

Narration Identity And Historical Consciousness Making Sense Of History

A critical account of Ricoeur's theory of narrative interpretation and its contribution to theology. Understanding students' historical understanding is a complex and challenging endeavour, for history teachers as well as for researchers from diverse fields. Since historical situations contain interpersonal and social issues that happened in the past, not only history educators are interested in how students understand them.

This volume examines the challenges cinemas in small European countries have faced since 1989. It explores how notions of scale and »small cinemas« relate to questions of territory, transnational media flows, and globalization. Employing a variety of approaches from industry analysis to Deleuze & Guattari's concept of the »minor«, contributions address the relationship of small cinemas to Hollywood, the role of history and memory, and the politics of place in post-Socialist cinemas.

Museums and the Past explores the central role of museums as memory keepers and makers. Using case studies from a Canadian context, the contributors to this collection reflect on the challenges in maintaining and developing museums as meaningful places of memory and learning. Discussions of museum practice and historical consciousness – how our understanding of the past shapes our sense of the future – consider the modern museum's narratives and pedagogical responsibilities and how museums continue to inform our sense of history.

How did the Gospel of Mark come to exist? And how was the memory of Jesus shaped by the experiences of the earliest Christians? For centuries, biblical scholars examined texts as history, literature, theology, or even as story. Curiously absent, however, has been attention to processes of collective memory in the creation of biblical texts. Drawing on modern explorations of social memory, Sandra Huebenthal presents a model for reading biblical texts as collective memories. She demonstrates that the Gospel of Mark is a text evolving from collective narrative memory based on recollections of Jesus's life and teachings. Huebenthal investigates the principles and structures of how groups remember and how their memory is structured and presented. In the case of Mark's Gospel, this includes examining which image of Jesus, as well as which authorial self-image, this text as memory constructs. Reading Mark's Gospel as a Text from Collective Memory serves less as a key to unlock questions about the historical Jesus and more as an examination of memory about him within a particular community, providing a new and important framework for interpreting the earliest canonical gospel in context.

The book explores the historical dimension of Indian indenture from within the lived experience of laborers, who emigrated to Fiji from colonial India a century ago. As these laborers are no longer alive, one could argue that the experience of indenture is no longer accessible, if there had not been recordings of the laborers' life narratives. It is seven of these audio recordings, made for public broadcast, which form the data for a fine-grained language-analysis to unearth the life-world of indenture. Through the merging of Labov's high-point analysis with Bamberg's positioning analysis, the book focuses on the situated discursive performativity of identities, and draws attention to the complex and at times conflicting positions within the life narratives. Sorting through those positions resulted in the ultimate challenge to the essentially homogenizing current master narrative discourse on who can be classified as an indentured laborer, and what signifies as an indenture experience.

Why is it that we tend to think about our lives as stories? Why do we strive to create coherent narratives that reflect a particular perspective? What happens when we discover multiple, perhaps conflicting perspectives in our narratives? Following groundbreaking work in the study

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of narrative identity in the last 20 years, the scholars of this volume have expanded and merged their theories of narrative identity with new perspectives in fields such as narratology, literary theory, philosophy, cultural studies, psychology, sociology, gender studies and history. Their contributions focus on the significance of perspective in the formation of narrative identities, probing the stratagems and narrative means of individuals in testing out personae for themselves.

Narration, Identity, and Historical Consciousness Berghahn Books

Answering a critical need for an accurate, in-depth history of Tibet, this single-volume resource reproduces essential, hard-to-find essays from the past fifty years of Tibetan studies. Covering the social, cultural, and political development of Tibet from the seventh century to the modern period, the volume is organized chronologically and regionally to complement courses in Asian and religious studies and world civilizations. Beginning with Tibet's emergence as a regional power and concluding with its profound contemporary transformations, this anthology offers both a general and ..

As issues of history, memory, and identity collide in society and in the classroom, the timing is ideal to investigate the views of twenty-first-century students. Relying on the theory of historical consciousness, this book presents the results of a comprehensive study conducted with over six hundred French Canadian students, examining their narrative views of the collective past. The authors offer new evidence on how young citizens from various regions and ethnocultural groups of Québec and Ontario think about their national history in the twenty-first century and what impact education, historical culture, and the "real-life" curriculum of meaningful experiences have on the formation of narration, identity, and historical consciousness.

In this study of exile, Sean Akerman chronicles the ways in which narrative approaches provide opportunities to understand and represent the lives of those who have been displaced after violence. Drawing on fieldwork he conducted with Tibetan exiles in New York City, and supplemented with archival research from other exiles around the world, Akerman investigates how narrative approaches can reveal what it's like to embody historical tensions, how identity becomes contested within displaced groups, and how personal stories can impact political realities. The book also engages with the ethics of research practices more generally. How does a researcher write in a way that does justice to displaced lives while working within a scientific framework? What sort of ethics are at stake as one spends long hours interviewing an informant, and then interprets that person's stories? The exploration of narrative approaches then becomes a way to imagine new possibilities of representation and call attention to the limitations and power dynamics within the discipline of psychology. In light of massive upheavals and displacements all over the world, *Words and Wounds* provides a timely consideration of how to understand and chronicle one of the most pressing issues of this age.

To better appreciate present-day private international law and its future prospects and challenges, we should consider the history and historiography of the field. This book offers an original approach to the study of conflict of laws and legal history that exposes doctrinal lawyers to historical context, and legal historians to the intricacies of legal doctrine. The analysis is based on an in-depth examination of Medieval and Early Modern conflict of laws, focusing on the classic texts of Bartolus and Huber. Combining theoretical insights, textual analysis and historical perspectives, the author presents the preclassical conflict of laws as a rich world of doctrines and policies, theory and practice, context and continuity. This book challenges preconceptions and serves as an advanced introduction which illustrates the relevance of history in commanding private international law, while aspiring to make private international law relevant for history.

Heritage's revival as a respected academic subject has, in part, resulted from an increased awareness and understanding of indigenous rights and non-Western philosophies and

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practices, and a growing respect for the intangible. Heritage has, thus far, focused on management, tourism and the traditionally 'heritage-minded' disciplines, such as archaeology, geography, and social and cultural theory. Widening the scope of international heritage studies, *A Museum Studies Approach to Heritage* explores heritage through new areas of knowledge, including emotion and affect, the politics of dissent, migration, and intercultural and participatory dimensions of heritage. Drawing on a range of disciplines and the best from established sources, the book includes writing not typically recognised as 'heritage', but which, nevertheless, makes a valuable contribution to the debate about what heritage is, what it can do, and how it works and for whom. Including heritage perspectives from beyond the professional sphere, the book serves as a reminder that heritage is not just an academic concern, but a deeply felt and keenly valued public and private practice. This blending of traditional topics and emerging trends, established theory and concepts from other disciplines offers readers international views of the past and future of this growing field. *A Museum Studies Approach to Heritage* offers a wider, more current and more inclusive overview of issues and practices in heritage and its intersection with museums. As such, the book will be essential reading for postgraduate students of heritage and museum studies. It will also be of great interest to academics, practitioners and anyone else who is interested in how we conceptualise and use the past.

The book provides a synthesis of the development of the genre of national history writing in Europe. In particular it seeks to illuminate the relationship between history writing and the construction of national identities in modern Europe. Whilst it briefly considers pre-modern forms of national history writing, the focus of the book is firmly on the period after 1750. It ranges widely across Europe, featuring the well-known national historiographies of countries such as Britain, France and Germany as well as the less well-known national historiographies of many of the smaller nation-states and stateless nations in Europe. It thoroughly investigates the institutionalisation and professionalisation of national historiographies. It analyses the diverse and contested national master narratives put forward by national historiographies. It pays due attention to the interrelationship of national historiographies with sub- as well as transnational forms of history writing and with potential alternative historiographies of ethnicity/ race, class, religion and gender. And it looks at the impact of borders and bordering in the national historiographies in Europe. It presents an overview of the power of national historiographies over the historical imagination in modern Europe.

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

In *Historical Consciousness, Haskalah, and Nationalism among the Karaites of Eastern Europe* Golda Akhiezer presents the spiritual life and historical thought of Eastern European Karaites, shedding new light on several conventional notions prevalent in Karaite studies from the nineteenth century.

For a free 30-day online trial to this title, visit www.sagepub.com/freetrial The two volumes of this encyclopedia seek to explore myriad ways in which we define ourselves in our daily lives. Comprising 300 entries, the *Encyclopedia of Identity* offers readers an opportunity to understand identity as a socially constructed phenomenon - a dynamic process both public and

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private, shaped by past experiences and present circumstances, and evolving over time. Offering a broad, comprehensive overview of the definitions, politics, manifestations, concepts, and ideas related to identity, the entries include short biographies of major thinkers and leaders, as well as discussions of events, personalities, and concepts. The Encyclopedia of Identity is designed for readers to grasp the nature and breadth of identity as a psychological, social, anthropological, and popular idea. Key Themes Art Class Developing Identities Gender, Sex, and Sexuality Identities in Conflict Language and Discourse Living Ethically Media and Popular Culture Nationality Protecting Identity Race, Culture, and Ethnicity Relating Across Cultures Religion Representations of Identity Theories of Identity

This volume comprises a broad interdisciplinary examination of the many different approaches by which contemporary scholars record our history. The editors provide a comprehensive overview through thirty-eight chapters divided into four parts: a) Historical Culture and Public Uses of History; b) The Appeal of the Nation in History Education of Postcolonial Societies; c) Reflections on History Learning and Teaching; d) Educational Resources: Curricula, Textbooks and New Media. This unique text integrates contributions of researchers from history, education, collective memory, museum studies, heritage, social and cognitive psychology, and other social sciences, stimulating an interdisciplinary dialogue. Contributors come from various countries of Northern and Southern America, Europe and Asia, providing an international perspective that does justice to the complexity of this field of study. The Palgrave Handbook of Research in Historical Culture and Education provides state-of-the-art research, focussing on how citizens and societies make sense of the past through different ways of representing it.

What is it like to live with an illness? How do diagnostic procedures, treatments, and other encounters with medical institutions affect a patient's private and social life? By asking these types of questions, illness narratives have gained a reputation as a scientific domain in medicine in the last thirty years. Today, a patient's story plays an important role in doctor-patient communication and the development of a healing relationship. However, whereas patient experiences have been well acknowledged, methodologically reflected upon and widely collected as research data, less consideration has been invested in exploring how they work in practice. Used in the context of diagnosis, treatment, and teaching, patient stories give us a new perspective on how healthcare could be improved. *Illness Narratives in Practice: Potentials and Challenges of Using Narratives in Health-related Contexts* highlights the problems, challenges, and opportunities we face when using patient perspectives in practice and research in a clear format to provide readers with a comprehensive overview of this field. It investigates the epistemological foundations and communicational properties of illness narratives, as well as the pragmatic effects of using them as clinical and educational instruments. Significantly, it presents new examples from patient intakes and interviews that illustrate the disparity in communication between patients and medical professionals. The studies in this book also evaluate the experiences of medical practitioners and students who consciously use patient narratives as a tool for improved communication and diagnosis. Divided into eight sections with practical examples for medical teaching and practice, this book covers the use of patient narratives in communication training and decision making across medicine and psychotherapy. In addition, it reflects on the ethical aspects of working with a patient's personal experience of their illness, reports on

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cultural differences across the globe, and analyses how patients' stories are used in politics and the media. Written by scholars from multiple disciplines across clinical and theoretical fields, this rich resource provides a critical stance on the use of narratives in medical research, education, and practice.

This introduction to contemporary historical theory and practice shows how issues of identity have shaped how we write history. Stefan Berger charts how a new self-reflexivity about what is involved in the process of writing history entered the historical profession and the part that historians have played in debates about the past and its meaningfulness for the present. He introduces key trends in the theory of history such as postmodernism, poststructuralism, constructivism, narrativism and the linguistic turn and reveals, in turn, the ways in which they have transformed how historians have written history over the last four decades. The book ranges widely from more traditional forms of history writing, such as political, social, economic, labour and cultural history, to the emergence of more recent fields, including gender history, historical anthropology, the history of memory, visual history, the history of material culture, and comparative, transnational and global history.

A generally acknowledged characteristic of modern life, namely the temporalization of experience, inextricable from our intensified experience of contingency and difference, has until now remained largely outside psychology's purview. Wherever questions about the development, structure, and function of the concept of time have been posed – for example by Piaget and other founders of genetic structuralism – they have been concerned predominantly with concepts of "physical", chronometrical time, and related concepts (e.g., "velocity"). All the contributions to the present volume attempt to close this gap. A larger number are especially interested in the narration of stories. Overviews of the relevant literature, as well as empirical case studies, appear alongside theoretical and methodological reflections. Most contributions refer to specifically historical phenomena and meaning-constructions. Some touch on the subjects of biographical memory and biographical constructions of reality. Of all the various affinities between the contributions collected here, the most important is their consistent attention to issues of the constitution and representation of temporal experience.

Concept and history of memory -- The evolutionary origins of human cultural memory / Merlin Donald -- From memory as archive to remembering as conversation / Jens Brockmeier -- Discerning the history inscribed within : significant sites of the narrative unconscious / Mark Freeman -- Cultural contexts of remembering -- The landscape of family memory / Bradd Shore and Sara Kauko -- Materiality of memory : the case of the remembrance poppy / Kyoko Murakami -- Approaches to testimony : two current views and beyond / Kotaro Takagi and Naohisa Mori -- Rethinking function, self and culture, in "difficult" autobiographical memories / Steve D. Brown and Paula Reavey -- Memory through the life course -- The cultural construction of memory in early childhood /

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Katherine Nelson -- Memory in life transitions / Constance de Saint Laurent and Tania Zittoun -- Memory in old age : a life-span perspective / Dieter Ferring -- Memory, history and identity -- National memory and where to find it / James Wertsch -- History, collective memories or national memories? how the representation of the past is framed by master narratives / Mario Carretero and Floor van Alphen -- Media and the dynamics of memory : from cultural paradigms to transcultural mediation / Astrid Erll

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Theology and historiography often see the future as a realm open to new experiences and unexpected events. Yet for classical physics, the future was the result of the universe's predictable development. Given enough information about current states, we could use the laws of nature to uncover the universe's future. Modern space-time theory, with its picture of an invariant four-dimensional universe, only makes this problem more acute. Room for radically novel events, for miracles and new hope seems to have disappeared. It is this hope for something new that the German theologian Wolfhart Pannenberg seeks to preserve in his controversial work on time. To defend God's supernatural freedoms and to escape natural determinism, Pannenberg invokes a medieval understanding of the unsurpassable and absolute power of God, using God's *potentia absoluta* to reverse time's flow and express absolute authority over creation's progress. Time and all its contents are utterly subjected under the free will of a divine "all-determining reality". But is this tenable for modern understandings of God and the universe? Or does it lead to theological difficulties and promote an arms race between the laws of nature and the rule of God? In this volume, Stephen Lakkis offers an analysis and critique of Pannenberg's approach and suggests a different way forward.

The goal of cultural psychology is to explain the ways in which human cultural constructions -- for example, rituals, stereotypes, and meanings -- organize and

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direct human acting, feeling, and thinking in different social contexts. A rapidly growing, international field of scholarship, cultural psychology is ready for an interdisciplinary, primary resource. Linking psychology, anthropology, sociology, archaeology, and history, *The Oxford Handbook of Culture and Psychology* is the quintessential volume that unites the variable perspectives from these disciplines. Comprised of over fifty contributed chapters, this book provides a necessary, comprehensive overview of contemporary cultural psychology. Bridging psychological, sociological, and anthropological perspectives, one will find in this handbook: - A concise history of psychology that includes valuable resources for innovation in psychology in general and cultural psychology in particular - Interdisciplinary chapters including insights into cultural anthropology, cross-cultural psychology, culture and conceptions of the self, and semiotics and cultural connections - Close, conceptual links with contemporary biological sciences, especially developmental biology, and with other social sciences - A section detailing potential methodological innovations for cultural psychology By comparing cultures and the (often differing) human psychological functions occurring within them, *The Oxford Handbook of Culture and Psychology* is the ideal resource for making sense of complex and varied human phenomena. Without denying the importance of the postmodernist approach to the narrative form and rhetorical strategies of historiography, the author, one of Germany's most prominent cultural historians, argues here in favor of reason and methodical rationality in history. He presents a broad variety of aspects, factors and developments of historical thinking from the 18th century to the present, thus continuing, in exemplary fashion, the tradition of critical self-reflection in the humanities and looking at historical studies as an important factor of cultural orientation in practical life.

Our understanding of the past shapes our sense of the present and the future: this is historical consciousness. While academic history, public history, and the study of collective memory are thriving enterprises, there has been only sparse investigation of historical consciousness itself, in a way that relates it to the policy questions it raises in the present. With *Theorizing Historical Consciousness*, Peter Seixas has brought together a diverse group of international scholars to address the problem of historical consciousness from the disciplinary perspectives of history, historiography, philosophy, collective memory, psychology, and history education. Historical consciousness has serious implications for international relations, reparations claims, fiscal initiatives, immigration, and indeed, almost every contentious arena of public policy, collective identity, and personal experience. Current policy debates are laced with mutually incompatible historical analogies, and identity politics generate conflicting historical accounts. Never has the idea of a straightforward 'one history that fits all' been less workable. *Theorizing Historical Consciousness* sets various theoretical approaches to the study of historical consciousness side-by-side, enabling us to chart the future study of how people understand the past.

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This textbook considers understanding social processes to be the main task of sociology. From this perspective its authors demonstrate and explain problems which they consider to be crucial for contemporary social science. These are topics of a theoretical and epistemological nature, which are nevertheless closely connected with social development and issues arising from it. The book moves from the more general theoretical questions and dilemmas raised by key social thinkers, such as those connected with the concepts of actor, agency, institutions, structures and systems. It then leads to theoretical reflections on long-term developmental processes associated with the phenomena of power and life in current societies, including globalization, identities, migration, etc. It provides a comprehensive approach to the essential questions of sociology. Lucidly written and including the latest sociological perspectives, this book will find wide appeal among social science students and researchers, and is also for the socially aware general reader.

Winner of the Best Anthology Award from John Whitmer Historical Association

Latter-day Saints have a paradoxical relationship to the past; even as they invest their own history with sacred meaning, celebrating the restoration of ancient truths and the fulfillment of biblical prophecies, they repudiate the eighteen centuries of Christianity that preceded the founding of their church as apostate distortions of the truth. Since the early days of Mormonism, Latter-day Saints have used the paradigm of apostasy and restoration in their narratives about the origin of their church. This has generated a powerful and enduring binary of categorization that has profoundly impacted Mormon self-perception and relations with others. *Standing Apart* explores how the idea of apostasy has functioned as a category to mark, define, and set apart "the other" in Mormon historical consciousness and in the construction of Mormon narrative identity. The volume's fifteen contributors trace the development of LDS narratives of apostasy within the context of both Mormon history and American Protestant historiography. They suggest ways in which these narratives might be reformulated to engage with the past, as well as offering new models for interfaith relations. This volume provides a novel approach for understanding and resolving some of the challenges faced by the LDS church in the twenty-first century.

Comprising of more than twenty five percent of the world's known languages, the Pacific is considered to be the most linguistically diverse region in the world. What unifies the region is the culture of storytelling, which provides a fundamental means for perpetuating cultural knowledge across generations. The volume brings together linguists, literary theorists, anthropologists and historians to explore the Pacific peoples' constructions of identities through narrative. Chapters are organized under three themes: fine grained analysis at the storyworld level, the interactional context of narrative telling, and finally, the interconnections between narrative and cultural memory. The volume reflects the Pacific region's rich linguistic and cultural diversity, with discussions on the narrativization patterns in Australian and New Zealand English, Palmerston

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Island and Pitkern-Norfl'k English, Fiji Hindi, Hawaiian, Samoan, Solomon Island Pidgin, the Australian Aboriginal languages Jaminjung and Kriol, the Micronesian languages Mortlockese and Guam Chamorros, and the Vanuatuan languages Auluan, Neverver and Sa.

This book analyzes the narratives of urban, North Indian women for the diverse ways in which they construct the impact of their medium of education – Hindi, English, or a combination of both – on varied aspects of their professional and personal lives. It examines how participants reinforce or interrogate firmly entrenched power hierarchies that have long elevated English in India. Adopting a social constructionist perspective, and treating oral narratives as impacted both by local interactional contingencies and by larger social contexts, this book provides an innovative framework for the analysis of narratives told in qualitative research interviews. Stylization, mock languages, similes and metaphors, reported speech, and varied interactional cues are some of the devices used to examine the intersectionality of power and identity within participants' oral narratives. The book will be of interest to scholars and students of narrative analysis, gender and identity studies, postcolonialism, and professional identity constructions of women.

A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts. Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future. The contributors represent a wide range of pioneering, established, and promising new scholars with diverse perspectives on history education.

Comprehensive in scope, the contributions cover major themes and issues in history education including: policy, research, and societal contexts; conceptual constructs of history education; ideologies, identities, and group experiences in history education; practices and learning; historical literacies: texts, media, and social spaces; and consensus and dissent. This vital resource: Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field, The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day. "Central Europe" is a vague and ambiguous term, more to do with outlook and a state of mind than with a firmly defined geographical region. In the immediate aftermath of the collapse of the Iron Curtain, Central Europeans considered themselves to be culturally part of the West, which had been politically handicapped by the Eastern Soviet bloc. More recently, and with European Union

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membership, Central Europeans are increasingly thinking of themselves as politically part of the West, but culturally part of the East. This book, with contributions from a large number of scholars from the region, explores the concept of “Central Europe” and a number of other political concepts from an openly Central European perspective. It considers a wide range of issues including politics, nationalism, democracy, and the impact of culture, art and history. Overall, the book casts a great deal of light on the complex nature of “Central Europe”.

The author follows the debates beyond the unexpected unification of the country in 1989/90 and analyses the most recent trends in German historiography, hoping that it doesn't return to the stifling homogeneity that characterized it before the 1960s.

How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside, and sometimes within, school walls? What kinds of curricular representations of conflict contribute to the construction of national identity, and what kinds of encounters challenge presumed boundaries between us and them? Through contemporary and historical case studies—drawn from Cambodia, Egypt, Northern Ireland, Peru, and Rwanda, among others—this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity, peace and stability, and national citizenship. In some contexts, the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes. In other cases, collective memory of conflict functions as a central organizing frame through which citizenship and national identity are (re)constructed, with embedded messages about who belongs and how social belonging is achieved. The essays in this volume illuminate varied and complex inter-relationships between education, conflict, and national identity, while accounting for ways in which policymakers, teachers, youth, and community members replicate, resist, and transform conflict through everyday interactions in educational spaces.

The last several decades have witnessed an explosion of new empirical research into representations of the past and the conditions of their production, prompting claims that we have entered a new era in which the past has become more “present” than ever before. *Contemplating Historical Consciousness* brings together leading historians, ethnographers, and other scholars who give illuminating reflections on the aims, methods, and conceptualization of their own research as well as the successes and failures they have encountered. This rich collective account provides valuable perspectives for current scholars while charting new avenues for future research.

The Importance of How We See Ourselves: Self-Identity and Responsible Agency analyzes the nature of the self and the phenomena of self-awareness and self-identity in an attempt to offer insight into the practical role self-conceptions play in moral development and responsible agency.

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This edited collection offers an empirical exploration of social memory in the context of politics, war, identity and culture. With a substantive focus on Eastern Europe, it employs the methodologies of visual studies, content and discourse analysis, in-depth interviews and surveys to substantiate how memory narratives are composed and rewritten in changing ideological and political contexts. The book examines various historical events, including the Russian-Afghan war of 1979-89 and World War II, and considers public and local rituals, monuments and museums, textbook accounts, gender and the body. As such it provides a rich picture of post-socialist memory construction and function based in interdisciplinary memory studies.

New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

This book explores the connection between British and German officer cadets' perceptions of the past and their motivations for enlisting in the military forces in the United Kingdom and Germany. Drawing upon qualitative interviews and survey data conducted at officers' academies in the UK and Germany, the author offers a comparative analysis using differing approaches towards history and memory in Britain and Germany, while considering the roles of individual goals and societal orientations in the decision to enlist. Employing the notion of pragmatic professionalism, which reflects the fact that occupational and institutional reasons for enlisting are not opposite points on a single scale, *Professionalism, Memory and Identity* examines history-orientated reasons for enlistment by shedding light on officer cadets' values, beliefs and wider cultural understandings of the past. With attention to differences in motivation as a result of differing national backgrounds and former military training, as well as the extent to which these divergences contribute to the emergence of different types of soldiers in the two countries, this comparative, international study will appeal to

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scholars of sociology, politics and war studies with interests in the military profession and the role of history in contemporary Britain and Germany. With the erosion of strong class theory, sociologists have recently started to look at aspects of social stratification other than class. One of the most interesting new areas of investigation is the sociology of generations.

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