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historians, social studies teachers, and educational curriculum specialists to offer historically rich, pedagogically innovative, and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history.

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“ Teaching Recent Global History is a profound text that is an essential read for all history teachers. It not only gives specific examples of instructional strategies that are key to engaging young historians in the classroom but in a balanced approach also focuses on critical components of the world history cannon that are foundational for historians' content knowledge.” Brendan Alfieri, New Explorations in Science, Technology, and Math, New York City

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Teaching Recent Global History explores innovative ways to teach world history, beginning with the early 20th century. The authors' unique approach unites historians, social studies teachers, and educational curriculum specialists to offer historically rich, pedagogically innovative, and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history. Highlighting the best scholarship for each major continent, the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students. Each of the eight main chapters highlights a particularly important event or theme, which is then complemented by a detailed discussion of a particular methodological approach. Key features include:

- An overarching narrative that helps readers address historical arguments;
- Relevant primary documents or artifacts, plus a discussion of a particular historical method well-suited to teaching about them;
- Lesson plans suitable for both middle and secondary level classrooms;
- Document-based questions and short bibliographies for further research on the topic.

This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students.

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

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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.

This book investigates the impact of integrating culturally relevant and pedagogically dynamic classroom management strategies into the curriculum of an urban secondary education pre-service methods course. The book begins by framing the problem of integrating classroom management into the lives of those learning to teach impact. It then examines multiple case studies of students from the study 's control cohort who did not have classroom management coursework in their methods course. After breaking down the challenges encountered by the control students, the book offers DCMA as a framework from which teacher educators might create an integrative methods course. The book then analyzes students from the study 's experimental cohort and how they benefited from such an integrative course throughout their teacher preparation and into their first year of teaching.

Representing the Middle East and Africa in Social Studies Education examines the lived classroom experiences of six social studies teachers and the relevance of their discourse in framing the knowledge students receive about populations in the Middle East and Africa. With a focus on the socialization processes of schooling, this book deconstructs the classroom experience and investigates the ways in which a macro-societal phenomenon—otherness—is reified in micro-societal interactions. Through the methodological lens of Critical Discourse Analysis, this work illuminates the importance of teachers ' language in challenging and reinforcing portrayals that cast the diverse populations of the Middle East and Africa in the role of "the other."

Teaching U.S. History is a must read for any aspiring or current teacher who wants to think critically about how to teach U.S. history and make historical discussions come alive in our schools' classrooms.

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.

The famous 1962 Port Huron Statement by the Students for a Democratic Society

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(SDS) introduced the concept of participatory democracy to popular discourse and practice. In *Inspiring Participatory Democracy* Tom Hayden, one of the principal architects of the statement, analyses its historical impact and relevance to today's movements. *Inspiring Participatory Democracy* includes the full transcript of the Port Huron statement and shows how it played an important role in the movements for black civil rights, against the Vietnam war and for the Freedom of Information Act. Published during the year of Port Huron's 50th anniversary, *Inspiring Participatory Democracy* will be of great interest to readers interested in social history, politics and social activism.

The countries of the larger region of Eastern Europe pass through change and "modernization" processes with ambivalent effects. This book tackles aspects of cultural diversity and change in the Baltic States, in Southeast Europe and in the Southern Caucasus. These regions are diverse not only with regard to their historical, political and religious traditions but also with regard to their status as EU-members or non-members. The articles focus on the situation of ethnic minorities and related political and public discourses as well as on aspects of political cultures. The anthology also raises the topic of cleavages between geographic Eastern Europe and Europe's "reunited" part. Sonja Schuler is a Research and Teaching Assistant at the Department of Social Sciences (Social Anthropology) of the University of Fribourg (Switzerland). (Series: Freiburg Studies in Social Anthropology / Freiburger Sozialanthropologische Studien, Vol. 45) [Subject: Eastern European Studies, Sociology]

This book brings together a diverse range of international voices from academia, policymaking and civil society to address the failure to connect historical dialogue with atrocity prevention discourse and provide insight into how conflict histories and historical memory act as dynamic forces, actively facilitating or deterring current and future conflict. Established on a variety of international case studies combining theoretical and practical points of view, the book envisions an integrated understanding of how historical dialogue can inform policy, education, and the practice of atrocity prevention. In doing so, it provides a vital basis for the development of preventive policies sensitive to the importance of conflict histories and for further academic study on the topic. It will be of interest to all scholars and students of history, psychology, peace studies, international relations and political science.

This book makes a unique and timely contribution to world/global historical studies and related fields. It places essential world historical frameworks by top scholars in the field today in clear, direct relation to and conversation with one other, offering them opportunity to enrich, elucidate and, at times, challenge one another. It thereby aims to: (1) offer world historians opportunity to critically reflect upon and refine their essential interpretational frameworks, (2) facilitate more effective and nuanced teaching and learning in and beyond the classroom, (3) provide accessible world historical contexts for specialized areas of historical as well as other fields of research in the humanities, social sciences and sciences, and (4) promote comparative historiographical critique which (a) helps identify continuing research questions for the field of world history in particular, as well as (b) further global peace and dialogue in relation to varying views of our ever-increasingly interconnected, interdependent, multicultural, and globalized world and its shared

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though diverse and sometimes contested history.

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