

## Narration Identity And Historical Consciousness Making Sense Of History

*This book provides studies of narratives concerning the distant, 'barbarian' past, composed c.550–c.1000, ranging from Latin 'national' histories to Latin and vernacular epics and lays, and examines the place of this past in early medieval historical consciousness.*

*This book explores the contribution of discursive psychology and discourse analysis to researching the relationship between history and collective memory. Analysing significant manifestations of the moral vocabulary of the Romanian transition from communism to democracy, the author demonstrates how discursive psychology can be used to understand some of the enduring and persistent dilemmas around the legacy of communism. This book argues that an understanding of language as an action-oriented, world-building resource can fill an important gap in the literatures over individual and collective meaning of the recent (communist) past. The author posits that discursive social psychology can serve as an intellectual and empirical bridge that can overcome several of the difficulties faced by researchers working in transitional justice, discursive psychology, memory studies, and the sociology of change. This edited collection offers an empirical exploration of social memory in the context of politics, war, identity and culture. With a substantive focus on Eastern Europe, it employs the methodologies of visual studies, content and discourse analysis, in-depth interviews and surveys to substantiate how memory narratives are composed and rewritten in changing ideological and political contexts. The book examines various historical events, including the Russian-Afghan war of 1979-89 and World War II, and considers public and local rituals, monuments and museums, textbook accounts, gender and the body. As such it provides a rich picture of post-socialist memory construction and function based in interdisciplinary memory studies.*

*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 / National Identity and Historical Consciousness in Germany Since 1800*

*A New Hope*

*On Historical Distance*

*Writing the Barbarian Past: Studies in Early Medieval Historical Narrative*

*Religion, Identity, and Narrative in the Sikh Religion*

*Constructing Historical Consciousness*

*Narratives of Exile*

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 Ericikan 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.

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.

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.

A sustained and systematic study of the construction, erosion and reconstruction of national histories across a wide variety of states is highly topical and extremely relevant in the context of the accelerating processes of Europeanization and globalization. However, as demonstrated in this volume, histories have not, of course, only been written by professional historians. Drawing on studies from a number of different European nation states, the contributors to this volume present a systematic exploration, of the representation of the national paradigm. In doing so, they contextualize the European experience in a more global framework by providing comparative perspectives on the national histories in the Far East and North America. As such, they expose the complex variables and diverse actors that lie behind the narration of a nation.

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

Vol. 19 # 1 & 2

A Study in Hermeneutics and Theology

Museums and the Past

Contested and Shared Places of Memory

A Sociocultural Approach to Schematic Narrative Templates

The Importance of How We See Ourselves

**How do schools and public history influence each other? Cases studies focusing on school and public history around the world shed light on the intricate relationships between schools, students, teachers, policy makers and public historians. From why Robben Island is not included in South African curriculum to how German schools shape Holocaust memory, the case studies offered in this book sheds light on a current topic.**

**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.**

**While bookstore shelves around the world have never ceased to display best-selling "life-and-letters" biographies in prominent positions, the genre became less popular among academic historians during the Cold War decades. Their main concern then was with political and socioeconomic structures, institutions, and organizations, or--more recently--with the daily lives of ordinary people and small communities. The contributors to this volume--all well known senior historians--offer self-critical reflections on problems they encountered when writing biographies themselves. Some of them also deal with topics specific to Central Europe, such as the challenges of writing about the lives of both victims and perpetrators. Although the volume concentrates on European historiography, its strong methodological and conceptual focus will be of great interest to non-European historians wrestling with the old "structure-versus-agency" question in their own work. Contributors: Volker R. Berghahn, Hartmut Berghoff, Hilary Earl, Jan Eckel, Willem Frijhoff, Ian Kershaw, Simone Lässig, Karl Heinrich Pohl, John C. G. Röhl, Angelika Schaser, Joachim Radkau, Cornelia Rauh-Kühne, Mark Roseman, Christoph Strupp and Michael Wildt.**

**The Variety of Cultures**

**Narration, Interpretation, Orientation**

**Narration, Identity, and Historical Consciousness**

**Discourse, Memory, and Historical Redress**

**Representing Communism After the Fall**

**Wolffhart Pannenberg and the Natural Sciences on Time**

**Biography Between Structure and Agency**

Our understanding of the past, 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.

Social psychologists argue that people’s past weighs on their present. Consistent with this view, Historical Tales and National Identity outlines a theory and a methodology which provide tools for better understanding the relation between the present psychological condition of a society and representations of its past. Author Janos Laszlo argues that various kinds of historical texts including historical textbooks, texts derived from public memory (e.g. media or oral history), novels, and folk narratives play a central part in constructing national identity. Consequently, with a proper methodology, it is possible to expose the characteristic features and contours of national identities. In this book Laszlo enhances our understanding of narrative psychology and further elaborates his narrative theory of history and identity. He offers a conceptual model that draws on diverse areas of psychology - social, political, cognitive and psychodynamics - and integrates them into a coherent whole. In addition to this conceptual contribution, he also provides a major methodological innovation: a content analytic framework and software package that can be used to analyse various kinds of historical texts and shed new light on national identity. In the second part of the book, the potential of this approach is empirically illustrated, using Hungarian national identity as the focus. The author also extends his scope to consider the potential generalizations of the approach employed. Historical Tales and National Identity will be of great interest to a broad range of student and academic readers across the social sciences and humanities, including psychology, history, cultural studies, literature, anthropology, political science, media studies, sociology and memory studies.

In his now classic *Vocates 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.

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

Narrating the Nation

Notes from the Field

History and politics in North Eastern Europe

Words and Wounds

Time and History

Indentured Identities

National Identity and Literary Representation

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.

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.

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.

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.

Contemplating Historical Consciousness

The Search for Normality

Self-Identity and Responsible Agency

History and Identity

Western Historical Thinking

Collective Memories in War

The Wiley International Handbook of History Teaching and Learning

Focusing on the construction of forms of historical consciousness in narratives, this underscores what goes behind the writing of authentic histories by treating historical fiction as the literary dimension of nationalist ideology.

The book explores the 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 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.”

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.

Alphabetically arranged entries offer a comprehensive overview of the definitions, politics, manifestations, concepts, and ideas related to identity.

Generational Consciousness, Narrative, and Politics

When Does History Begin?

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

An Intercultural Debate

Crossing Borders and Telling Lives

Central European Lives in International Historiography

History

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 shape the past.

Narration, Identity, and Historical ConsciousnessBerghahn Books

The Baltic-Russian debates on the past have become a hot spot of European memory politics. Violent protests and international tensions accompanying the removal of the “Bronze Soldier” monument, which commemorated the Soviet liberation of Tallinn in 1944, from the city centre in April 2007 have demonstrated the political impact that contested sites of memory may still reveal. In this publication, collective memories that are related to major traits of the 20th century in North Eastern Europe – the Holocaust, Nazi occupation and the Soviet era – are examined through a prism of different approaches. They comprise reflections on national templates of collective memory, the political use of history, cultural and political aspects of war memorials, and recent discourses on the Holocaust. Furthermore, places of memory in architecture and urbanism are addressed and lead to the question of which prospects common, trans-national forms of memory may unfold. After decades of frozen forms of commemoration under Soviet hegemony, the Baltic case offers an interesting perspective on the past.

to current political and inter-ethnic relationships. The past seems to be remembered differently in the European peripheries than it is in its centre. Europe is diverse and so are its memories. This book was published as a special issue of the Journal of Baltic Studies.

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 people cope 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 displacement and migration, this book provides a timely consideration of how to understand and chronicle one of the most pressing issues of this age.

The Past as History

Myths of the Nation

Curriculum and Teaching Dialogue

An introduction to narrative social psychology

New Directions in Assessing Historical Thinking

Karaite Texts and Studies

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

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.

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 Wolffhart 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 process. 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.

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.

Public History and School

Handbook of Culture and Memory

Students, Narrative, and Memory

Reproducing, Rethinking, Resisting National Narratives

Negotiating Identities in Nordic Migrant Narratives

Biblical Narrative in the Philosophy of Paul Ricoeur

Explaining Social Processes

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 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.

DIVConceptions of distance are foundational to historical thought, but Mark Salber Phillips gives the idea new subtlety and meaning. He argues that distance is a matter not just of time and space but also of form, affect, ideology, and understanding. In this exceptionally wide-ranging study, Phillips examines Renaissance, Enlightenment, and contemporary histories, as well as a broad spectrum of historical genres—including local history, literary history, counter-factual fiction, history painting, and museology. DIV“On Historical Distance is a fascinating and very important book that should be read by all historians. Beautifully written in elegant, economical and engaging prose, the book wears its considerable learning very lightly. A deeply original, challenging and thought-provoking study of the evolving history of history by one of our leading historians of historiography, this book should provoke a lively debate among historians and should be assigned as essential reading for classes on historical methods and historiography.”—John Marshall, John Hopkins University/div

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.

National Identity and Historical Consciousness in Modern Europe

Perspectives from Current Social Theory and Historical Sociology

Resistance and Accommodation in Plantation-era Fiji

International Perspectives

Historical Tales and National Identity

Encyclopedia of Identity

Representations in History, Media and the Arts

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.

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.

Documents how the premodern techniques of narrating the past and truth-telling in South Asia were deeply transformed by colonialism, particularly among the Sikhs in northern India.

Theorizing Historical Consciousness

Beyond History for Historical Consciousness

Interpersonal Understanding in Historical Context