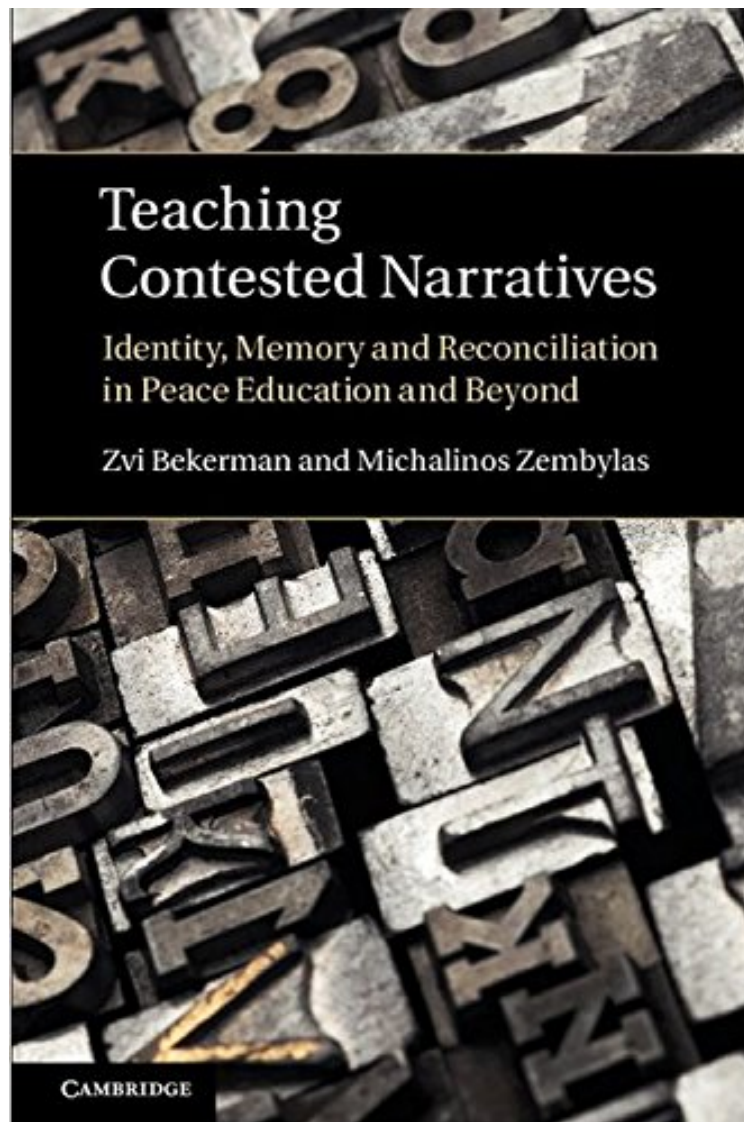


[E-BOOK] Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond

## Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond

*Zvi Bekerman, Michalinos Zembylas*

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**Zvi Bekerman, Michalinos Zembylas : Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond:

In troubled societies narratives about the past tend to be partial and explain a conflict from narrow perspectives that justify the national self and condemn, exclude and devalue the 'enemy' and their narrative. Through a detailed analysis, *Teaching Contested Narratives* reveals the works of identity, historical narratives and memory as these are enacted in classroom dialogues, canonical texts and school ceremonies. Presenting ethnographic data from local contexts in Cyprus and Israel, and demonstrating the relevance to educational settings in countries which suffer from conflicts all over the world, the authors explore the challenges of teaching narratives about the past in such societies, discuss how historical trauma and suffering are dealt with in the context of teaching, and highlight the potential of pedagogical interventions for reconciliation. The book shows how the notions of identity, memory and reconciliation can perpetuate or challenge attachments to essentialized ideas about peace and conflict.

"This is a critically important analysis of assumptions in peace education, based on a rich corpus of research in Israeli and Cypriot classrooms. The analysis challenges assumptions about our understanding of identity, memory and reconciliation, and challenges us to help children envisage and realize alternative futures." --Tony Gallagher, Professor of Education and Pro Vice Chancellor, Queen's University, Belfast

"This book, a most compelling ethnographic comparative study of education that deals with issues of conflicting memories, identities and historical narratives in divided societies. It raises serious questions that challenge the prevailing psychologically oriented and Western-based epistemologies of peace education. Being written for both professionals and practitioners, it is a must read for anybody in the field of reconciliation, peace education and forgiveness." --Gabi Salomon, Professor Emeritus and Head of the Center for Research on Peace Education, Haifa University, Israel

About the Author Michalinos Zembylas is Assistant Professor of Education at the Open University of Cyprus. His research interests are in the areas of educational philosophy and curriculum theory and his work focuses on exploring the role of emotion and affect in curriculum and pedagogy. He is particularly interested in how affective politics intersect with issues of social justice pedagogies, intercultural and peace education, and citizenship education.

Zvi Bekerman, Ph.D. teaches anthropology of education at the School of Education and the Melton Center, Hebrew University of Jerusalem. From 2003 to 2007 he was a Research Fellow at the Truman Institute for the Advancement of Peace, Hebrew University. His main interests are in the study of cultural, ethnic and national identity, including identity processes and negotiation during intercultural encounters and in formal/informal learning contexts.