

Knowing, Teaching, and Learning History: National and International Perspectives

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As issues of history and memory collide in our society and in the classroom, the time is ripe to rethink the place of history in our schools. *Knowing, Teaching, and Learning History* represents a unique effort by an international group of scholars to understand the future of teaching and learning about the past. It will challenge the ways in which historians, teachers, and students think about teaching history. The book concerns itself first and foremost with the question, "How do students develop sophisticated historical understandings and how can teachers best encourage this process?" Recent developments in psychology, education, and historiography inform the debates that take place within *Knowing, Teaching, and Learning History*. This four-part volume identifies the current issues and problems in history education, then works towards a deep and considered understanding of this evolving field. The contributors to this volume link theory to practice, making crucial connections with those who teach history. Published in conjunction with the American Historical Association.

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Peter N. Stearns, provost of George Mason University, has been vice president of the American Historical Association and head of its teaching division. His book *Fat History: Bodies and Beauty in the Modern West* was a finalist for the Los Angeles Times Book Prize. Professor of Curriculum Studies at the University of British Columbia, Peter Seixas has taught in high schools for 15 years, earned a Ph.D. in history from UCLA, and has published numerous articles on social studies curriculum, historical understanding, and school-university collaboration. Professor of Educational Psychology and Adjunct Professor of History at the University of Washington, Sam Wineburg was a member of the NRC-National Academy of Science Commission that produced the 1999 report "How People Learn," and he is author of *Historical Thinking and Other Unnatural Acts*.

Peter N. Stearns

is Provost and University Professor at George Mason University. Since 1967, he has served as editor-in-chief of *The Journal of Social History*. His numerous books include *World History in Documents*; *American Behavioral History*; and *Anxious Parents*.

Other Books

Transforming History. Education is now at the fore of many Americans' concerns. But education is about more than teaching children how to function in life. It is a means of transmitting both a culture and a heritage. In this dynamic and far-reaching work, William Irwin Thompson, one of today's most innovative interdisciplinary thinkers, talks about how to transform a cultural legacy in the course of transmitting it. In the process of discussing this issue with the purpose of providing a home-schooling curriculum in the culture and history of humanity and the West, Thompson gives us a mind-rattling tour of our potential as human beings. He describes four "cultural ecologies" using a broad-based intellectual vista that takes in an expanse ranging from the Gilgamesh epic of 2000 B.C. to Disney, U2, and Ronald Reagan. His visionary approach takes education far beyond the bland, watered-down curricula so many students face today. He not only presents a far-reaching

system of knowledge, but suggests how we may stimulate the best and healthiest patterns of development in children and teenagers.

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