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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 rivalry between india and pakistan began on british withdrawal from the british indian empire in 1947 and with the sudden partition of india immediately afterwards it has proven remarkably resilient while the countries share a long history and have considerable social cultural affinity relations since partition have been marked by three wars constant border skirmishes and a deep distrust that permeates both societies in each teaching about those relations is weighted with political and cultural significance and research shows that curriculums have been used to shape the mindset of new generations with regard to their neighbouring state this book explores the attitudes and pedagogical decision making of teachers in india and pakistan when teaching india pakistan relations situating teachers in the context of reformed textbooks and curriculums in both countries that explicitly advocate critical thinking and social cohesion kusha anand explores how far teachers have enacted these changes in their classrooms based on data collected from teachers via semi structured interviews and classroom observations in india and pakistan she argues that despite whole nation policies and texts teaching of india pakistan relations is dependent on the socio economic status of schools while there is progress towards the stated goals teachers in both countries face pressures from the interests of school and state and often miss opportunities to engage with multiple perspectives and stereotypes in their classrooms

in turkish textbooks migrants are frequently portrayed as marginalized individuals who are labelled as needy guests and consumers of limited resources these textbooks fail to portray migrants as a constituent element of society neglecting to acknowledge their substantial contributions to both social and economic life furthermore the textbooks disregard the rich tapestry of migrants lives traditions and cultures by omitting instances of successful migrant experiences this narrative promotes discontent hatred exclusion and fear towards migrants within educational institutions and society at large however defining migrants as the constituent elements of society highlighting their contributions to social and economic life and including their culture and traditions in textbooks can play a pivotal role in cultivating positive attitudes and behaviors towards immigrants a paradigm shift in depicting migrants as essential constituents of society is imperative

this book analyzes how colonial history is depicted in post war textbooks worldwide from the mid 19th century to the 1960s 70s it uses an interdisciplinary approach to explore portrayals in former colonizer and colonized countries focusing on collective memory popular culture and academic knowledge

this volume examines the role of identity formation and stages of sequencing of the steps of reconciliation which is an enduring rather than ad hoc phenomenon ripar 4 asks for both the challenges to it from the domestic and international systems and the actors involved as well as for the role of history memory and remembrance either as catalysts for or obstacles to reconciliation the analyzing of the connection among the past the present and the future in actual or prospective reconciliation embraces all these

topics and questions influenced by the crisis in the former sovjet union following the march 2014 russian annexation integration of crimea and the movement of russian soldiers into eastern ukraine to aid ukrainian separatists the essays in this volume were written in 2015 reconciliation is a frequently ill defined term as an aspiration in this volume it encompasses three senses an incipient thin and minimal form amounting to passive peaceful coexistence after enmity a more elaborate intermediate and engaged form that is captured by the term rapprochement and a thick or fuller form denoting active friendship empathy trust magnanimity and ultimately amity beyond the definitional goal the volume addresses ten themes firstly reconciliation is being questioned as a process and or a terminal condition a view is made on the requirements for the transition from conflict to a reconciliatory process and the obstacles to beginning a process of reconciliation its soft and hard expressions inter alia in emotional and political dimensions are also subject of the author s interest the observations about conflict and cooperation offered in this volume wish to add significantly to the burgeoning literature of reconciliation these essays demonstrate that we need a variety of disciplinary and theoretical perspectives to grapple with conflict and to promote reconciliation

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