

Preface

Globalisation and Historiography of National Leaders: Symbolic Representations in School Textbooks, which is **Vol. 18** in the 24-volume book series *Globalisation, Comparative Education and Policy Research*, edited by Joseph Zajda, Tatyana Tsyrlina-Spady and Michael Lovorn, presents a global overview of the nexus between nation-building, national leaders and history education globally and implication for democracy, cultural diversity and social justice.

History education and history textbooks have attracted a great deal of debate recently. Recent research on globalisation and education policy has indicated that forces of globalisation and accountability have affected the nature and the value of prescribed school textbooks in Russia and elsewhere. Since 2006, teaching ‘national history’ featured high on the agenda in many European countries. Recent and continuing public and political debates in countries around the world, dealing with understandings of the use of national leaders in the nation-building and national identity, point out to parallels between the political significance of school history and the history debates globally. Due to these ongoing debates concerning the role of history teaching in schools and its content and delivery, history education has become a high-profile topic of national and global significance.

The ‘Europeanisation’ of history textbooks in the EU is an example of Western-dominated grand narrative of pluralist democracy, multiculturalism and history textbooks, according to the canon of a particularly European dimension. Both the ‘Europeanisation’ of history textbooks and politically motivated reforms in history curricula and textbooks demonstrate a new dimension of political socialisation, by preferred portrayal of national leaders, and the nation-building process, currently taking place in the global culture.

The impact of globalisation on education policy and reforms, and history textbooks in particular, is a strategically significant issue for us all. The volume focuses on the importance of national leaders, nation-building and patriotism in history textbooks globally. It presents an up-to-date scholarly research on *global* trends in historiography of national leaders and their symbolic representations in school history textbooks. It provides an easily accessible, practical, yet scholarly, source of information about the international concerns in the field of globalisation and history

textbook research. The volume, as a sourcebook of ideas for researchers, practitioners and policy-makers in globalisation and history education, provides a timely overview of current changes in dominant historical narratives depicting national leaders.

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Symbolic Representations in School Textbooks

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