



The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era

Edited by
Luigi Cajani · Simone Lässig
Maria Repoussi

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“History textbook expert Terence Leonard once lamented that if only Foreign Offices would read the history textbooks of other countries they could save all the money they spend on agents’ reports about public opinion abroad. As this unprecedented guide finally brings together dozens of recent history education conflicts around the globe, one would hope that diplomats and their masters will take this golden opportunity and act smarter than they did in Leonard’s time. This Handbook’s advice is threefold: watch the tribulations of history education, peer into a country’s soul in the process, and, most of all, handle that knowledge responsibly.”

—Antoon De Baets, Professor of History, Ethics and Human Rights, *University of Groningen, the Netherlands*

“From “Argentina” to “Zimbabwe”, Cajani, Lässig and Repoussi have assembled a collection of fifty-seven accounts of conflict over history education since 1989, arrayed in alphabetical order by country. This encyclopaedic project is an invitation to international, comparative theory building, with the raw materials provided largely by locally grounded participant-observers in the history education conflicts. The editors provide a stimulating introduction to open up the comparative possibilities: who are the main actors and how do they exercise power? What are their key forms, forums and strategies? How do war, decolonisation, the fall of dictators and the rise of nationalist populism shake up assumptions about the teaching of the past? What is internationally shared and what is nationally distinctive? The Palgrave Handbook of Conflict and History Education will be an indispensable tool for researchers examining these questions in the coming years.”

—Peter Seixas, Professor Emeritus, *University of British Columbia, Canada*

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Preface

It was in 2010, during the 21st Congress of the International Committee of Historical Sciences in Amsterdam, that the idea for this book was born. Even if ‘History Wars’ had not been a major theme of the congress, the topic would undoubtedly still have featured in many formal and informal discussions held during its course. It became evident that history-related conflict has become a worldwide phenomenon and increasingly the subject of public debate in many societies. It also became clear that these wars over the events of history as such were often translated into battles over the teaching of history in schools.

This was a phenomenon, we realised, that called for examination from a global perspective. We felt that a comprehensive reference work on contemporary conflicts over history education, which would analyse not only internationally well-known cases but also instances that have received little attention outside their national or regional contexts, would encourage research in this area and provide a useful guide for those approaching the field. Our intention in embarking upon the compilation of such a work was to map the conflicts, identify commonalities, locate and illuminate hidden rationales and connect the individual cases with the fundamental changes that have taken place globally since the early 1990s. We therefore invited scholars from around the world to submit case studies. To ensure consistency across the contributions, we held a number of workshops and were able to present some results of these efforts at the 22nd Congress of the International Committee of Historical Sciences, which took place in Jinan, China, in 2015. The joint session on ‘Memory Wars: History Education between Politics, Scholarship, and the Media’ drew a wonderful arc between

the original idea for this book, which had come into being at the previous congress, five years previously and thousands of miles away, and the presentation of initial results in the same intellectual environment.

The editors would like to take this opportunity to express their grateful thanks to all those who have actively supported and furthered this project. First among them are the contributors, who undertook the task of mapping public debates on history education and providing tools for further study. We owe them gratitude for their patience as well as their labours; a book with this kind of scope and so many scholars from highly diverse academic cultures is never a speedy publication project. Our thanks also go to the Aristotle University of Thessaloniki and the Università degli Studi di Roma 'La Sapienza', both of which organised and co-funded our two project meetings in Rome and Thessaloniki. We are particularly indebted to the Georg Eckert Institute for International Textbook Research, without whose long-standing commitment this ambitious project would not have been possible. The institute offered a unique scholarly space in which to develop the rationale for this handbook during several workshops held at the 'Villa von Bülow' in Braunschweig, Germany. The GEI's research library was an indispensable resource for such an international project, as were the network of scholars and the digital infrastructure the institute has developed over many years. Additionally, the GEI supported the publication itself by allocating the resources necessary to achieve such a complex project.

Dr Marcus Otto enriched our discussions and contributed enormously towards developing the categorisation of cases employed in this handbook. Thanks are also due to *Michael Annegarn-Gläß*, *Lisa Gerlach* and *Dr Wendy Anne Kopisch*, whose assistance in the coordination of this project was indispensable. Without their commitment, diligence and reliability, this book would never have reached publication. The same is true of *Dr Katherine Ebisch-Burton*, who did a wonderful job in translating some of the case studies. The time, the impressive knowledge, and the formidable passion she invested in translating and editing the introduction was extremely valuable. *Sophie Perl* and *Nicola Watson* edited and/or translated the contributions to this book with precision, skill and experience. We are also grateful to *Eva Fischer*, *Meyrick Payne* and *Karolina Kubista* for their support at various stages of the publication process. The German Historical Institute in Washington, DC, supported the completion of this publication in many ways during its final stages, for which the editors express

their gratitude; particularly to *David Lazar*, senior editor at the GHI. At Palgrave Macmillan, we extend our warmest gratitude to *Eleanor Christie* and *Rebecca Wyde* for their expertise and understanding of the complexities involved in such a project; their invaluable support is much appreciated.

Finally, we extend our heartfelt gratitude to all colleagues and fellows at the Georg Eckert Institute who supported us over the course of this project with their knowledge, access to their networks of scholars and their comments on our rationale, and of course to the two anonymous reviewers whose input and expertise were vital to the completion of the book.

Rome, Italy
Washington, DC
Thessaloniki, Greece
September 2018

Luigi Cajani
Simone Lässig
Maria Repoussi

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Directives, Mechanisms, and Challenges in Lebanon, Syria, and Oman', in *The Politics of Education Reform in the Middle East: Self and Other in Textbooks and Curricula*, edited by S. Alayan, A. Rohde and S. Dhoub, 15–39. New York: Berghahn Books, 2012; *From Citizenship to Citizenship Education: Processes and Challenges*. Byblos: International Centre for Human Sciences, 2012; *Holistic Education for Basic Education Students*. Beirut: Dar Al Fikr Al Lubnani, 2008; *Civics: Its Curriculum and Teaching Methods*. Muscat: Ministry of Education/Beirut: Dar Al Fikr Al Lubnani, 2006.

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and Its Neighborhood. From Politics and Economics to Group Rights'. *Caucasus Edition* (July 2016) (edited with S. Huseynova, M. Karapetyan and S. Rumyansev); *Problemy i perspektivy podgotovki uchebnikov i prepodavanija istorii na Juzhnom Kavkaze* [Challenges and Prospects of History Education and Textbook Development in the South Caucasus]. Tbilisi: Imagine Center for Conflict Transformation, 2014 (edited with S. Rumyansev and O. Karpenko); 'History Education in the South Caucasus'. *Turkish Policy Quarterly* 13, no. 1 (2014) (with S. Rumyansev); 'Nagorno-Karabakh Conflict and the Reinterpretation of Narrative in History Textbooks'. In *Myths and Conflicts in the South Caucasus*, edited by O. Karpenko. London: International Alert, 2013 (with S. Rumyansev).

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sobre la enseñanza y aprendizaje de la Historia: Chile 1990–2012’. In *La investigación en la enseñanza de la historia en América Latina*, edited by J. Pagès and S. Plá, 87–109. Méico: Universidad Pedagógica Nacional/Bonilla Artigas Editores, 2014; ‘Las habilidades para la comprensión del pasado: comprender e interpretar históricamente’. In *La didáctica de la historia y la formación de ciudadanos en el mundo actual*, edited by I. Muñoz and L. Osandón Santiago. Chile: Centro de Investigaciones Diego Barros Arana, 2013.

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