



Nationalism and History Education: Curricula and Textbooks in the United States and France (Routledge Research in International and Comparative Education)

Rachel D. Hutchins

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History education, by nature, transmits an 'official' version of national identity. National identity is not a fixed entity, and controversy over history teaching is an essential part of the process of redefining and regenerating the nation. France and the United States have in particular experienced demographic and cultural shifts since the 1960s that have resulted in intense debates over national identity. This volume examines how each country's national history is represented in primary schools' social studies textbooks and curricula, and how they handle contemporary issues of ethnicity, diversity, gender, socio-economic inequality, and patriotism. By analyzing each country separately and comparatively, it demonstrates how various groups (including academics, politicians and citizen activists) have influenced education, and how the process of writing and rewriting history perpetuates a nation.

Drawing on empirical studies of the United States and France, this volume provides insight into broader nationalist processes and instructive principles for similar countries in the modern world.

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