

Narration Identity And Historical Consciousness Making 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. 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.

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.

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.

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 Importance of How We See Ourselves

A New Hope

Museums and the Past

Encyclopedia of Identity

The Wiley International Handbook of History Teaching and Learning

Biblical Narrative in the Philosophy of Paul Ricoeur

Crossing Borders and Telling Lives

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.

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 heirarchies 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.

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.

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.

In his now classic Voices of Collective Remembering, James V. Wertsch (2002) examines the extent to which certain narrative themes are embedded in the way the collective past is understood and national communities are imagined. In this work, Wertsch coined the term schematic narrative templates to refer to basic plots, such as the triumph over alien forces or quest for freedom, that are recurrently used, setting a national theme for the past, present and future. Whereas specific narratives are about particular events, dates, settings and actors, schematic narrative templates refer to more abstract structures, grounded in the same basic plot, from which multiple specific accounts of the past can be generated. As dominant and naturalised narrative structures, schematic narrative templates are typically used without being noticed, and are thus extremely conservative, impervious to evidence and resistant to change. The concept of schematic narrative templates is much needed today, especially considering the rise of nationalism and extreme-right populism, political movements that tend to tap into national narratives naturalised and accepted by large swathes of society. The present volume comprises empirical and theoretical contributions to the concept of schematic narrative templates by scholars of different disciplines (Historiography, Psychology, Education and Political Science) and from the vantage point of different cultural and social practices of remembering (viz., school history teaching, political discourses, rituals, museums, the use of images, maps, etc.) in different countries. The volume's main goal is to provide a transdisciplinary debate around the concept of schematic narrative templates, focusing on how narratives change as well as perpetuate at times when nationalist discourses seem to be on the rise. This book will be relevant to anyone interested in history, history teaching, nationalism, collective memory and the wider social debate on how to critically reflect on the past.

Theorizing Historical Consciousness

Perspectives from Current Social Theory and Historical Sociology

Notes from the Field

Negotiating Identities in Nordic Migrant Narratives

History and Identity

Indentured Identities

A Study in Hermeneutics and Theology

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.

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, chronological 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.

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.

A critical account of Ricoeur's theory of narrative interpretation and its contribution to theology.

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.

Words and Wounds

History

Beyond History for Historical Consciousness

Wolfhart Pannenberg and the Natural Sciences on Time

Contemplating Historical Consciousness

Narration, Interpretation, Orientation

This edited volume takes an interdisciplinary approach to the question of how identities are negotiated and a sense of belonging established in a world of increasing migration and diversity. Transcending field-specific approaches and differences in foci, the authors investigate how identity is constructed and mediated in face-to-face interactions (in real time and fictional writing), how writers use narratives to express their reorientation and their identity negotiation in a new homeland, and how material objects convey layered meaning to identity and belonging. This engagement with spoken, written and material mediation of identity resonates with recent sociolinguistic investigations on how language is connected to and intersects with embodiment, materiality and time. The volume will be of interest to students and scholars of globalisation and migration studies, sociolinguistics and narrative analysis, anthropology and cultural studies. Pia Lane is Professor of Multilingualism at the Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo, Norway, and her research interests include narrative analysis, language policy, language shift and language revitalisation. She edited Standardizing Minority Languages (with Costa and De Korne) and is co-editor-in-chief of Linguistic Minorities in Europe. Bjirghild Kjelsvik is Associate Professor of Norwegian Language at the Department of Teacher Education, NLA University College, Oslo, Norway. She holds a PhD in Linguistics. Her research interests include discourse analysis, linguistic anthropology and narrative analysis. She has published research on asylum interviews as oral narratives. Annika Bstein Myhr is Associate Professor of Norwegian Literature at the University of South-Eastern Norway. Myhr holds a PhD in Comparative Literature and has published extensively on Russian and Scandinavian literature. She is the editor of Twist (2021), and co-editor of Sarbarhet og litteratur [Vulnerability and literature] (2021, with Dancus and Linhart).

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 ..

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 scholars of sociology, politics and war studies with interests in the military profession and the role of history in contemporary Britain and Germany.

Narration, Identity, and Historical ConsciousnessBerghahn Books

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.

Palgrave Handbook of Research in Historical Culture and Education

Students, Narrative, and Memory

New Directions in Assessing Historical Thinking

Karaite Texts and Studies

Constructing Historical Consciousness

Narration, Identity, and Historical Consciousness

The Search for Normalty

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.

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.

Winner of the Best Anthology Award from the 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.

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.

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.

Language and Power

Explaining Social Processes

The Past as History

Self-Identity and Responsible Agency

The Variety of Cultures

The Tibetan History Reader

Identity, Motivation and Memory

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.

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 / 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

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.

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 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.

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 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.

Rethinking Narrative Identity

Time and History

Handbook of Culture and Memory

Interpersonal Understanding in Historical Context

Reproducing, Rethinking, Resisting National Narratives

An Intercultural Debate

Western Historical Thinking

What is history is a question historians have been asking themselves time and again. Here a Western historian offers ten hypotheses that attempt to constitute specifically Western historical thinking, and Asian and African historians comment

The International Society for Language Studies (ISLS) introduces its second volume in the series Readings in Language Studies with Language and Power, a text that represents international perspectives on power and bilingualism, identity in professions, media, the learner, and pedagogy. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.

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.

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.

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.

(Re)Constructing Memory: Education, Identity, and Conflict

Mormon Historical Consciousness and the Concept of Apostasy

Persona and Perspective

Historical Consciousness, Haskalah, and Nationalism among the Karaites of Eastern Europe

The Role of History in the British and German Forces

Generational Consciousness, Narrative, and Politics

A Sociocultural Approach to Schematic Narrative Templates

Comprising of more than twenty five more than 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 Island and Pitkern-Norf’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.

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.

This series aims at bridging the gap between historical theory and the study of historical memory as well as western and non-western concepts, for which this volume offers a particularly good example. It explores cultural differences in conceptualizing time and history in

countries such as China, Japan, and India as well as pre-modern societies.

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 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.

This book offers the first ever comparative study of historical consciousness among young citizens from different regions, provinces, identities, and first languages.

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Narrative and Identity Construction in the Pacific Islands

A Museum Studies Approach to Heritage

Resistance and accommodation in plantation-era Fiji

National Identity and Historical Consciousness in Modern Europe

Reading Mark’s Gospel as a Text from Collective Memory

National Identity and Historical Consciousness in Germany Since 1800

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 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 ThemesArtClassDeveloping IdentitiesGender, Sex, and SexualityIdentities in ConflictLanguage and DiscourseLiving EthicallyMedia and Popular CultureNationality Protecting IdentityRace, Culture, and EthnicityRelating Across

CulturesReligionRepresentations of IdentityTheories of Identity

Illness Narratives in Practice: Potentials and Challenges of Using Narratives in Health-related Contexts

Narratives of Exile

Curriculum and Teaching Dialogue

Professional Identity Constructions of Indian Women

Standing Apart