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This book is open access under a CC BY 4.0 license. This book explores how the socially disputed

period of the Cold War is remembered in today's history classroom. Applying a diverse set of methodological strategies, the authors map the dividing lines in and between memory cultures across the globe, paying special attention to the impact the crisis-driven age of our present has on images of the past. Authors analysing educational media point to ambivalence, vagueness and contradictions in textbook narratives understood to be echoes of societal and academic controversies. Others focus on teachers and the history classroom, showing how unresolved political issues create tensions in history education. They render visible how teachers struggle to handle these challenges by pretending that what they do is 'just history'. The contributions to this book unveil how teachers, backgrounding the political inherent in all memory practices, often nourish the illusion that the history in which they are engaged is all about addressing the past with a reflexive and disciplined approach.

Originally planned as a fact-based book on the pre-colonial history of the Eastern Cape in the true tradition of history, this ground-breaking book focuses on epistemological and foundational questions about the writing of history and whose history counts. *Whose History Counts* challenges the very concept of 'pre-colonial' and explores methodologies on researching and writing history. The reason for this dramatic change of focus is attributed in the introduction of the book to the student-led rebellion that erupted following the #RhodesMustFall campaign which started at the University of Cape Town on 9 March 2015. Key to the rebellion was the students' opposition to what they dubbed 'colonial' education and a clamour for, among others, a 'decolonised curriculum'. This book is a direct response to this clarion call.

This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

In a few short decades before the First World War, Calgary was transformed from a frontier outpost into a complex industrial metropolis. With industrialization there emerged a diverse and equally complex working class. David Bright explores the various levels of class formation and class identity in the city to argue that Calgary's reputation as a prewar centre of labour conservatism is in need of revision.

What were the economic roots of modern industrialism? Were labor unions ever effective in raising workers' living standards? Did high levels of taxation in the past normally lead to economic decline? These and similar questions profoundly inform a wide range of intertwined social issues whose complexity, scope, and depth become fully evident in the Encyclopedia. Due to the interdisciplinary nature of the field, the Encyclopedia is divided not only by chronological and geographic boundaries, but also by related subfields such as agricultural history, demographic history, business history, and the histories of technology, migration, and transportation. The articles, all written and signed by international contributors, include scholars from Europe, Latin America, Africa, and Asia. Covering economic history in all areas of the world and segments of economies from prehistoric times to the

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present, The Oxford Encyclopedia of Economic History is the ideal resource for students, economists, and general readers, offering a unique glimpse into this integral part of world history.

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A People's History of Classics explores the influence of the classical past on the lives of working-class people, whose voices have been almost completely excluded from previous histories of classical scholarship and pedagogy, in Britain and Ireland from the late 17th to the early 20th century. This volume challenges the prevailing scholarly and public assumption that the intimate link between the exclusive intellectual culture of British elites and the study of the ancient Greeks and Romans and their languages meant that working-class culture was a 'Classics-Free Zone'. Making use of diverse sources of information, both published and unpublished, in archives, museums and libraries across the United Kingdom and Ireland, Hall and Stead examine the working-class experience of classical culture from the Bill of Rights in 1689 to the outbreak of World War II. They analyse a huge volume of data, from individuals, groups, regions and activities, in a huge range of sources including memoirs, autobiographies, Trade Union collections, poetry, factory archives, artefacts and documents in regional museums. This allows a deeper understanding not only of the many examples of interaction with the Classics, but also what these cultural interactions signified to the working poor: from the promise of social advancement, to propaganda exploited by the elites, to covert and overt class war. A People's History of Classics offers a fascinating and insightful exploration of the many and varied engagements with Greece and Rome among the working classes in Britain and Ireland, and is a must-read not only for classicists, but also for students of British and Irish social, intellectual and political history in this period. Further, it brings new historical depth and perspectives to public debates around the future of classical education, and should be read by anyone with an interest in educational policy in Britain today.

"A 22-volume, highly illustrated, A-Z general encyclopedia for all ages, featuring sections on how to use World Book, other research aids, pronunciation key, a student guide to better writing, speaking, and research skills, and comprehensive index"--

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