

World History Ellis Esler Summary Athnet

World HistoryWorld History InteractiveThe Patchwork of World History in Texas High SchoolsCalifornia World History : The Modern WorldThe New Politics of the TextbookPrentice Hall World HistoryCliffsTestPrep CSET: Social Science Teaching HistoryEl-Hi Textbooks & Serials in Print, 2005World HistoryTeaching for Historical ThinkingThe history of the Temple, with special reference to the Middle Temple, the substance of a lectureDocuments Relating to the Colonial History of the State of New JerseyEl-Hi Textbooks and Serials in PrintDocuments Relating to the Colonial, Revolutionary and Post-revolutionary History of the State of New JerseyHistory of the Belfast Library and Society for Promoting Knowledge, Commonly Known as the Linen Hall LibraryKoreaEducation about AsiaDoing DemocracyThe Pennsylvania Magazine of History and Biography Elisabeth Gaynor Ellis Elisabeth Gaynor Ellis Stephen Jackson Elisabeth Gaynor Ellis Heather Hickman Elisabeth Gaynor Ellis Tony Napoli Elisabeth Gaynor Ellis Daisy A. Martin George Pitt- Lewis New Jersey Historical Society John Anderson (F.G.S.) Darren E. Lund World History World History Interactive The Patchwork of World History in Texas High Schools California World History : The Modern World The New Politics of the Textbook Prentice Hall World History CliffsTestPrep CSET: Social Science Teaching History El-Hi Textbooks & Serials in Print, 2005 World History Teaching for Historical Thinking The history of the Temple, with special reference to the Middle Temple, the substance of a lecture Documents Relating to the Colonial History of the State of New Jersey El-Hi Textbooks and Serials in Print Documents Relating to the Colonial, Revolutionary and Post-revolutionary History of the State of New Jersey History of the Belfast Library and Society for Promoting Knowledge, Commonly Known as the Linen Hall Library Korea Education about Asia Doing Democracy The Pennsylvania Magazine of History and Biography Elisabeth Gaynor Ellis Elisabeth Gaynor Ellis Stephen Jackson Elisabeth Gaynor Ellis Heather Hickman Elisabeth Gaynor Ellis Tony Napoli Elisabeth Gaynor Ellis Daisy A. Martin George Pitt- Lewis New Jersey Historical Society John Anderson (F.G.S.) Darren E. Lund

this book traces the historical development of the world history course as it has been taught in high school classrooms in texas a populous and nationally influential state over the last hundred years arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism eurocentrism and nationalism in both textbooks and the curriculum more broadly the first part of the book presents an overview of the world history course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non western peoples and persistent narratives of eurocentrism and nationalism it ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the united states to produce loyal citizens offering a new conceptual understanding of how colonial themes in world history curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of world history in the united states

in an age of unprecedeted corporate and political control over life inside of educational institutions this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in k 16 schools to perpetuate their interests at the expense of minoritized social groups the contributors provide a comprehensive examination of how textbooks the most dominant cultural force in which corporations and political leaders impact the schooling curricula shape students thoughts and behavior perpetuate power in dominant groups and trivialize social groups who are oppressed on the structural axes of race class gender sexuality and dis ability several contributors also generate critical insight in how power shapes the

production of textbooks and evaluate whether textbooks still perpetuate dominant western narratives that normalize and privilege patriotism militarism consumerism white supremacy heterosexism rugged individualism technology and a positivistic conception of the world finally the book highlights several textbooks that challenge readers to rethink their stereotypical views of the other to reflect upon the constitutive forces causing oppression in schools and in the wider society and to reflect upon how to challenge corporate and political dominance over knowledge production

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in this provocative collection of essays with a distinctly critical and nuanced approach to how democracy is taught learned understood and lived authors from four continents share their visions on how democracy needs to be cultivated critiqued demonstrated and manifested throughout the educational experience the collective concern is how we actually do democracy in education the essays argue that democracy must be infused in everything that happens at school curriculum extra curricular activities interaction with parents and communities and through formal organization and structures one of the book s central questions is are educators merely teaching students skills and knowledge to prepare them for the world of work or is education more about encouraging students to thrive within a pluralistic society this book reveals that democracy is an ethos an ideology a set of values a philosophy and a complex and dynamic terrain that is a contested forum for debate from seasoned veterans to emerging scholars these writers challenge the idea that there is only one type of democracy or that democracy is defined by elections using a range of theoretical conceptual and methodological approaches each essay makes a compelling case for how education can advance a more critical engagement in democracy that promotes social justice and political literacy for all diverse examples illustrate the theme of doing democracy with its numerous models for teaching and learning to encourage critical thinking and engagement this book is certain to be an invaluable resource to educators researchers students and anyone with a passion for democratic ideals

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