. Hardcover 978-1-59311-669-9 \$85.99. eBook 9781607521921 \$65.

As educators in the United States and Europe develop national history standards for K-12 students, the question of what to do with national history canons is a subject of growing concern. Should national canons still be the foundation for the teaching of history? Do national canons develop citizenship or should they be modified to accommodate the new realities of globalization? Or should they even be discarded outright? These questions become blurred by the debates over preserving national heritages, by so-called 'history wars' or 'culture wars,' and by debates over which pedagogical frameworks to use. These canon and pedagogical debates often overlap, creating even more confusion. A misconceived "skills vs. content" debate often results. Teaching students to think chronologically and historically is not the same as teaching a national heritage or a cosmopolitan outlook. But what exactly is the difference? Policy-makers and opinion leaders often confuse the pedagogical desirability of using a 'framework' for studying history with their own efforts to reaffirm the centrality of national identity rooted in a vision of their nation's history as a way of inculcating citizenship and patriotism. These are the issues discussed in this volume."

Today's students are citizens of the world and must be taught to think in global, supranational terms. At the same time, the traditionalists have a point when they argue that the ideal of the nation-state is the cultural glue that has traditionally held society together, and that social cohesion depends on creating and inculcating a common national culture in the schools. From an educational perspective, the problem is how to teach chronological thinking at all. How are we to reconcile the social, political and intellectual realities of a globalizing world with the continuing need for individuals to function locally as citizens of a nation-state, who share a common past, a common culture, and a common political destiny? Is it a duty of history education to create a frame of reference, and if so, what kind of frame of reference should this be? How does frame-of-reference knowledge relate to canonical knowledge and the body of knowledge of history as a whole?

CONTENTS: Acknowledgements, *Linda Symcox and Arie Wilschut*. Series Introduction: International Review Of History Education, Volume 5, *Rosalyn Ashby, Stuart Foster and Peter Lee*. Introduction, *Linda Symcox and Arie Wilschut*. **SECTION I: NEW CURRICULA IN A POST-NATIONAL WORLD.** The Evaporated Canon and the Overvalued Source: History Education in Belgium: An Historical Perspective, *Kaat Wils*. Internationalizing the U.S. History Curriculum: From Nationalism to Cosmopolitanism, *Linda Symcox*. The Two World Histories, *Ross E. Dunn*. **SECTION II: THE PERSISTENCE OF TRADITIONAL CURRICULA.** Yearning for Yesterday: Efforts of History Professionals in Europe at Designing Meaningful and Effective School History Curricula, *Joke van der Leeuw-Roord*. Containing and Regulating

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