World History Textbook 10th Grade Mcdougal Littell

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globalisation and national identity in history textbooks the russian federation the 16th book in the 24 volume book series globalisation comparative education and policy research discusses trends in dominant discourses of identity politics and nation building in school history textbooks in the russian federation rf the book addresses one of the most profound examples of the re writing of history following a geo political change various book chapters examine debates pertaining to national identity patriotism and the nation building process the book discusses the way in which a new sense of patriotism and nationalism is documented in prescribed russian history textbooks and in the russian media debate on history textbooks it explores the ambivalent and problematic relationship between the state globalisation and the construction of cultural identity in prescribed school history textbooks by focusing on ideology identity politics and nation building the book examines history teachers responses to the content of history textbooks and how teachers depict key moments in modern russian history this book an essential sourcebook of ideas for researchers practitioners and policymakers in the fields of globalisation and history education provides timely information on history teachers attitudes towards historical knowledge and historical understanding in prescribed russian history textbooks

over the past fifteen years northeast asia has witnessed growing intraregional exchanges and interactions especially in the realms of culture and economy still the region cannot escape from the burden of history this book examines the formation of historical memory in four northeast asian societies china japan south korea and taiwan and the united states focusing on the period from the beginning of the sino japanese war in 1931 until the formal conclusion of the pacific war with the san francisco peace treaty of 1951 the contributors analyse the recent efforts of korean japanese and chinese scholars to write a common history of northeast asia and question the underlying motivations for their efforts and subsequent achievements in doing so they contend that the greatest obstacle to reconciliation in northeast asia lies in the existence of divided and often conflicting historical memories the book argues that a more fruitful approach lies in understanding how historical memory has evolved in each country and been incorporated into respective master narratives through uncovering the existence of different master narratives it is hoped citizens will develop a more self critical self reflective approach to their own history and that such an introspective effort has the potential to lay the foundation for greater self and mutual understanding and eventual historical reconciliation in the region this book will be essential reading for students and scholars of asian history asian education and international relations in east asia

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this book focuses on discourses of the politics of history education and history textbooks it offers a new insight into understanding of the nexus between ideology the state and nation building as depicted in history education and school textbooks it especially focuses on the interpretation of social and political change significant events looking for possible biases and omissions leadership and the contribution of key individuals and continuities the book discusses various aspects of historical narratives and some selected key events in defining identity and nation building it considers the role of historiography in dominant historical narratives it analyses history education in both local and global settings and its significance in promoting values education and intercultural and global understanding it is argued that historical narratives add pedagogies grounded in constructivist metacognitive and transformational paradigms have the power to engage the learner in significant and meaningful learning experiences informed by multiple discourses of our historical narratives and those of other nations

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this study focuses on how russian history textbooks published between 1992 and 2021 dealt with the topic of the soviet period 1917 1991 representations of this part of russia s past in school manuals have provoked vivid debates and bolstered government intervention in the field while a gradual shift towards a less critical narrative of the user in more recent textbooks is often presented as directed by vladimir putin this study combines research into these texts and inquiry into those who write publish approve or criticize them bringing together these perspectives provides a more complex view of school textbooks as final products of both top down and bottom up processes this volume is aimed at postgraduates researchers and academics specializing in soviet history contemporary russian politics and society and history education and textbooks

tsar ivan the terrible ivan iv 1533 1584 is one of the most controversial rulers in russian history infamous for his cruelty he was the first russian ruler to use mass terror as a political instrument and the only russian ruler to do so before stalin comparisons of ivan to stalin only exacerbated the politicization of his image russians have never agreed on his role in russian history but his reign is too important to ignore since the abolition of censorship in 1991 professional historians and amateurs have grappled with this problem some authors have manipulated that image to serve political and cultural agendas this book explores russia s contradictory historical memory of ivan in scholarly pedagogical and political publications

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

this book examines the discourses on nation building civic identity minorities and the formation of religious identities in school textbooks worldwide it offers up to date practical and scholarly information on qualitative and mixed method textbook analysis as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries the volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social political and economic groups affect textbook production and the curricular aims in different educational systems worldwide chapters address the role of school textbooks in developing nationhood the creation of citizenship through school textbooks the complexity of gender in normative discourses and the intersection of religion and culture in school textbooks

this book explores the role of faith and politics in shaping the international relations of south asia adopting a neo classical realist framework and a discourse historical approach to analyze how religious actors construct their political identities and interests through the interpretation of sacred texts or exegesis the book makes several key contributions to the field of international relations it introduces the concept of exegesis as a novel analytical tool to understand the role of religion in world politics the book argues that exegesis is not only a theological exercise but also a political one as it shapes the worldviews values norms and interests of religious actors the author applies exegesis to three case studies of south asia the partition of india and pakistan the rise of hindu nationalism in india and the emergence of islamic radicalism in pakistan and resurging signs of the same in bangladesh the research then challenges the conventional assumptions of ir such as the secularization thesis the clash of civilizations and the rational actor model by showing how religious actors are not monolithic homogeneous or irrational but rather diverse heterogeneous and strategic the book offers a nuanced and comprehensive understanding of the role of religion in world politics especially in the context of south asia highlighting the diversity and complexity of the religious landscape in south asia which is home to various faiths sects movements and ideologies this book will be of interest to academics studying global politics international relations asian studies and studies on religion and

foreign policy

education systems and textbooks in selected countries of the middle east are increasingly the subject of debate this volume presents and analyzes the major trends as well as the scope and the limits of education reform initiatives undertaken in recent years in curricula and teaching materials representations of the self and the other offer insights into the contemporary dynamics of identity politics by building on a network of scholars working in various countries in the middle east itself this book aims to contribute to the evolution of a field of comparative education studies in this region

world history teacher's guide is a comprehensive resource filled with fun captivating and thought provoking hands on activities in each chapter you will find practical hands on activating and acquiring applying activities useful teacher reference notes and organizational techniques vocabulary building exercises assessment ideas and activities review activities fun puzzles engaging word games and easy to prepare games suggested resources for both teachers and students many useful blackline masters such as activities maps and graphic organizers

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